

Pols 489: Representation, Identity, and Community

Spring 2022

2PM-3:50PM Tuesday and Thursday, GTM 135

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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)

Syllabus Updated: March 8, 2022

Course Description: How are people represented in politics? We will explore and synthesize research on different forms of identity-based representation to find what makes some identities politically relevant and what it takes for identity groups to gain political representation. We then will apply what we have learned to a community engaged project related to issues of local representation.

Prerequisites: Pols 201 and junior standing. Completion of Pols 345 is preferred.

Text: None. See readings on Moodle.

Course Objectives:

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

1. Describe and make connections between different forms of identity and political action.
2. Think critically to identify characteristics of identities that cause them to become politically relevant.
3. Apply your knowledge to community engaged situations.
4. Collaborate in a team to produce meaningful, evidence-based community work.
5. Connect political science to local issues and to public policy.

Assignments:

<u>Assignment</u>	<u>Due Date</u>	<u>Percentage</u>
Social Annotation	As indicated (most classes)	15%
Class Engagement	Each class	25%
Time Log		
Time Log 1	March 31	5%
Time Log 2	April 28	10%
Time Log 3	May 17	15%
Portfolio		
Portfolio 1	March 22	5%
Portfolio 2	April 19	10%
Portfolio 3	May 17	15%

Letter Grade Distribution:

A ≥ 89.50; B 79.50 – 89.49; C 69.50 – 79.49; D 60.00 – 69.49; F ≤ 59.99; Satisfactory ≥ 69.50

Course Philosophy:

I feel like I say this in every course I teach, but this course might be very different from other courses you have taken. This course is student run, faculty guided, and mostly self-assessed. The course is built on a community engaged project related to issues of representation. The parameters surrounding this project are up to us to work together to establish. I will provide some introductory structure to help guide the project, and we will engage with readings from American and comparative politics related to the project. Typical class sessions will include a group discussion on the topic or skill for the day, followed by work on individual and group tasks for the project. You will determine the rest of the course, and we all collectively are responsible for making the project successful. Think of this course as a non-profit team responsible for creating a plan to solve a problem by the end of the quarter.

Project Overview:

The scope of the community engaged project, the specific milestones and deliverables, and the way we approach the project are all things that we will set as a team. The general project objective is to develop a report on the state of voter engagement on campus. Voter engagement can be interpreted broadly, but it might include topics like voter registration, voter education on candidates and issues, voter turnout, political knowledge, and partnerships with student and community organizations. To successfully develop a report, we might need answers to questions like: what voter registration efforts are ongoing or have occurred in the past?, what are barriers to voter turnout?, what information do voters feel that they need?, what partnerships might be established on campus or locally/nationally to improve voter education and awareness? We are collectively responsible for identifying the relevant questions, collecting the relevant data and information, and critically analyzing what we find to draw conclusions. Our report should provide a roadmap with concrete steps to take to improve voter engagement. Such a report will then allow students and Tech leadership to decide if, how, and when to proceed to address voter engagement in a systematic manner. The rest is up for you to collectively decide.

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.
 - 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 must be in Microsoft Word (.doc or .docx) or PDF format. Files in other formats --- including Google Docs --- cannot be read by Moodle.
 - Citations should 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 Boydstun 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.
- 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.
- 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.
 - 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, and class engagement counts a lot in this course. While you will assess your class engagement, attendance directly impacts your ability to get a good class engagement grade. In the case of excessive absences, I reserve the right to reduce your class engagement grade.
- 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.

- You will often be responsible for completing tasks for the community engaged project. Those tasks must be submitted on time.
- 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:
 - The core grading in this course occurs through self-assessments that we will conduct in class. You are responsible for completing the self-assessments prior to class if you will not be physically present on the day when an assignment is due. I will read and comment on the assignments that you submit during the quarter. However, my hope is that you will reflect on what you are learning and take the self-assessment process seriously.
 - Once I assign a grade, 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 --- 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.

- 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.
 - 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.¹

March 10: Introduction and course purpose

- Goal: Introduction to the course.
- Assignments Assigned: Beginning of quarter survey.

March 15: Representation

- Reading Due (annotation due for Mansbridge only): Both documents are in the same Perusall link.
 - Hoover Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps" (Read this first!).
 - Mansbridge, Jane. 2003. "Rethinking Representation." *American Political Science Review* 97(4): 515-528.
- Assignments Due: Beginning of quarter survey. You must complete the beginning of quarter survey in order to access the reading on Perusall.

March 17: Self Organization and Goal Setting

- Reading Due (annotation due): Braskamp, Larry, and Caryn McTighe Musil. 2011. *A Crucible Moment*. Washington, D.C.: U.S. Department of Education. Chapter 1 (p. 5-22).

March 22: Identity

- Reading Due (annotation due): Brubaker, Rogers, and Frederick Cooper. 2000. "Beyond Identity." *Theory and Society* 29: 1-47.
- Assignments Due: Portfolio 1.
- Note: Portfolio 1 self-assessment in class. If you will not be in class, you must complete the self-assessment before class time.

March 24: Problem Conceptualization

- Reading Due (annotations due): Graham, Bob, and Chris Hand. 2016. *America, the Owner's Manual*. Thousand Oaks, CA: CQ Press. Chapters 1 and 2.

March 29: What is political engagement?

- Reading Due (annotation due): Xenos, Michael, Ariadne Vromen, and Brian Loader. 2014. "The Great Equalizer? Patterns of Social Media Use and Youth Political Engagement in Three Advancement Democracies." *Information, Communication & Society* 17(2): 151-167.

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

March 31: Skill: Conducting research

- Reading Due (annotations due): University of Kansas. 2021. "Assessing Community Needs and Resources." <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>. Chapter 3: Sections 1, 2, 4, and 9.
- Assignments Due: Time Log 1.
- Note: Time Log 1 and class engagement self-assessment in class. If you will not be in class, you must complete the self-assessments before class time.

April 5: Why do people vote?

- Reading Due (annotations due): Both documents are in the same Perusall link.
 - Last name A-O: Cancela, Joao, and Benny Geys. 2016. "Explaining Voter Turnout: A Meta-Analysis of National and Subnational Elections." *Electoral Studies* 42: 264-275.
 - Last name N-Z: Smets, Kaat, and Carolein van Ham. 2013. "The Embarrassment of Riches? A Meta-Analysis of Individual-Level Research on Voter Turnout." *Electoral Studies* 32: 344-359.
- Note: We will be attending the "Future of Democracy" conference roundtable titled "What We Stand to Lose: A Comparative Perspective" featuring Dr. A. Nazir Atassi and Dr. Michael Savage from 2PM to 3:15PM on this day. After the roundtable, we will gather for a few minutes to debrief. More details to follow.

April 7: Skill: Talking to stakeholders

- Reading Due (annotation due): Weiss, Robert. 1995. *Learning from Strangers*. New York: Simon and Schuster. Chapters 1 through 4. Skim as needed.

April 12: What do people know about politics?

- Reading Due (annotation due): Dasonneville, Ruth, and Ian McAllister. 2018. "Gender, Political Knowledge, and Descriptive Representation: The Impact of Long-Term Socialization." *American Journal of Political Science* 62(2): 249-265.

April 14: Skill: Assessment

- Reading Due (annotations due): Gelmon, Sherril, Barbara Holland, and Amy Spring. *Assessing Service-Learning and Civic Engagement*. Sterling, VA: Stylus. Chapters "Assessment Principles and Strategies: An Overview," "Student Impact," and "Community Impact."

April 19: Politically relevant identities

- Reading Due (annotations due): Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why do Ethnic Groups Rebel? New Data and Analysis." *World Politics* 62(1): 87-119.
- Assignments Due: Portfolio 2; optional mid-quarter survey.
- Note: Portfolio 2 self-assessment in class. If you will not be in class, you must complete the self-assessment before class time.

April 21: Skill: Partnerships

- Reading Due (annotations due): Sandy, Marie, and Barbara Holland. 2006. "Different Worlds and Common Ground: Community Partner Perspectives on Campus-Community Partnerships." *Michigan Journal of Community Service Learning* 13(1): 30-43.

April 26: Collective action

- Reading Due (annotations due): Pearlman, Wendy. 2018. "Moral Identity and Protest Cascades in Syria." *British Journal of Political Science* 48(4): 877-901.

April 28: Skill: Grants

- Reading Due (annotations due): O'Neal-McElrath, Tori. 2013. *Winning Grants Step-by-Step*, 4th ed. San Francisco: Jossey-Bass. Introduction and Steps 1 and 2.
- Assignments Due: Time Log 2.
- Note: Time Log 2 self-assessment in class. If you will not be in class, you must complete the self-assessment before class time.

May 3: Improving representation

- Reading Due (annotations due): Cantu, Francisco, and Sandra Ley. 2017. "Poll Worker Recruitment: Evidence from the Mexican Case." *Election Law Journal* 16(4): 1-16.
- Note: Class to choose topic for May 12 class.

May 5: Skill: Strategic planning

- Reading Due (annotations due): *Tech2020 Tomorrow's Tech... Today and Opportunity: Louisiana Tech University Tech Report 2014*. Both documents discuss the Tech 2020 strategic plan which was meant to be completed in 2020.

May 10: Consequences of representation

- Reading Due (annotations due): O'Brochta, William. 2021. "Citizen Responses to Ethnic Representation." *Political Studies Online First*: 1-22. (Don't hold back with annotations!)

May 12: Skill: Class choice

- Reading Due (annotations due): Class will choose a topic that they are interested in.

Graduating Seniors: All assignments are due on May 16 by 5PM so that I can grade them in time to submit your grades on May 17. This includes Time Log 3, Portfolio 3, end of quarter survey and the Time Log 3, Portfolio 3, and Class Engagement 2 self-assessments.

May 17: Project Wrap-Up

- Reading Due: None.
- Assignments Due: Time Log 3 and Portfolio 3. All deliverables and components of the project must be completed by the start of class.
- Note: Portfolio 3, Time Log 3, class engagement self-assessment in class and the end of quarter survey completed in class. If you will not be in class, you must complete the self-assessments and end of quarter survey before class time.

May 19: No Class

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.
- 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 (25%)

Your engagement in class is critical for the success of the course. Class engagement goes beyond simply showing up for class.

Class engagement is based on the following criteria: Listening respectfully, asking respectful questions, and actively participating (completing all tasks assigned to you). 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: You will self-assess your class engagement during class at two points during the quarter marked on the syllabus; grades will be averaged. You must be in class to complete the self-assessment or else you must complete it before class time. I will ask you to do the following:

1. Describe how you have engaged in class, including both things you have done well and things you would like to improve.
2. Evaluate your class engagement with a grade from “A” to “F” and provide a narrative explaining your choice.

I reserve the right to adjust your class engagement grade based on my observations of your class engagement and your attendance.

Time Log (30%)

Along with your engagement and participation during class, this course will require a significant time investment on the community engaged project outside of class. You will often be assigned or volunteer to complete tasks either individually or as a team. Record all in-class and out-of-class time spent working on the project in your 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. Location: List either in class or out of class.
4. 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.

5. Your role: At least one sentence description of what you were doing.
6. 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.

Here is an example time log entry:

Total Hours: 65 (in class: 40, out of class: 25)					
Date and Time	Hours Spent	Task Description	Location	Your Role	Discussion
April 28, 4-4:45	0.75	Research national partnerships	Out of class	I read the voter engagement guide from the American Democracy Project.	The voter engagement guide described exemplar campuses who have implemented new programs to improve voter engagement. The program most important for us is the “voter registration program” because our report starts by assessing voter registration on campus. I will take the sample voter registration plan and give it to the registration team.

Evaluation: Your time log will be evaluated three times during the course: March 31, April 28, and May 17. You will need to submit your time log before class time on the day it is due.

- Time Log 1 (due March 31, 5%): All in class hours plus at least two out of class hours recorded.
- Time Log 2 (due April 28, 10%): All in class hours plus at least sixteen out of class hours recorded since the beginning of the course.
- Time Log 3 (due May 17, 15%): All in class hours plus at least thirty out of class hours recorded since the beginning of the course.

You will self-assess your time log during class at three points during the quarter marked on the syllabus. You must be in class to complete the self-assessment or else you must complete it early. I will ask you to do the following:

1. Describe how detailed your time log is. Does it contain a full description of your role and an appropriate discussion?
2. Describe the amount of effort you put into the project since the last time log was due. You are expected to be in class, to take initiative to work on both in class and out-of-class project assignments, and to produce high quality work in a timely manner. Did you spend a sufficient amount of time and effort on the project?
3. Evaluate your time log with a grade from “A” to “F” and provide a narrative explaining your choice.

I reserve the right to adjust your time log grade based on my reading of your time logs.

Reflective Portfolio (30%)

Reflection is one of the most important components of community engaged learning. You will each have a blog-like discussion forum set-up in Moodle where you will post entries to your reflective portfolio. Your portfolio will be visible to everyone in the course, and you will be expected to read and engage with other students' portfolios.

Portfolio entries should be 500+ words in length, and I imagine that each portfolio entry will take you about an hour to complete. You are strongly encouraged to record a video or audio, upload images or links, or do other creative things in addition to writing. The audience for your portfolio is most directly students in the course, but the idea behind the portfolio is that you will collect reflections that can be useful source material to reference when applying to jobs or to graduate school. After all, this course is intended to be as much a professional experience in political science as it is a class.

This is a *reflective* portfolio, meaning that your entries should be focused not on the specifics of what you did during the course (that is what the time log is for), but on the connections you make to current events, to political science, and to your life. You should include a mix of portfolio entries on different topics including:

- Responding to other students' entries: Read through other students' portfolios. Find a reflection that resonates with you.
- Engaging with current events: Relate what you are learning from the community engaged project to ongoing world news.
- Relating to course material: Discuss how parts of the community engaged project connect to course readings.
- Describing connections to your interests: Discuss how what you are learning will be useful for your career or in your life.

Evaluation: Your portfolio will be evaluated three times during the course: March 22, April 19, and May 17. You do not need to submit your portfolio; I will read everything in your portfolio posted before class time on each respective day.

- Portfolio 1 (due March 22, 5%): At least one portfolio entry posted.
- Portfolio 2 (due April 19, 10%): At least four additional portfolio entries posted since Portfolio 1 (total of five or more entries). At least one entry must engage directly with or be in response to other students' entries.
- Portfolio 3 (due May 17, 15%): At least eight additional portfolio entries posted since Portfolio 2 (total of twelve or more entries). At least two entries must engage directly with or be in response to other students' entries.

You will self-assess your portfolio during class at three points during the quarter marked on the syllabus. You must be in class to complete the self-assessment or else you must complete it early. I will ask you to do the following:

1. Describe how you constructed your entries and the variety of entries you created.

2. Describe your process of writing a portfolio entry. Does this process include reflection, creativity, and careful expression of your thoughts and ideas?
3. Describe how you have acted on your reflections to improve your contributions to the project.
4. Evaluate your portfolio with a grade from “A” to “F” and provide a narrative explaining your choice.

I reserve the right to adjust your portfolio grade based on my reading of your portfolio.

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 are required to comply with all statewide, systemwide, and university-wide coronavirus related policies and regulations.
 - 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 Wyle 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.