

Pols 201: National Government in the United States

Fall 2022

Section 001: 8AM-9:50AM Tuesday and Thursday, Woodard 201

Section 002: 10AM-11:50AM Tuesday and Thursday, Woodard 100A

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Student Office Hours: Monday and Wednesday 8AM-11AM,

Tuesday and Thursday 11:50AM-1:50PM

(in person or see Zoom link on Moodle)

Course Description: We will examine American politics using the analytic tools of political science. Our approach emphasizes the impact that American politics has on people's lives and highlights the ways in which you can make meaningful political change. We will explore American politics in the context of political systems around the world in order to analyze the strengths of the American political system and areas for improvement. Our focus will be on gaining the skills necessary to be conversant political scientists and constituents. We will use these skills to solve local community problems and to prepare you for wide-ranging careers that require critical thinking, writing, research, and collaboration.

Prerequisites: None.

Text: None. See readings on Moodle.

Optional Text: If you are interested in a more traditional textbook to supplement our readings, I recommend the free *American Government* (<https://openstax.org/details/books/american-government-2e>).

Course Objectives:

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

1. Describe approaches to studying American politics and compare and contrast American politics with the politics of other countries.
2. Synthesize the field of American politics in order to identify important future directions of research.
3. Apply political science research to contemporary problems in American politics and to your local community.
4. Demonstrate capacity to produce different forms of political science writing.
5. Develop policy relevant solutions to political science problems. Consider how these solutions could be implemented in your community.
6. Translate applied political science techniques into relevant, career-focused skills.

Assignments:

Assignment	Due Date	Percentage
Social Annotation	As indicated (most classes)	15%
Class Engagement	Each class	7%
In-Class Writing	Each class	10%
Class Notes	September 29, November 15	10%
Community Engagement		
Proposal	October 6	5%
Poster, Documents, and Self/Peer Evaluation	November 1	18%
Research Memo		
Research Question	September 22	5%
Research Memo Draft	October 13	15%
Research Memo	November 17	15%

Letter Grade Distribution:

A \geq 89.50; B 79.50 – 89.49; C 69.50 – 79.49; D 60.00 – 69.49; F \leq 59.99; Satisfactory \geq 69.50

Course Philosophy:

My goal for this course is to introduce you to the ways in which political science can help you think about complex topics and provide solutions to local public policy problems. We will mostly focus on learning skills for research, writing, and critical thinking. As such, this course is designed around different activities to help you develop these skills.

You may not have taken a course with this kind of focus before --- that is totally okay. We will work together to build up your skills throughout the quarter. This course uses a mix of teaching styles to help all students succeed. Most class sessions will consist of a mix of short lectures, discussion, group work, activities, and in class writing. You must come to class having completed the reading for the day; the social annotation assignment is meant to prepare you for our discussions. Your participation is critical to the success of the course.

We will be reading published books and journal articles written by political scientists. These readings will be challenging, and we will work together to learn how to read this work effectively. The benefit of learning to read published work in political science is that you will develop strong critical thinking and comprehension skills and be able to simplify and extract the main meaning from complex texts. You can do it!¹ You should expect to spend on average 2-3 hours outside of class on assignments for every class session.

I expect that we will all work to maintain a positive classroom environment. While we often use data and models to provide evidence, political scientists do not have definitive answers to any

¹ And others before you have done it and have succeeded! See O’Brochta, William. 2022. “Completing the Research Article Writing Process in an Introductory Course.” *Journal of Political Science Education* 18(1): 35-51.

question. Thus, we will work to understand others' perspectives in a constructive and respectful manner. Your consistent effort is the key to success in this course. The content may be challenging, but everyone who puts in consistent effort will succeed. During the course, we will be discussing topics that may be sensitive in nature for some students. Treat these topics with care and ground your comments in theories and methods from political science.

Course Policies:

- General:
 - All assignments are to be turned in on Moodle and are due at class time on the date indicated unless otherwise noted. Your community engaged project poster must be printed/hard copy as well as submitted on Moodle.
 - You are responsible for ensuring that your assignments submit to Moodle successfully and that the file you submitted can be displayed. All file submissions except the project poster and class notes must be in Microsoft Word (.doc or .docx) or PDF format. Files in other formats --- including Google Docs --- cannot be read by Moodle.
 - 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 Moodle.
 - Book format: Thompson, V. Elaine. 2014. *Clinton, Louisiana*. Lafayette, LA: University of Louisiana at Lafayette Press.
 - Journal article format: Chi, Guangqing and Jamie Boydston. 2017. "Are Gasoline Prices a Factor in Residential Relocation Decisions?" *Journal of Planning Education and Research* 37(3): 334-346.
 - In-text citation format: Professors at Tech are doing interesting research (Chi and Boydston 2017; Thompson 2014).
 - Plagiarism, including inappropriate attribution, is an Honor Code Violation and is grounds for sanctions, a referral to the Director of Student Conduct, and failure of the course.
 - If you are unsure if you are plagiarizing, 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 have the ability to submit assignments early on Moodle to obtain a Turnitin report. You can also use the Turnitin plugin on Google Docs to check your work.
 - Wikipedia is not an appropriate academic source.
- 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 quarter. 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.
 - I offer three points of extra credit on your research memo draft if you come by my office hours to talk to me about it before it is due.

- Technology:
 - We will be using technology for a number of in class activities. 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 or recording audio/video of class is not permitted without the instructor's permission.
- Attendance:
 - Louisiana Tech University expects students to attend all of their classes, and faculty are required to keep attendance records in all of their classes for administrative and institutional purposes. I will check attendance during class. Please attend the class section in which you are enrolled in order to be able to complete the in-class writing and to be counted as having attended.
 - I understand that there are reasons that you may need to be absent from class. I expect that you will be responsible in attending class as much as possible. Accordingly, **you do not need to let me know when you will be absent**. If you are absent, it is your responsibility to learn what we did from someone else in class, to review all material on Moodle, and to come speak with me during student office hours if you have questions.
 - You will be graded on your class engagement, in-class writing, and your class notes. Attendance directly impacts your ability to complete these assignments. Your lowest three in-class writing grades will be dropped to account for classes that you may not be in attendance for.
 - Attending class is the biggest key to success in this course. **It is best to limit absences to 3 or fewer during the quarter. 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 grade and return assignments promptly. You can expect feedback on your assignments shortly after you submit it to me. Though I will work quickly, I ask for your patience, as I teach hundreds of students per quarter, and providing actionable feedback takes time. Some daily or frequently occurring assignments -- including social annotations and in-class writing --- are graded for completion, so you will know that you received credit if you turned in a complete assignment. I will update your grades for these assignments at the end of each main unit in the course.
- I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the quarter and you have communicated about this to me when the incident occurs.
- **Checking Your Grade:**
 - You can always check your grade in the course by looking at the Gradebook found under the “Course Dashboard” on our class Moodle page.
 - When you click on an assignment to view a grade, be sure to scroll all the way to the right to view the rubric comments and to use the “plus” button at the bottom of the rubric to view all the feedback.
 - The course grade reflects the percentage you have earned thus far in the course (starting at 0%). You can calculate your estimated final grade using the grade estimator spreadsheet on Moodle.
- **Feedback:**
 - I will ask you to provide me with frequent evaluations of the course so that I can work to improve it for you and for future students.
 - I am conducting research in this course to evaluate the effectiveness of different community engaged projects. Your participation is optional and will in no way impact your course grade.
- **Contacting Me:**
 - E-mail is the best way to contact me outside of student office hours. Please do not use Moodle 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 in order 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, either in person or virtually. 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 latech.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.

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.²

Unit 1: Who are we?

September 8: What is Political Science?

- Goal: Introduction to the course.
- Skill: Describing political science.
- Assignments Assigned: Beginning of quarter survey.

September 13: What is American culture?

- Skill: Learning how to read and annotate journal articles.
- Reading Due (both readings in the same Perusall link; complete 5+ total annotations):
 - Hoover Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps."
 - Schildkraut, Deborah. 2007. "Defining American Identity in the Twenty-First Century: How Much There is There?" *The Journal of Politics* 69(3): 597-615.
- Assignments Due: Beginning of quarter survey. You must complete the survey before being able to work on the annotations.

September 15: Where are we now? Who is left out?

- NOTE: We will not meet in person. Watch the video recording available on Moodle. Then, upload your activities file described in the recording to the September 20 Moodle page. One activity requires you to go around Tech's campus and take a picture, so plan accordingly so you have time to complete the activity.
- Skill: Introducing research questions.
- Reading Due (annotations due): Kushner, Aaron. 2021. "Cherokee Political Thought and the Development of Tribal Citizenship." *Studies in American Political Development* 35(1): 1-15.

September 20: Research Questions and Community Engagement

- Skill: Connecting political science to community issues you want to solve.
- Reading Due (annotations due): Putnam, Robert. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster. Read Chapter 1.
- Assignments Due: Watch video recording from September 15 class and upload activities file to Moodle.
- Note: Select community project groups in class.

Unit 2: Rights and Liberties

September 22: Sources and Hypotheses

- Skill: Developing critical thinking abilities.

² I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

- Reading Due: None.
- Assignments Due Read the Literature Search handout on Moodle and complete the “Before Class Activity” section to the best of your ability. Submit to Moodle.
- Assignments Due: Research Question and Paragraph.
- Note: Check out the Local government meeting assignment due November 15.

September 27: The Constitution and Bill of Rights

- Skill: Reading and interpreting founding documents.
- Reading Due (annotations due): Dahl, Robert. 2001. *How Democratic is the American Constitution?* New Haven: Yale University Press. Read Chapter 2.

September 29: Civil Liberties and Civil Rights

- Skill: Learning how to get involved with issue-based organizations.
- Reading Due (annotations due): Chilton, Adam, and Mila Versteeg. 2016. “Do Constitutional Rights Make a Difference?” *American Journal of Political Science* 60(3): 575-589.
- Assignments Due: Class Notes (with entries through the previous class period). We will complete the self-assessment in class, but you must complete it ahead of time if you will not be in class.

October 3, 5:30PM: Ruston City Council meeting 401 North Trenton if you want to attend for the November 15 assignment.

October 4: Structures of Government/Federalism

- Skill: Having a civil discussion about politics with a friend/family member.
- Reading Due (annotations due): Grumbach, Jacob, and Jamila Michener. 2022. “American Federalism, Political Inequality, and Democratic Erosion.” *The ANNALS of the American Association for Political and Social Science* 699: 143-155.
- Note: I will ask you how your research memo draft is going in class on this day.

October 6: Community Group Project Proposal

- Skill: Share your vision for your group’s project.
- Reading Due: None.
- Assignments Due: Project Proposal (due at the end of class).
- Note: Optional mid-quarter survey.

Unit 3: Making Your Voice Heard

October 11: Social Movements and Public Opinion

- Skill: Reading public opinion polls.
- Reading Due (annotations due): McAdam, Doug. 1986. “Recruitment to High-Risk Activism: The Case of Freedom Summer.” *American Journal of Sociology* 92(1): 64-90.
- Note: I will ask you how your community group project is going in class on this day.

October 13: Research Design

- Skill: Testing your hypothesis in a methodologically sound manner.
- Reading Due: None.
- Assignments Due: Research Memo Draft (see rubric criteria later in the syllabus).

October 18: Voting and Elections

- Skill: Describe the process of voting in Louisiana.
- Reading Due (annotations due): Engstrom, Erik, and Jason Roberts. 2016. "The Politics of Ballot Choice." *Ohio State Law Journal* 77(4): 839-866.

October 20: Political Parties

- Skill: Critically analyze party platforms.
- Reading Due (annotations due): Mason, Lilliana. 2015. "I Disrespectfully Agree: The Differential Effects of Partisan Sorting on Social and Issue Polarization." *American Journal of Political Science* 59(1): 128-145.

Unit 4: Institutions

October 25: Local Government

- Skill: Know your locally elected officials and when and how to contact them.
- Reading Due (annotations due): Moy, Bryant. 2021. "Can Social Pressure Foster Responsiveness? An Open Records Field Experiment with Mayoral Offices." *Journal of Experimental Political Science* 8(2): 117-127.
- Note: Time to work on community engaged project.

October 27: Media

- Skill: Critically analyze political media.
- Reading Due (annotations due): O'Brochta, William. 2022. "Perceptions of Partisanship in Local Television News." *Electronic News* 16(1): 3-17.
- Note: Time to work on community engaged project.

November 1: Media Continued and Project Presentations

- Skill: Providing constructive feedback.
- Reading Due: None.
- Assignments Due: Project Poster (group submission), Documents (group submission), and self and peer evaluation (each student must complete survey on Moodle).

November 3: Congress

- Skill: Interacting with colleagues in a professional government setting.
- Reading Due (both readings in the same Perusall link; complete 5+ total annotations):
 - Vincent, Carol Hardy and Laura B. Comay. 2020. *The Great American Outdoors Act, H.R. 1957: Selected Provisions*. Washington, DC: Congressional Research Service.
 - Lawless, Jennifer, Sean Theriault, and Samantha Guthrie. 2018. "Nice Girls? Sex, Collegiality, and Bipartisan Cooperation in the US Congress." *The Journal of Politics* 80(4): 1268-1282.

November 7, 5:30PM: Ruston City Council meeting 401 North Trenton if you want to attend for the November 15 assignment.

November 8: Presidency

- Skill: Learning how to articulate interest group priorities to Presidents.
- Reading due (annotations due): Morgenstern, Scott, John Polga-Hecimovich, and Sarah Shair-Rosenfield. 2013. "Tall, Grande, or Venti: Presidential Powers in the United States and Latin America." *Journal of Politics in Latin America* 5(2): 37-70.

November 10: Bureaucracy

- Skill: Writing survey questions and conducting surveys.
- Reading Due (annotations due): Meier, Kenneth. 1975. "Representative Bureaucracy: An Empirical Analysis." *American Political Science Review* 69(2): 526-542.
- Note: Time to work on Research Memo in class.

Graduating Seniors: All assignments are due on November 14 by 5PM so that I can grade them in time to submit your grades on November 15. This includes your research memo, class notes, class notes self-assessment, end-of-quarter survey, and local government meeting.

November 15: Courts and Recap

- Skill: Your role as a potential juror.
- Reading Due: None.
- Assignments Due:
 - Class Notes (with entries through the previous class; submit before class).
 - Local government meeting (submit on Moodle before class).
- Note: We will complete the class notes self-assessment and end of quarter survey in class, but you must complete them ahead of time if you will not be in class.

Instructions for Local Government Meeting Assignment:

Attend any local government meeting (either virtually or in-person including a recorded session) from the following list at any point during the quarter. Write a 250-word paragraph describing the meeting and reflecting on your experience.

1. Tech Student Senate: Tuesdays at 6PM every week in University Hall 134. Video: <https://www.youtube.com/channel/UCWoxbI7TVzn7BHo7VAdWmyA/>
2. Ruston City Council: First Monday at 5:30PM at 401 North Trenton.
3. Ruston Planning and Zoning Commission: Third Monday at 5:30PM at 401 North Trenton.
4. Grambling City Council: First Thursday at 6PM at 127 King Street. Stream: <https://www.facebook.com/City-of-Grambling-182276635471374/>.
5. Lincoln Parish Police Jury: Second Tuesday at 7PM at 910 North Trenton. Video: <https://www.youtube.com/channel/UCB43A5JxAIAXrwe2KFskc2Q>
6. Monroe City Council: Second and fourth Tuesdays at 6PM at Monroe City Hall (400 Lea Joyner Expressway). Audio: <https://monroela.us/government/monroe-city-council> (see "Council Meeting Recordings" on the right menu bar)

7. West Monroe Board of Alderman: Second Tuesday at 6:30PM at West Monroe City Hall (2305 North 7th Street).
8. Lincoln Parish School Board: First Tuesday at 6PM at STEM Center at Ruston Junior High School at 525 Tarbutton Road
9. Ruston City Court or 3rd Judicial District Court located at 100 West Texas Avenue.
10. Shreveport City Council: Second and fourth Tuesdays at 3PM on the first floor of 505 Travis Street. Video: <https://www.shreveportla.gov/2357/View-City-Council-Meetings>
11. Minden City Council: First Monday at 5:30PM at 520 Broadway Street. Stream: <https://www.facebook.com/cityofminden>
12. Other local government meetings open to the public (e.g., Lincoln Parish Library Board of Control, any other local government meeting in Louisiana or your hometown, meeting of the Louisiana House of Representatives or Louisiana Senate).

November 17:

- **Class will not meet.**
- **Assignments Due: Research Memo (submit by class time).**

Description of Assignments:

Social Annotation (15%)

Completing and engaging with course material and other students is essential to your success in this course. We will be using Perusall (linked on Moodle) for social annotation. The idea behind social annotation is that you can engage with other students in the course while reading the required content. This will help you to read in a more active and engaged way, to come to class more prepared for our discussions, and to generate ideas that you would like to raise in class. My motivation in asking you to do social annotations is to help you read efficiently. This is a skill that you *can* develop.

For each assigned reading where annotations are due, complete the following:

- Go to Moodle and click on the link for an assigned reading. You must access Perusall through Moodle for your annotations to be saved.
- You will be randomly assigned to different “reading groups” where you see annotations and comments from only selected students to reduce comment overload.
- Read the text. I recommend skimming through the entire text once, marking any points of confusion, and asking clarification or definition questions. These are not substantive annotations that count toward your grade, but they will help you read more effectively.
- Return to the text later and read it again. While doing so, **make at least five substantive annotations**. Examples of substantive and not substantive annotations follow.
- Reading and completing the annotations for a particular class period should take you no less than 1 hour and no more than 2 hours. If you find yourself spending more time on an assignment, refer back to the Hoover Green piece on reading effectively. Feel free to come talk to me if you are having any difficulty. This assignment is not meant to take up too much time.

How to write a substantive annotation:

1. Find a part of the reading that is interesting, surprising, or about which you would like to make an annotation.
2. Highlight the relevant text and leave an annotation or, if someone else has already highlighted the text, leave a comment responding to their annotation.
3. In your annotation, go beyond agreeing with or re-stating what the reading is saying. Discuss how you have thought about and processed the information you read. Make connections to concepts from your notes or that you learned in class. Discuss how the reading relates to you personally or to current events. Provide depth by writing at least two sentences per annotation.
4. Complete at least five substantive annotations, spread throughout the reading.

Non-exhaustive examples of substantive and not substantive annotations:

Notice that the substantive comments go far beyond a single sentence and focus on explaining and making connections.

	Not substantive	Substantive
Definition	This term means [description of term].	This term means [description of term]. By introducing this concept, the authors [describe why the concept is important]. In addition, we discussed this concept in class [describe how].
Upvote	[Student uses the green checkmark to upvote another student's comment]	[Upvote comment] This makes a lot of sense to me because [describe why]. But, I can also see how [introduce a different point of view].
Question	What are the impacts of [describe something]?	What are the impacts of [describe something]? I think that the impact is [describe impact] because [describe reason]. This is important because [describe why].
Agreement	I agree.	I agree because [describe why]. [Tell story about experience you have had related to the concept being discussed].
Example	This is true today.	This is true today because [describe specific instance]. I know people impacted by [describe topic and how people are impacted].
Clarification	What does this mean?	What does [describe phrase] mean? My interpretation is that it probably means [describe possible meaning], but I also found a source online [list source] that says [describe what the source says]. Clarifying this definition is important because [describe why].
Interesting	This is interesting. I had not thought about this before.	This resonated with me because I have had [describe some experience]. I also see [describe the topic] mentioned frequently in the news like in a recent story [describe story].

Submission and Evaluation: You should submit annotations for the indicated readings. **Your three lowest annotation grades will be dropped (this includes any annotations you do not turn in, so feel free to skip when you are busy).** Be sure to check your annotation grades frequently, as simply completing five annotations will not get you credit if those annotations are not substantive.

If you experience some problem completing annotations in Perusall, you can e-mail me your annotations by the time they are due.

I evaluate annotations in the following way:

- I will engage with you in Perusall by responding to questions and annotations.
- After annotations are due, I count the number of annotations you submitted to ensure you submitted at least five annotations. I then check to ensure that your annotations are

substantive. This is not an exact science, which is why I drop your three lowest annotation grades. You will receive an evaluation of:

- Complete (100%): Excellent annotations: at least five substantive annotations; material is engaged well.
- Incomplete (0%): Unsatisfactory annotations: poor quality annotations (only short responses or not substantive responses) or fewer than five substantive annotations. Or no submission/submitted late.
- Each individual annotation grade is only a small part of your overall course grade. Missing one annotation will not impact you much, but missing many will.

Class Engagement (7%)

I hope that class time will be a productive space to discuss readings, work in groups to complete activities, teach your peers, and relate the course to your life experiences. Class engagement goes beyond simply showing up for class, though being in class is definitely an important component. If you miss a substantial amount of class, you can expect to receive a 0% on class engagement.

I will evaluate class engagement based on the following criteria: Listen respectfully, ask respectful questions, and actively participate. You play a critical part in maintaining an inclusive classroom climate. You must participate both during class and during the work we do outside of class (annotations, projects, et. cetera); if you feel uncomfortable participating, please reach out to me so we can figure out a way for you to be engaged.

Evaluation: The final class engagement grade will be assigned at my discretion based on a holistic evaluation of your performance. If you have concerns about your engagement, please discuss them with me during the quarter. We can work together to help you do well in this component of the course.

In-Class Writing (10%)

Writing clearly and effectively is a difficult skill for all political scientists, and practice is the best way to improve your writing ability. At some point during each class, we will engage in short writing exercises. These writing exercises are designed to help you think about course content, to develop your writing skills, and to prepare you for completing the research memo assignment. These writing assignments can occur at any time during a given class. You must be physically present in class when the writing assignment is announced in order to complete it. I highly value these writing exercises as a way to help you improve your ability to express ideas.

Writing exercises can only be completed if you are physically present in class. They cannot be made up, and they cannot be completed if you do not attend class. Completing an in-class writing assignment without being in class is academic misconduct and is grounds for a referral to the Student Conduct Office.

Evaluation: Writing exercises will be graded for completion: complete writing exercises provide a thoughtful response to the writing prompt and are of sufficient length given the time we had in class for the writing exercise (at least a few full and complete sentences). Complete writing

exercises will be awarded full credit. Writing exercises that do not thoughtfully engage with the writing prompt will receive no credit. **Your three lowest writing assignment grades will be dropped.**

Class Notes (10%)

Students learn and make connections between different course concepts by taking notes and referring to them throughout the quarter. The class notes assignment is meant to help encourage you to take effective notes and to teach effective notetaking.

To complete your class notes, take notes either in a physical notebook or in a computer file. I encourage you to take notes by hand, as doing so improves retention.³ The dates when the class notes are to be submitted are clearly marked on the syllabus. If you are taking notes in a physical notebook, you should create an electronic copy of your class notes (scan or take pictures) to submit on the indicated class days. In order to earn an “A,” your class notes must meet all of the self-assessment criteria listed below.

Please remember that your class notes must be your own work. If you are absent, talk to a friend about what happened in class, view the slides, and create your own notes for that class period. You are free to collaborate with other students as long as you wrote the entirety of your class notes. Copying notes from other students without appropriate attribution is plagiarism.

Students often struggle to organize their notes and ask for suggestions to help. There is no one-size-fits all organizational method or process. I recommend the following process:

1. Create a header for each class section before class.
2. As class starts, list the day’s objectives.
3. Begin taking notes in the notes section. Each topic, discussion, or activity should have its own item in a numbered list. Fill in detailed notes --- phrases, ideas, and descriptions --- as class proceeds.
4. **Important!** After class is over, go back to your notes and the slides from the class. Fill in key terms, additional notes that you missed, and write a brief reflection. This process should take about 15 minutes per class.

Following this process will result in notes that meet the criteria and will look like this template:

September 8: Introductory Class

Objectives: [bulleted list of objectives]

Key Terms: [bulleted list of at least two key terms from class]

Notes: [numbered list with each topic/discussion/activity from class followed by detailed notes]

Reflection: [two sentence reflection on that day’s class]

³ Smoker, Timothy J, Carrie E. Murphy, and Allison K. Rockwell. 2009. “Comparing Memory for Handwriting versus Typing,” *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* 53(22):1744-1747.

Evaluation: Twice during the quarter, I will ask you to submit your class notes. Those dates are marked on the topics and readings. Your class notes should be submitted to Moodle before class.

We will conduct an in-class activity with your class notes where you will complete a self-assessment; if you are not in class on that day, you must complete the self-assessment before class time. I will read your self-assessment and reserve the right to adjust the grade you give yourself. Your self-assessment will include the following questions exactly as written. This means that your class notes should meet all of the criteria listed below.

1. My class notes are organized. Each class day is labeled with a heading, and I have used a consistent system to organize my notes.
2. My class note entries are complete. They include the main ideas from each class (including any I may have missed). I could refer back to my class notes and describe the terms, concepts, and activities that took place during class to a friend who was not there.
3. My class note entries are sufficiently detailed. Taking good notes involves summarizing, paraphrasing, and re-stating in your own words. My notes entries contain enough detail that a friend who is not in the class could use them to study for a quiz or test (and get a good grade!). While there is no set length requirement for entries, in general, each entry should be a few hundred words.
4. My class notes are my own work. Copying notes from other students without appropriate attribution is considered plagiarism.
5. If you were to evaluate your class notes on a grading scale from A to F based on how well they fulfill the above listed criteria, what grade would you assign and why?

Community Engaged Project (23%)

Theories and concepts from political science play out in real ways in local communities. Local political issues and public policy problems often have the most impact on people's lives, meaning that understanding the connection between political science these local issues is of utmost importance. We will work on a community engaged project during this course to help you make this connection and to better understand the needs of the community and how you might be able to contribute.

You will work in groups to implement a community engaged project during this quarter.⁴ While your group will have a lot of flexibility in determining how you will design and implement your project, your group should choose one project topic from the list below. I have developed these project topics in order for us to have fruitful discussions about issues in American politics from different perspectives across groups and to ensure that groups do not all work on the same topic and overwhelm local organizations and contacts who are experts on these topics.

After selecting a topic, your group will develop a short project proposal that details how you will implement your project. I will provide feedback on the project proposal. You will then have time to implement the project and to prepare documents and a poster discussing your results.

⁴ You are responsible for working with your group. Individual projects and alternate assignments are not possible.

Project Topics:

1. Needs assessment: Choose a public policy issue that your group cares about. Identify community organizations in Ruston or Northern Louisiana working on this issue. Research these community organizations to find out how they operate, what their programs are, and how Tech students might get involved in their organizations. Select one organization of particular interest and reach out to the organization (reach out only after your project proposal is approved). Visit the organization and meet with organization staff to talk about their needs. Then, complete the documents section, poster, and self/peer evaluation.
2. Community contact: Choose a public policy issue that your group cares about. Identify an appropriate elected official to contact to understand their views on this issue. Research the issue and the elected official's views. Contact the elected official (only after your project proposal is approved) and ask them about their views on this issue. Then, complete the documents section, poster, and self/peer evaluation.
3. Improving Tech: Identify a potential problem on campus that your group thinks should be resolved. The potential problem cannot be lack of parking because of the frequency with which this potential problem has already been investigated. Conduct research to show that your potential problem indeed exists and develop a plan to determine a change that could improve the problem. Find out about the process for getting the change implemented, including determining key stakeholders other than President Guice (he is a stakeholder in every campus issue!). Contact one stakeholder (only after your project proposal is approved) and meet with them to ask them about this issue. Then, complete the documents section, poster, and self/peer evaluation.
4. Community walk: Choose a city, town, or village in Northern Louisiana of interest to your group and describe why you chose this community. Research what issues people in the community might care about. Then, visit the community and both walk and drive through as much of the community as possible. Record potential issues or problems that you see and explain why what you observe constitutes an issue or problem. Then, complete the documents section, poster, and self/peer evaluation.

Timeline:

1. At the appointed time during class, form a group of between 7 and 8 members of the course. Think carefully about with whom you want to work.
2. Project Proposal (5%): Select a project topic and develop a project proposal describing the project your group plans to implement related to this project topic. The project proposal should include the following components and be at least 750 words. The project proposal is worth 5% of your grade.
 1. Interest: Why is your group interested in this project topic?
 2. Project goals: Develop a goal that you hope to achieve as a result of this project. What would you like to know about your topic? Ensure that the goal is specific, measurable, attainable, relevant, and time-bound.

3. Plan: Create a step-by-step plan to complete your project. This plan should have a list of tasks with each task assigned to a group member. The plan should include how your group will complete both the documents and the poster.
4. Discussion: How does your project relate to American politics? Your group should describe how your project reflects theories and ideas we are discussing in the course. Specifically mention readings and concepts from class.
3. Turn in the project proposal. Your group cannot complete the project without turning in a project proposal. Only one group member needs to submit your proposal.
4. Implement the project proposal.
5. Poster, Documents, and Self/Peer Evaluation (18%):

Documents: Each project requires submitting a document with four parts described below. This document must be wholly different from the text you put on your poster. The ideas can be similar, but the audience for the poster is students in the class and the audience for your document is someone outside of our class. Submit one document per group to Moodle.

Your documents section should contain four parts:

1. Policy Memo (minimum 1,500 words): A policy memo is an analytical form of writing that presents information clearly to policymakers. Your policy memo should be crafted to present evidence on your project topic to stakeholders whom you have identified. The memo must present a policy recommendation, provide evidence to support your policy recommendation, and be written in a clear, concise, and comprehensive format. The evidence that your memo will present includes the six political science journal articles you will find and cite, other background research you conduct and information you collect and the following details, which depend on your project topic:
 - a. Needs Assessment: Describe the organization's needs and how you identified those needs. Discuss the representative from the organization that you contacted and what that representative said. Explicitly describe how Tech students could best become involved with that organization.
 - b. Community Contact: Describe the elected official you chose to contact and why they were chosen. Discuss what that elected official said about the issue.
 - c. Improving Tech: Describe the Tech employee you chose to contact and why they were chosen. Discuss what that person said about the issue.
 - d. Community Walk: Describe the route you took to walk around the community you chose. Discuss how you identified public policy problems during the community walk.

Your policy memo must be formatted to look like an actual policy memo. Here is a potential resource for developing a policy memo: https://shorensteincenter.org/wp-content/uploads/2012/07/HO_Herman_Policy-Memos_9_24_12.pdf

2. References: List at least six political science journal articles that you cite in your policy memo to back up your argument. Citations must be in APSA style. In looking for articles, consider the broader themes of your policy memo. For example, if your

memo is about improving infrastructure, you could cite related literature on how local government allocates funding or if people think of infrastructure as a policy priority.

3. Description (minimum 500 words): Describe the research you did on how to write a policy memo and the ways in which you wrote your policy memo to make it convincing.
4. Importance (minimum 500 words): Describe how your policy memo and broader project relate to the three main themes in American politics: power, representation, and engagement. In this description, you should reference specific theories, concepts, ideas, and/or activities from class.

Poster: Create a poster of any size using any medium. **Submit one poster (or a photograph of it) per group to Moodle and bring a copy to class.** All group members should be prepared to discuss the poster. The poster should include the following elements:

1. Topic description: Describe why you chose your topic and how you decided to take the general topic description and narrow it down.
2. Project goals: Discuss your project goals and whether you met your goals.
3. Plan: Briefly describe your project plan, focusing on why you chose to structure your project in this way. Draw on theories and concepts from class.
4. Impact evaluation: Describe what you learned about community needs from this project. What could people potentially do in the future to address these needs?
5. Reflection: Describe your experience conducting the project. Reflect on the limitations of the project and the overall impact that your project had.
6. Discussion: Provide specific connections between the results of your project and concepts from this course. Mention connections to readings, themes, and concepts from class.
7. Visuals: Use pictures, graphics, flowcharts, and other visual aids to help describe parts of your project.

Self and peer evaluation: Each individual group member must complete the self and peer evaluation questionnaire for an individual grade. The questionnaire is located on Moodle.

Evaluation: Your project proposal and poster, documents, and self/peer evaluation will be graded on the below rubrics. I expect that each group will receive the same project proposal and project poster, documents, and self/peer evaluation grade. Should the self and peer evaluations reveal significant inequities in how the work was performed, I reserve the right to score each group member separately based on the components of the project that they directly contributed to. Please see me if your group runs into any difficulties.

Project Proposal Grading Rubric

38 points	Outstanding	Proficient	Needs Improvement
Is at least 750 words	4	2	0
Describes why you are interested in the topic	5 4	3 2	1 0
Lists and describes at least one well-formed project goal	5 4	3 2	1 0
Presents a step-by-step implementation plan with all tasks assigned to group members (by group member name)	14 12	10 8 6	4 2 0
Discussion is robust and mentions specific connections to course concepts and readings	10 8	6 4	2 0

Project Poster, Documents, and Self/Peer Evaluation Rubric

154 points	Outstanding	Proficient	Needs Improvement
Poster (55 points)			
Describes the topic	5 4	3 2	1 0
Lists and explains project goals	5 4	3 2	1 0
Describes project plan, referencing concepts from class as justification for how the plan was developed	10 8	6 4	2 0
Has thoughtful discussion of project impact	5 4	3 2	1 0
Discussion links directly to course content	10 8	6 4	2 0
Is visually appealing	5 4	3 2	1 0
Is well organized	5 4	3 2	1 0
All group members are able to discuss the poster	10 8	6 4	2 0
Documents (80 points)			
Meets length requirements	10	5	0
Policy memo is clearly written	10 8	6 4	2 0
Policy memo is formatted appropriately (i.e., how an actual policy memo actually looks)	10 8	6 4	2 0
Policy memo presents research and scholarly evidence effectively	10 8	6 4	2 0
Policy memo includes all relevant information	10 8	6 4	2 0
Reference list includes at least six appropriate political science journal articles in ASPA citation style. These articles are cited in-text in the Policy Memo.	10	5	0
Description describes appropriate research into how to write the Policy Memo	5 4	3 2	1 0

Description provides convincing narrative about how the Policy Memo was written	5 4	3 2	1 0
Importance mentions how the Policy Memo relates to American politics	5 4	3 2	1 0
Importance cites theories, concepts, and terms from class	5 4	3 2	1 0
Self and Peer Evaluation (19 points)			
You complete an evaluation of self and peers	5 4	3 2	1 0
You provide a well explained synthesis of what was learned	14 12	10 8 6	4 2 0

Research Memo

Political scientists conduct research in order to provide potential solutions to public policy problems. Conducting political science research also helps to develop key research, writing, and critical thinking skills that will prepare you for a wide range of future careers. A large part of this course is to help you to enter the political science community and to learn to share your own ideas and theories. Many of the skills taught in this course may be new to you, and you may find them difficult. Rest assured that tenured academics who have been conducting research for years still struggle throughout the research process.

At the end of the quarter, you will turn in a research memo that briefly describes a question of interest to you in American politics, reviews relevant literature, proposes a hypothesis, develops a research design, and discusses potential policy implications. The audience for your memo consists of political science students, professors, and policy makers who do not know you and who are not familiar with your research project. You should write all components of your research memo with this audience in mind. We will introduce and work through each component of your memo in class. Your task outside of class will be to expand what you prepared in class to ensure that it meets the rubric requirements.

Research Question (5%)

Your research memo will address a research question: a problem that you feel needs to be addressed or a puzzle you have discovered. You will use this research question to write the rest of the memo, though it is perfectly okay if your question shifts slightly as the course progresses. You must choose a research question related to American politics.

For this assignment, write a *one sentence* research question followed by a 250-word description of your question. In the description, include why you think the question is interesting and how the question relates to contemporary issues in American politics.

Evaluation: Your research question and paragraph description will be evaluated based on the following rubric on the next page.

Research Question Grading Rubric

21 points	Outstanding	Proficient	Needs Improvement
Research Question			
Is concise	2	1	0
Presents a puzzle/addresses a debate in the field or in public policy	5 4	3 2	1 0
Sets up a project that is falsifiable, not descriptive	2	1	0
Can plausibly be tested empirically	2	1	0
Description			
States why the question is relevant and important (at least 4 sentences)	5 4	3 2	1 0
Describes how the question fits into contemporary political discourse	5 4	3 2	1 0

You will write a research memo using your research question as a guide. We will work in class to develop each part of your research memo, so you will have the opportunity to obtain feedback during class. You will also turn in a draft of your research memo partway through the quarter.

Your sources must be cited using the American Political Science Association (APSA) style guide. This means that each time you draw ideas from a source, you should place an in-text citation at the end of the sentence and put a reference in the references section.

Research Memo Draft (15%)

Your research memo draft will contain a short introduction describing your research question, discuss how your research question differs from prior literature, and state a hypothesis. We will discuss in class a model of how to format each part of your research memo draft. I strongly recommend that you follow this format.

Order of sections for your research memo draft:

- Introduction: See below for criteria
- Prior Literature: See below for criteria
- Hypothesis: See below for criteria
- References: A list of references in APSA (American Political Science Association) citation style. See Moodle for formatting guidelines.

You should include a references section formatted in APSA (American Political Science Association) style at the end of your research memo draft. **Your research memo draft must be at least 1,000 words, not including references. Memos of fewer than 1,000 words (not including references) will receive a 0.** The rubric follows on the next page.

Research Memo Draft Rubric

144 points	Outstanding	Proficient	Needs Improvement
Article Title			
Is informative about the entire research project	5 4	3 2	1 0
Is appealing and interesting (not titled “Research Memo Draft”)	4	2	0
Introduction			
Begins with an anecdote, question, surprising case/fact to capture the reader’s attention (at least one paragraph)	5 4	3 2	1 0
States the research question clearly	5 4	3 2	1 0
Discusses the importance of the research question to the author and to contemporary American politics (at least a paragraph)	5 4	3 2	1 0
Provides an overview of each section of the memo (at least a paragraph)	5 4	3 2	1 0
Prior Literature			
Cites at least six sources	4	2	0
Includes a range of publication years	4	2	0
Sources are from peer-reviewed political science journal articles and/or peer-reviewed books published by academic presses (no websites or news stories)	5 4	3 2	1 0
Sources are grouped into topics depending on the theoretical arguments and empirical findings	10 8	6 4	2 0
Each topic is given a meaningful name (use headers to indicate each topic)	4	2	0
There are several sources for each topic	4	2	0
Each topic is summarized in an individual paragraph	5 4	3 2	1 0
Several paragraphs describe how your research question contributes to, but is distinct from, the work you cited	10 8	6 4	2 0
No direct quotations are used	4	2	0
Hypothesis Section			
Begins by clearly stating the hypothesis	4	2	0
Hypothesis follows “if/then” format	5 4	3 2	1 0
Hypothesis is clear and concise	5 4	3 2	1 0
Hypothesis is falsifiable	5 4	3 2	1 0
Includes a figure of a “flow diagram” linking the independent variable to the main dependent variable (actually insert a figure into your memo)	10 8	6 4	2 0

Explains each step of the flow diagram in multiple paragraphs under the flow diagram	14 12	10 8 6	4 2 0
Formatting			
Includes a word count (not including references) at the top of the first page of the memo	2		0
Introduction, prior literature, and hypothesis sections have headings with informative names (not just “introduction”)	10	5	0
Memo draft ends with reference list in APSA citation style	10	5	0

Research Memo (15%)

Your research memo will revise your research memo draft to take into account feedback you received and add a section proposing a research design and a conclusion discussing the policy implications of your research question. You should follow the format described in the rubric that we discussed during class.

Your research memo must be at least 2,000 words, not including references or your change sheet. Memos of fewer than 2,000 words will receive a 0. There is no set maximum word count, though 2,500 words is a good limit.

Order of sections for your research memo:

- Change sheet: List all of the changes you have made to the introduction, prior literature, and hypothesis sections of your research memo since turning in your research memo draft. Your change sheet can be written in bullets or sentences.
- Introduction: A revised version of your introduction.
- Prior Literature: A revised version of your prior literature section.
- Hypothesis: A revised version of your hypothesis section.
- Research Design: A new section describing how you would go about testing your hypothesis if you were to have unlimited time and resources. **This is just a proposed design. Do not survey anyone or collect any data.**
- Policy Implications: A new section summarizing your memo, describing policy implications, and describing what you learned.
- References: A list of references in APSA (American Political Science Association) citation style.

Research Memo Rubric

148 points	Outstanding	Proficient	Needs Improvement
Change sheet is detailed	10	5	0
Revisions to Research Memo Draft (introduction, prior literature, and hypothesis sections)	14 12	10 8 6	4 2 0
Research Design			

Has an informative title (not “research design”)	4	2	0
Describes the empirical strategy you are using and why it is appropriate (e.g., survey, panel study, aggregate data analysis, trend analysis; at least a paragraph)	10 8	6 4	2 0
Explains case selection (the people or places you are collecting data from) in detail with strengths and weaknesses (several paragraphs)	10 8	6 4	2 0
Precisely describes data sources (including question wording for surveys or specific datasets and sources for geographic areas; at least a paragraph)	10 8	6 4	2 0
Lists independent and dependent variables explicitly	4	2	0
Describes how variables measure parts of your hypothesis (at least a paragraph)	5 4	3 2	1 0
Addresses validity and measurement issues with your variables (at least a paragraph)	5 4	3 2	1 0
Considers and describes control variables (impact both your IV and DV; at least a paragraph)	5 4	3 2	1 0
Discusses robustness checks or supplementary analyses (an additional analysis using a different empirical strategy; several paragraphs)	5 4	3 2	1 0
Concludes by describing how well your research design can test your hypothesis (at least a paragraph)	10 8	6 4	2 0
Policy Implications			
Reminds the reader of the topic, literature, hypothesis, and methods (at least a paragraph)	5 4	3 2	1 0
Describes why your research is interesting and relevant for policymakers and scholars (at least a paragraph)	10 8	6 4	2 0
Discusses one thing you have learned about political science, American politics, or the research process by writing this research memo (at least a paragraph)	5 4	3 2	1 0
Cohesiveness, Creativity, and Effectiveness			
Formatting			
Includes a word count (not including references or the cover sheet) at the top of the first page of the memo	2		0
Introduction, prior literature, hypothesis, research design, and policy implications sections have headings with informative names (not just “introduction”). These sections are organized in this order in the memo	10	5	0
Memo ends with reference list in APSA citation style	10	5	0

University Policies and Resources:

- Coronavirus Policies:
 - This course is occurring during the coronavirus pandemic. I understand that the pandemic may impact you and your family. If coronavirus impacts you, please communicate with me as soon as possible and follow all statewide, systemwide, and university-wide coronavirus-related policies and regulations.
 - The classroom is designed to be a safe environment where everyone can learn. I ask for your help in maintaining this environment by following university guidelines.
 - Students who miss face-to-face class for COVID-19 related reasons, and have followed University protocol, will have access to course materials on Moodle and the opportunity to turn in work completed during class with no penalty. The Dean of Students office will inform me if you have followed the appropriate reporting protocols.
 - If I become ill or need to self-quarantine following potential exposure to COVID-19, I will communicate with you as quickly as possible. We will arrange to meet via Zoom or I will arrange for another faculty member to cover my class if necessary.
 - Students can access COVID-19-related information, guidelines, FAQs, and policies at Louisiana Tech's website: <https://www.latech.edu/coronavirus/>.
 - Students who are feeling ill with COVID-19 symptoms, have been exposed to, or have tested positive for COVID-19 should not come to class and should contact Stacy Gilbert, Dean of Student Services and Academic Support (stacyc@latech.edu). If experiencing symptoms, please contact Tech Care at 318-257-4866 or your family physician for an appointment.
 - The direct link to the reporting protocol for students exposed to, displaying symptoms of, or testing positive for COVID-19 is located at <https://www.latech.edu/coronavirus/return-to-campus-plan/>. Students must reach out to Stacy Gilbert, Dean of Student Services & Academic Support, at stacyc@latech.edu for help with accommodations and additional information. Accommodations may not be granted until proper University protocol has been followed. Short-term COVID-19 accommodations are not disability accommodations.
 - Failure to comply with the Safety Protocols listed in the Back to Campus Culture of Caring booklet, [latech.edu/documents/2020/07/covid-return-book.pdf](https://www.latech.edu/documents/2020/07/covid-return-book.pdf), specifically states on pages 5-7 about masks and social distancing, could result in students being in violation of the Classroom Behavior Policy listed on page 123 of the Student Handbook [latech.edu/documents/2018/09/student-handbook.pdf](https://www.latech.edu/documents/2018/09/student-handbook.pdf).
- Accommodations: Students needing testing or classroom accommodations based on a disability are encouraged to discuss those needs with me as soon as possible. Please plan to make your request to me at the beginning of the quarter (during the first two weeks of classes) either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Testing and Disability Services Office is needed. Disability information is confidential. Information for Testing and Disability Services may be obtained in Wyly Tower 318

or <https://www.latech.edu/current-students/student-advancement-affairs/disability-services/>.

- **Academic Honor Code:** Students pledge the following: “Being a student of higher standards, I pledge to embody the principles of academic integrity”
<https://www.latech.edu/current-students/student-advancement-affairs/student-conduct-integrity/>.
- **Hazing:** In compliance with Acts 635, 637, and 640 of the 2018 Regular Session and Act 382 of the 2019 Regular Session of the Louisiana Legislature and the 2019 Board of Regents Uniform Policy on Hazing, the System reaffirms its policy that any form of hazing of any student enrolled at any institution of the System is prohibited. Violations of this Policy can result in both disciplinary action imposed by the organization and/or institution as well as criminal charges.
- **Emergency Notification System:** All Louisiana Tech students are strongly encouraged to enroll and update their contact information in the Emergency Notification System. It takes just a few seconds to ensure you are able to receive important text and voice alerts in the event of a campus emergency. For more information on the Emergency Notification System, please visit <https://www.latech.edu/current-students/student-advancement-affairs/university-police/emergency-notification-system/>.
- **Moodle:** We will use Moodle throughout the quarter. As part of the University's Disaster Recovery Plan, all courses at Louisiana Tech will be making use of Moodle during any emergency that closes the University. It is your responsibility to monitor course announcements and assignments on Moodle during a natural disaster or other emergency event. Direct all Moodle questions/problems to the Computing Center Help Desk at <https://helpdesk.latech.edu>, helpdesk@latech.edu, or 318-257-5300.
- **Title IX:** Please note that faculty are not confidential reporters for sexual misconduct. As a faculty member, I promise to keep all discussions with students as private and confidential as legally allowed. You may make a non-confidential report of sexual misconduct directly to the Title IX Compliance Director Mortissa Harvey (mharvey@latech.edu, 318-257-5911). You may obtain confidential support from the Counseling Center (counseling@latech.edu, 318-257-2488, Keeny 310).
- **Counseling Center:** The Counseling Center provides a variety of services for students with personal, educational, and career concerns; these services are free and are provided by licensed professional counselors. More information may be found at <https://www.latech.edu/counseling-services/>.
- **Writing Center:** All students are encouraged to take advantage of free writing help offered by the writing center. Please go to the Writing Center! They can help you with many writing issues. Information can be found at <https://www.latech.edu/current-students/barc/writing-center/>
- **Campus Food Pantry:** All students welcome Monday to Thursday 12PM-3PM.
<https://www.latech.edu/food-pantry>
- **Graduation:** All degree candidates must register for graduation early in the quarter. More information can be found at <https://www.latech.edu/current-students/registrar-office/graduation/>. If you are graduating this quarter, see the topics and readings for when all remaining assignments in the course are due.