Instructor: Dr. Christina Convertino
Email: cconvertino@utep.edu
Office Hours: By appointment

TED 6322-001 [CRN 24351]
Format: Hybrid
Meets: Tuesdays, 5:30-8:20 PM
Face-to-Face: Education Building 307

COURSE DESCRIPTION
This is the first course in a two-course sequence of doctoral-level qualitative research methods. This course will provide students with an introduction to qualitative research. One objective of this course is to introduce students to the philosophical assumptions and research paradigms that reflect the historical developments and debates attributed to qualitative inquiry. Throughout the course, students will reflect on and address the ethics of conducting qualitative research with particular emphasis on researcher reflexivity and positionality. The second objective of this course is for students to learn how to design a basic qualitative pilot study. Specifically, through readings, course activities, written assignments, and with guidance from the instructor and peers, each individual student will develop and submit a research proposal for a basic qualitative pilot study to be reviewed by UTEP IRB. Students must submit the final version of their approved Research Protocol Application for a basic qualitative pilot study to IRBNet in order to complete the course (see course overview below for exact deadline to submit). It is also important to note that students must receive final approval of the qualitative pilot study proposal from UTEP IRB in order to: a) enroll in Qualitative II TED 6323, and/or (b) publish and/or present findings from the study.

COURSE FORMAT
Course Format Information: This course is designated as a hybrid course. Although, online class meetings are asynchronous, you will be required to complete assignments during our scheduled day and time on our Blackboard course site (see course schedule for more).
For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7 am - 8 pm, Sat: 9 am - 1 pm, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC &amp; IN-CLASS ACTIVITIES</th>
<th>READINGS &amp; ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 16 F2F</td>
<td>Course Introduction</td>
<td></td>
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</tbody>
</table>
| 2 Jan 23 F2F | Situating Qualitative Research  
• Memo 1: Mapping the Topic | Readings  
• Merriam & Tisdell: Ch 1 (CT)  
• Bodgan & Biklen (BB)  
• Allen & Eisenhart (BB) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>3 Jan 30</td>
<td>Philosophical &amp; Theoretical Influences</td>
<td>• Creswell (BB)</td>
<td></td>
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<td></td>
<td></td>
<td>• Freeman (BB)</td>
<td>• Hubain et al. (BB)</td>
</tr>
<tr>
<td>4 Feb 6</td>
<td>Qualitative Approaches</td>
<td>• Merriam &amp; Tisdell: Ch 2 &amp; 3 (CT)</td>
<td>• C1T1 Training Certificate (due to BB @ 5 PM)</td>
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<td></td>
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<td>• Fierros &amp; Delgado Bernal (BB)</td>
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<td>• Vetter et al. (BB)</td>
<td></td>
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<tr>
<td>5 Feb 13</td>
<td>Researcher Reflexivity</td>
<td>• Smith (BB)</td>
<td>• AB I (due to BB @ 5 PM)</td>
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<td></td>
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<td>• Tuck (BB)</td>
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<td></td>
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<td>• Kaomea (BB)</td>
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<tr>
<td>6 Feb 20</td>
<td>Designing the Study</td>
<td>• Merriam &amp; Tisdell: Ch 4 (CT)</td>
<td>• DB 1: Memo 2-Positionality (due to BB @ 5 PM)</td>
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<tr>
<td></td>
<td>• Memo 3: Preliminary Research Design</td>
<td>• Seidman: Ch 3 (CT)</td>
<td>• PRDB 1 (due to BB @ 11 PM)</td>
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<td></td>
<td></td>
<td>• Ravitch &amp; Riggan (BB)</td>
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<td></td>
<td></td>
<td>• Conceptual Framework (BB)</td>
<td></td>
</tr>
<tr>
<td>7 Feb 27</td>
<td>Reviewing the Literature</td>
<td>• Montuouri (BB)</td>
<td>• AB II (due to BB @ 5 PM)</td>
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<td></td>
<td></td>
<td>• Folder, “Literature Review Related” (BB)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Liu &amp; Xu (BB)</td>
<td></td>
</tr>
<tr>
<td>8 Mar 5</td>
<td>IRB Proposal: Background &amp; Significance</td>
<td>• Seidman: Ch 5 (CT)</td>
<td>• AB III (due to BB @ 5 PM)</td>
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<tr>
<td></td>
<td>• Memo 4: Research Protocol Application pp. 1-5</td>
<td></td>
<td></td>
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<tr>
<td>9 Mar 12</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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| 10 Mar 19 OL | Research Questions | • Agee (BB)  
• Refining the Research Question Sample (BB) | • DB 2: Memo 5-Research Questions (due to BB @ 5 PM)  
• PRDB 2 due BB @ 11 PM |
| 11 Mar 26 F2F | Methodology & Sampling  
• Memo 6: Methodology & Sampling | • Merriam & Tisdell: Ch 2 & 4 (CT)  
• A Qualitative Dissertation Related to Topic | |
| 12 Apr 2 F2F | Data Collection: Interviews  
• Memo 7: Interview Protocol | • Merriam & Tisdell: Ch 5 (CT)  
• Seidman: Ch 1 & 2 (CT)  
• Folder, “Data Collection: Interview Resources” (BB) | |
| 13 Apr 9 OL | Informed Consent | • DB 3: Memo 8-Informed Consent (due to BB @ 5 PM)  
• PRDB 3: due to BB @ 11 PM | |
| 14 Apr 16 OL | Data Collection: Observations, Artifacts, and Focus Groups | • Merriam & Tisdell: Ch 6 & 7 (CT)  
• Hollander (BB) | • DB 4: Memo 9-Research Protocol Application pp. 1-7  
• PRDB 4: due to BB @ 11 PM |
| 15 Apr 23 F2F | Expanding the Qualitative Paradigm  
• Consent and Interview Practice  
• Memo 10: Complete Research Protocol Application | • Merriam & Tisdell: Ch 3 (CT) | |
| 16 Apr 30 OL | Peer Review | • DB 5: Memo 11-Complete Research Protocol Application (due to BB @ 5 PM)  
• PRDB 5 due to BB @ 11 PM | |
| 17 May 7 | Final | • Final Research Protocol Application due to BB @ 9 AM  
• Research Protocol Application (upon Instructor Approval) due to IRBNet @ 5:00 pm | |

*** Please note bolded time.
COURSE IN RELATION TO COLLEGE OF EDUCATION’S CONCEPTUAL THEME

This course shares the vision and mission of the College of Education because it promotes a culture of inquiry. It will provide opportunities for TLC doctoral students to develop their knowledge and skills as novice qualitative researchers to design a basic qualitative pilot study in a topic related to their field of study.

COURSE GOALS AND STUDENT LEARNING OUTCOMES

Engaging in qualitative research is demanding. It involves extensive and intensive reading, writing, reflection, and discussion. The learning objectives and outcomes for this course will be achieved through a combination of readings, assignments, and activities. Successful learning outcomes will depend upon each individual student’s consistent commitment to engage with the intellectually challenging and time intensive work of understanding and doing qualitative research. To successfully complete this course, students will have submitted a Research Protocol Application for a well-developed and well-written qualitative pilot study to IRBNet for UTEP IRB to review. The pilot study is not intended, nor does it sufficiently constitute the proposal for dissertation research. Rather the intent is to introduce students to the design and implementation of a basic qualitative pilot study, which may or may not inform the future development of a more extensive and developed dissertation proposal. The following table provides a list of the most relevant student learning outcomes for the course and the assessments that will be used to evaluate students’ learning.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS</th>
</tr>
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</table>
| 1. Demonstrate an understanding of the major philosophical, theoretical, and disciplinary foundations of qualitative research. | Memos  
Discussion Board  
Research Protocol Application  
Self-Assessment |
| 2. Demonstrate knowledge of the six major approaches to qualitative inquiry.             | Self-Assessment                                   |
| 3. Reflect on and explain issues related to ethics and positionality involved in qualitative research. | Memos  
Discussion Board  
Research Protocol Application  
Self-Assessment |
| 4. Write a research problem statement based on an extensive literature review of the research topic. | Memos  
Discussion Board  
Research Protocol Application |
| 5. Design a basic qualitative pilot study.                                               | Memos  
Discussion Board  
Research Protocol Application |

REQUIRED COURSE MATERIALS
REQUIRED TEXTS:

REQUIRED COURSE READINGS (available on BB):

RECOMMENDED TEXTS:
ADITIONAL ONLINE RESOURCES:

<table>
<thead>
<tr>
<th>NAME AND DESCRIPTION</th>
<th>AUTHOR</th>
<th>TYPE OF SOURCE AND LINK</th>
</tr>
</thead>
</table>
| *How to read really fast*  
Technique to read a lot and support reading understanding | Mike Mena | YouTube video  
https://www.youtube.com/watch?v=nMkMul8Q5zU&feature=youtu.be |
| *APA Twitter*  
Information and Q&A about APA 7th ed. | American Psychological Association | Twitter account  
https://twitter.com/APA_Style  
@APA_Style |
| *Two Middle-Age Ladies Talking About Methods*  
Series of podcast focused on philosophical assumptions and different research paradigms. | Erica Halveston | Podcast  
https://www.learninginthemaking.org/podcast |

COURSE ASSIGNMENTS AND EVALUATION

A fundamental principle guiding this course is that qualitative research is much more than a set of data collection methods. This course is designed to deepen your understanding and appreciation for qualitative research. To do this, the course requires you to engage with and reflect on the philosophical, ethical, and practical dimensions involved in designing and implementing qualitative research.

The assignments for this course are meant to facilitate your understanding of qualitative research and to guide you through the reiterative steps involved in designing a proposal for a small basic qualitative pilot study. Course assignments will introduce you to qualitative research design but are not equivalent to or near adequate to constitute a proposal for a qualitative dissertation study. In addition, as the first course in a two-course sequence, this course is focused on the design of the study and not conducting the actual research. The second course in this sequence (TED 6323) is focused on conducting data collection and analysis of the UTEP IRB approved basic qualitative pilot study. Evidence of submission of the course-approved basic qualitative pilot study Research Protocol Application to IRBNet for UTEP IRB review must be uploaded to Blackboard (consult course schedule for due date) in order to complete the course.

The design of your basic qualitative pilot study and the completion of the Research Protocol Application happens through a) literature review around your topic, and b) your engagement and reflection on what qualitative research is and involves, which is facilitated through weekly readings, class discussions, and assignments. As you learn more about qualitative research, you will develop a better understanding of how to develop qualitative research questions about your topic. Thus, it is your responsibility to manage your time to make sure that you are building your literature review and developing your thinking about your topic throughout the first part of the semester. You do not need to have this all figured out in the first weeks of the semester; however, you do need to complete your annotations on the literature to build the background, significance, and gap for your study while you are also engaging with course readings.

No late assignments will be accepted, no exceptions. Consult the course schedule for assignment due dates. Failure to meet deadlines will have a negative impact on individual and collective learning experiences and will prevent you from advancing in the course to successful completion.
**GRADING & ASSIGNMENTS**

“A” means that assignments clearly exceed expectations. Assignments falling into this category will demonstrate clarity of purpose, organization, and will meet assignment requirements concisely and effectively. It will also demonstrate thoughtful engagement with and insights into course material.

“B” means that assignments meet expectations, meaning that all aspects of the assignment are completed, but lack some important aspects of “A” work, i.e., clarity of purpose, effective communication of ideas, adequate demonstration of reflection and comprehension.

“C” means that assignments are missing one or more required components, do not attend to specific assignment guidelines/requirements, demonstrate thin engagement with course content, represent superficial application of course topics, and /or are based on poorly constructed, unsupported, or inconsistent arguments.

**Below a C is failing a graduate course or a graduate assignment.**

**Summary of course grade components:**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT (9 @ 2 points each)</td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>ANNOTATIONS (3 @ 5 points each)</td>
<td>45</td>
<td>20%</td>
</tr>
<tr>
<td>DISCUSSION BOARD (5 @ 3 points each)</td>
<td>15</td>
<td>20%</td>
</tr>
<tr>
<td>PEER RESPONSE DISCUSSION BOARD (5 @ 1 point each)</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>FINAL RESEARCH PROTOCOL APPLICATION</td>
<td>15</td>
<td>20%</td>
</tr>
<tr>
<td>RESEARCH PROTOCOL APPLICATION SUBMISSION TO IRBNet</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>100%</td>
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</table>

**PARTICIPATION (SA) (10%)**

Participation is essential to learning and to completion of assignments. For the majority of our face-to-face class meetings, participation is comprised of four main areas: **preparation, contribution, constructive conversations, and reflection.** **Preparation** requires students to complete all assigned readings. **Contribution** requires students to 1) arrive to class on time and to remain engaged throughout the entire class meeting, 2) be prepared to share and explain readings in the moment, and 3) advance their own learning and the learning of their peers through relevant and thoughtful insights, observations, and questions. **Constructive conversations** require students to 1) listen actively to peers and provide constructive feedback. **Reflection** requires students to 1) think about their learning process and to complete self-assessment of their learning process using “I” and “my” statements that reflect on student growth and or targeted areas for growth.

Students will complete a self-assessment based on the following questions after each face-to-face class meeting. There will be a total of nine self-assessments @ 4 points each.

- What about my preparation for this class meeting was most useful to my engagement and understanding of course topics?
- What do I need to do differently to deepen my engagement with course topics?
- How did my understanding of the course topic and readings contribute to my peers’ learning?
- As I continue to think about course readings and topics, what new observations and questions do I have about these topics?
ANNOTATIONS (20%)
Annotations are part of the literature review on your topic. Annotations facilitate the development and design of your research study, in particular the background, significance, and gap. Although you will complete a total of nine annotations, you will have to read well above this number in order to select the literature that is most relevant to your proposed pilot study. You will need a minimum of 20 peer reviewed references to complete the background, significance, and gap on the research application for your basic qualitative study. Thus, you will need to have 20 final annotations. I will review 9 of the 20 in this assignment. Each annotation must adhere to the following guidelines: 1) use the annotation template for each annotation submission (see course schedule for more due dates), 2) annotations are based on peer-reviewed academic literature related to your topic, 3) annotations contain relevant information and detail, adhere to APA guidelines, and are well-written.

I will use the following rubric to evaluate your annotations. There are a total of 9 annotations @ 5 points each.

<table>
<thead>
<tr>
<th>1-5 PTS.</th>
<th>0 PTS.</th>
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</thead>
<tbody>
<tr>
<td>The AB contains 3 annotations=1 pt.</td>
<td>The AB does not contain 3 annotations=0 pt.</td>
</tr>
<tr>
<td>Each individual annotation addresses all components on the template =1 pt.</td>
<td>Each individual annotation does not address all components on the template =0 pt.</td>
</tr>
<tr>
<td>Each individual annotation is related to the topic of the basic qualitative pilot study=1 pt.</td>
<td>Each individual annotation is not related to the topic of the basic qualitative pilot study=0 pt.</td>
</tr>
<tr>
<td>Each individual annotation is based on peer reviewed research article=1 pt.</td>
<td>Each individual annotation is not based on a peer reviewed research= 0 pt.</td>
</tr>
<tr>
<td>Each individual annotation meets word limit, contains relevant information, adheres to APA guidelines and is well-written= 1pt.</td>
<td>Each individual annotation does not meet word limit, contains relevant information, adheres to APA guidelines and is well-written= 0 pt.</td>
</tr>
</tbody>
</table>

DISCUSSION BOARD (DB) (20%)
This assignment involves five discussion board activities. You will complete and upload each of the five DB assignments when specified (see course schedule for exact dates and time to complete and submit). DB assignments are building blocks to the development and design of your proposed research. Each DB requires you to complete and submit an assignment, which will be provided to you as a Word document (*.xdoc) attachment. Specific directions and guidelines are provided with each DB assignment. The link for each of the DB assignments can be found in the corresponding week folder on Blackboard. It is strongly recommended that you download and review each DB assignment well in advance of the due date since these assignments require focused attention, development and thus, significant time.

I will use the following rubric to evaluate your DB. There are a total of five DB assignments @ 3 points each.

<table>
<thead>
<tr>
<th>1-3 PTS.</th>
<th>O PTS.</th>
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<tbody>
<tr>
<td>DB assignment is completed as per guidelines=1 pt.</td>
<td>DB assignment is not completed as per guidelines=0 pt.</td>
</tr>
<tr>
<td>DB assignment demonstrates thoughtful development of the specified component of</td>
<td>DB assignment does not demonstrate thoughtful development of the specified component of</td>
</tr>
</tbody>
</table>
PEER RESPONSE TO DISCUSSION BOARD (PRDB) (20%)
This assignment involves ten peer responses to five discussion board (DB) assignments. To complete each PRDB, you will select two peers to whom you will provide feedback on the DB assignment. You will download their completed DB assignment, read it, and then post feedback to them. Each time there is a new DB assignment, you will rotate to provide feedback on two new peers. Once you have provided feedback to all peers in the course, you will start again with your original two peers to whom you provided feedback and continue to rotate for all subsequent PRDB assignments. You need to keep track of who you have responded to ensure that you are meeting the expectation for rotation. Your responses must provide substantive and specific feedback that aligns with the objective of the assignment. PRDB is due at 11 PM on the Wednesday of the OL week. Your response should be no less than 200 words and no more than 300 and include total word count.

I will use the following rubric to PRDB assignment:

<table>
<thead>
<tr>
<th>1 PT.</th>
<th>0 PT.</th>
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</thead>
<tbody>
<tr>
<td>PRDB assignment demonstrates meaningful and helpful feedback</td>
<td>PRDB assignment does not demonstrate meaningful and helpful feedback</td>
</tr>
</tbody>
</table>

FINAL RESEARCH PROPOSAL APPLICATION (RPA) (20%)
The Research Protocol Application is the final version of your proposed basic qualitative pilot research study, which will be submitted to IRBNet to be reviewed by UTEP IRB. This assignment is the culmination of your work in this course. For this assignment to be evaluated, it must (1) be the final, revised, and complete version of your proposed study, (2) include a minimum of 20 peer reviewed research articles references, and (3) be completely free of all errors, e.g., grammatical, formatting, spelling. Please note that if your proposed study will occur at a K-12 school, EPCC, or some other institution besides UTEP, you are responsible for becoming informed about and completing the IRB process for that research setting. Bear in mind that school district or EPCC IRB review and approval are typically required by UTEP prior to review by UTEP IRB. Also, bear in mind that the IRB process for school districts and EPCC typically occur on a specific date and time and are not rolling review; you are responsible for researching, knowing, and adhering to the IRB guidelines and dates for the research setting where you are interested in conducting your study. You will also need to obtain a site letter from an IRB approved contact at the setting as part of your Research Protocol Application. Again, it is critically important that you manage and plan for this step so that you can complete and submit your UTEP IRB proposal by the end of this course (see course schedule for exact date).

I will use the following rubric to evaluate your Final IRB proposal for a basic qualitative pilot study:

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<tr>
<th>15-14 PTS.</th>
<th>13-12 PTS.</th>
<th>11-0 PTS.</th>
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<tbody>
<tr>
<td>The proposal includes all required components, i.e., purpose of the study grounded in literature review</td>
<td>The proposal includes all required components, i.e., purpose of the study grounded in literature review and theoretical</td>
<td>The proposal includes all required components, i.e., purpose of the study grounded in literature review and theoretical framework,</td>
</tr>
</tbody>
</table>
and theoretical framework, overarching research questions, site letter, sampling, recruitment tools, consent letters, methodology, data collection methods, protocols for data collection, analysis, etc.

The proposal provides compelling and concise justification for the study (background and significance).

The proposal reflects a solid conceptual framework.

The proposal is edited, follows APA guidelines, and includes a reference list of a minimum of 20 peer reviewed research articles.

overarching research questions, site letter, sampling, recruitment tools, consent letters, methodology, data collection methods, protocols for data collection, analysis, etc.

The proposal provides a mostly compelling and concise justification for the study (background and significance).

The proposal reflects an adequate conceptual framework.

The proposal is edited, follows APA guidelines, and includes a reference list of a minimum of 20 peer reviewed research articles.

Research Protocol Application Submission to IRBNet (IS) 10%

This is your final assignment. For this assignment to be submitted to IRBNet for UTEP IRB review, you must have my approval (see course schedule for due date and time.

COURSE POLICIES, NORMS, & EXPECTATIONS

Overview
Take advantage of this course to develop an understanding of what it means to conduct qualitative research. Read, think, research, analyze, and write as a scholar! Since this class is conducted in a seminar style, you will also learn the importance of peer reviewed feedback to the research process. The expression of diverse viewpoints as well as requests for clarification and elaboration among classmates should be cordial and respectful. Small and large group discussions should be evenly distributed amongst all course members. The ability to listen closely and with an open mind are essential skills needed to conduct qualitative research. Students will benefit from revisiting course readings after group discussions.

Course Values
The values guiding this course are based on the Principles of Civility for the National Endowment of Humanities (NEH) Seminars. Discussion, interactions, and assignments should be:

- Firmly grounded in rigorous scholarship and thoughtful analysis.
- Represent an ethos of respect and openness.
- Conducted without partisan advocacy.
- Respectful of divergent views.
- Free of ad hominem commentary.
- Devoid of ethnic, racial, gender, disability, or religious bias.
Course Norms
The norms guiding this course are based on UTEP norms of appropriate classroom conduct, which states that professional conduct in the form of respectful and collaborative participation is a basic expectation for all course related meetings, assignments, presentations, etc. Relevant deliberations aimed at deepening learning and understanding for all class members on course topics is welcomed. Instances of disruptive and/or disrespectful communication and/or behavior will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

Language use
You are encouraged to use your diverse languages and varieties in this course that includes your entire linguistic/semiotic repertoire for learning. Since I am not bilingual in Spanish and English, I cannot evaluate your work in Spanish. I do understand Spanish and so, if during class discussions you want to pose a question in Spanish, I will do my best to answer you. With regards to written assignments, we can work together to ensure that you feel comfortable and confident to complete your work in English. Also, you are encouraged to communicate with your bilingual peers in the course for clarification and support on course content.

Writing Style: All assignments must be typed, free of error, and should conform to the style and reference notation format found in the seventh edition of the Publication Manual of the American Psychological Association (APA). It is strongly recommended that students purchase the APA manual since it is an essential tool for doctoral writing. I also highly recommend that students take advantage of the UTEP Writing Center. Academic writing is not an innate skill that some people have, and others do not. It is a time-consuming skill that we all must develop through lots of practice and persistence. Another useful resource accessible online is the Purdue Owl Website: https://owl.english.purdue.edu/owl/resource/560/01/

Assignment Completion and Submission: Late assignments will NOT be accepted in this course. Assignments must be submitted on the specified due date and according to specific assignment guidelines. Students are responsible for reading and following guidelines. It is recommended that students read over assignment guidelines as early as possible in case there are questions. Plan ahead!

Alternative means of submitting work in case of technical issues: I strongly suggest that students submit work with plenty of time to spare in the event of unanticipated technical issue with the course website, network, and/or your computer. I also suggest that students save all of their work in a separate Word document as a back-up. In the case of technical difficulties submitting work through the course website, students should contact the UTEP Help Desk. Students can email me back-up document as a last resort but not as a regular or standard course practice.

Incomplete grade policy: Incomplete grades may be requested only in exceptional circumstances after the student has completed at least half of the course requirements. If a student believes an incomplete is warranted, the student must contact me to discuss it. If granted, I will establish a contract of work to be completed with deadlines.

Changes to the syllabus: I strive to respond to the emergent development of learning that occurs in our course. Consequently, it is sometimes necessary to make unanticipated changes to the syllabus. In the case of changes, I will provide advance notification.

Attendance and Punctuality: Unexcused absences from face-to-face classes that exceed 1 class meetings will result in a loss of 5 points to final grade. With 2 absences, I reserve the right to drop a student from the
class. Please, notify me in case of an emergency. As per participation guidelines, it is also important that students arrange their schedule, transportation, and meetings to arrive on time. We have a lot of material to cover, and we work together so it is imperative that everyone is present and on time. If you anticipate a late arrival due to a commute or some other reason, please inform me or a peer in advance if possible.

**Email and Blackboard:** Please check your UTEP email and Backboard at least once a week. These are my primary means for providing updates to the class. E-mail is the most reliable way to contact me.

**Cell phones and other electronic devices:** Please turn off all cell phones during class; unique circumstances should be brought to my attention. Cell phone use is a source of distraction for everyone.

**Copyright statement for course materials:** All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

**Covid-19 Precautions:** If a student is diagnosed with COVID-19 or is experiencing COVID-19 symptoms, s/he, they should stay home. If a student tests positive for COVID-19, s/he, they are encouraged to report their results to covidaction@utep.edu, so that the Dean of Students Office can provide support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

**Course Resources:** UTEP provides the following variety of student services and support:

- **Technology Resources**
  - **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

- **Academic Resources**
  - **Intro to the UTEP Library:** [https://www.youtube.com/watch?v=YFdlEZPzQ-U](https://www.youtube.com/watch?v=YFdlEZPzQ-U)
  - **Searching the Library on MinerQuest** (this one will cover basic searching): [https://www.youtube.com/watch?v=9riDTsv3gvE](https://www.youtube.com/watch?v=9riDTsv3gvE)
  - **Find Scholarly Articles Using MinerQuest** (this one will break down advanced searching): [https://www.youtube.com/watch?v=S_Jo9yTj5Oo](https://www.youtube.com/watch?v=S_Jo9yTj5Oo)
  - **Find Full Text Articles:** [https://www.youtube.com/watch?v=-7oNJra4qM8](https://www.youtube.com/watch?v=-7oNJra4qM8)
  - **Get Library Resources from Home:** [https://www.youtube.com/watch?v=bbxnRMAmJTG](https://www.youtube.com/watch?v=bbxnRMAmJTG)
  - **InterLibrary Loan (ILL):** [https://youtu.be/KPN-gtmNFFQ](https://youtu.be/KPN-gtmNFFQ)
  - **RefWorks:** A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
  - **University Writing Center (UWC):** Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

- **Individual Resources (some but not all)**
  - **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals.
  - **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.
  - **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
Academic honesty
Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Different Abilities & Classroom Accommodations
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at http://www.utep.edu/dsso/, (915) 747-5148 (voice or TTY), or dss@utep.edu.

Equal Educational Opportunity
In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University’s Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University’s Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<mailto:eoaa@utep.edu>.