**Course Syllabus**

ED PS 2030 | Research and Inquiry Section 002

Spring 2023

3 Credit Hours

Class Meets: **Th/04:35PM-07:05PM** in Room [GC 2760](http://map.utah.edu/index.html?code=GC)

*This syllabus may be modified by the instructor when the student is given reasonable notice of the modification.*

**Instructor: David Stroupe, Ph.D**

Email: david.stroupe@utah.edu

Office hours: By appointment

**Resource Librarian: Dorothy Terry** (College of Education Library Liaison, Marriott Library)

Email: [dorothy.terry@utah.edu](mailto:dorothy.terry@utah.edu)

This course will be held in person; **however, we may move to Zoom in case of emergencies or extreme weather.** You will be expected to attend class in person and complete assignments on time. Changes to this policy are up to the discretion of the instructor.

**Course Description:**

The goals of this course are to engage students in studying and understanding research in education, and how research can be used to inform and improve educational practice. Students will be introduced to basic methodological concepts, and will learn about both quantitative and qualitative research designs used in educational research through the reading of primary research documents. The course will involve discussion and class participation, and students will work collaboratively to develop action research projects.

**Course Objectives:**

1. Create a community of colleagues to learn with and from about education research.

1. Understand the purpose and impact of research in education.

2. Conduct research literature searches and identify primary research articles.

3. Understand basic principles, methods, and designs in both quantitative and qualitative research studies, and how they apply to real research examples in education.

4. Design and conduct action research studies in education.

**Inclusive access**

Below is a statement sent out by the University Campus Store regarding the Inclusive Access program:

“An email will go out to students prior to the first day of class with information on what Inclusive Access is and instructions on how to access their digital course materials; for the courses that utilize this program. Students are then able to access the content through Canvas on the first day of class. The first two weeks of access to the digital content are complimentary for students to utilize and explore. After the first two weeks, in order to retain access, simply do nothing; a charge will have been conveniently billed to your tuition account. If the student decides they don’t want the instant access to the course materials they will have the option to OPT OUT and will be refunded accordingly. Students still need to pay for the course materials cost along with their tuition, but once they OPT OUT during the first two weeks of class they will receive a full refund of the course material cost. They will then be responsible for obtaining their own course material/textbook for that course.”

You can find more information about the Inclusive Access using the link below:

<https://www.campusstore.utah.edu/inclusiveaccess/>

###### Class Expectations

1. Since we are reading about complex ideas, learning occurs best when anchored around discussions with our classroom community. In order for our classroom community to foster learning, you must have completed the readings for the class ahead of time and come prepared to discuss them. Reading academic texts is different than reading a novel or news articles. We will think about strategies for unpacking and analyzing academic texts.
2. I expect you to attend class and to participate actively in class discussions and activities. It is especially important that you use your notes on the readings to think about the big ideas of each piece before class so you can contribute to our collaborative analytical efforts. *Please bring the readings to class*. If for any reason you must miss class, please notify me beforehand and ask a classmate to take notes for you.
3. Note that participation does not mean talking a lot. Be mindful of the ways your comments are connecting to the flow of the conversation and what has already been discussed. It is also important that no one dominate class discussion. From time to time, I may ask you to come to class prepared to respond to a particular question that emerged from the readings or to continue a class discussion online. These tasks will also be counted as participation.
4. Assignments must be completed on time. If for any reason an assignment will be late, please talk with me ahead of time. Without permission, all assignments may be graded down by ½ grade for every day late. Incompletes will only be given under unusual circumstances.
5. All of your written work will be held to high standards and should conform to proper rules of grammar, usage, punctuation, and spelling. It may be helpful for you to have someone proofread your paper before you turn it in via Canvas or email. Please use the latest APA guidelines for citations, since that is the standard for our field: [http://www.apastyle.org/.](http://www.apastyle.org/)
6. Assignments will be weighted according to the following grading scheme:

###### Research project/paper (Including final presentation): 30%

Mini-papers: 20%

Participation: 20%

Podcast: 10%

Ongoing glossary: 10%

Action research participation: 10%

1. Grades will be assigned according to the following distribution:

A (95-100%), A- (90 - 94%), B+ (86 - 89%), B (83-85%), B- (80 - 82%), C+ (77 - 79%), C (73-76%), C-/D (60-72%), F(below60%)

1. I invite you to come talk to me about the readings or your interests outside of class.

**Assignments**

###### Action Research project/paper (Including final presentation): 30% of final grade

Working in a team of 3-4 people, you will create and submit:

1. **Description of the problem of practice (DUE November 30)**: In this first assignment, you will describe a situation, problem, or issue that you and your group would like to focus on. You will want to put this situation into context, meaning that you each should describe who is involved (e.g., you and your students, parents…) and what are the surrounding factors that play into this (e.g., what grade level and content do you each teach, what population of students do you work with?) You will also pose a research question (and sub-questions) that you will investigate.
2. **A plan to conduct your investigation (DUE December 7):** Provide a plan that you would use to gather evidence to help you respond to your research questions as if you were going to engage in the action research. This part of the assignment is very practical and will provide a flexible plan that you can follow during future inquiries. Of course, your plans may change as your inquiry project progresses, but having a good sense for what data you want to collect and when you want to collect it are essential for conducting a thorough project.
   1. You should also consider any ethical issues that might arise as you conduct your study. For example, if you plan to audio or videotape your teaching, make sure that students are okay with this. If you want to use pictures of students in an NSTA journal, you need to have them fill out this form (<http://www.nsta.org/publications/release.aspx)>. (Also, please make sure to check with your future school to find out whether there are any requirements for you to consider).
3. **Final presentation** **(DUE December 7)** You will create a presentation to showcase your work. Likely this will last for 10 – 15 minutes.

**Mini-papers: 20% of final grade**

In each of these papers you should provide a brief critical response to some significant issues and ideas you have encountered during class. These papers should not exceed *two* (2) typed, double- spaced pages.

*Mini-paper 1 topic:* What is education research to you? What are some examples of “good” research, and what are some examples of research that you might critique? What are some lingering questions you have about education research? **DUE September 21**

*Mini-paper topic 2:* Pick a *major issue* about education research from the reading(s) and ideas of the class that catches your attention and describe the issue to me. Think of the paper as a safe space to share ideas, ask questions, and raise tensions that you think about over time. Some possible questions you might address: What research perspective(s) are represented in the reading? Whose perspectives are apparently overlooked? What aspect of the argument needs to be better developed? Feel free to make connections with other things you know or have read, but be sure that you draw on the readings from class for some of your evidence or ideas or examples. **DUE October 19**

*Mini-paper topic 3:* Why are there different paradigms of education research? How might different paradigms of research complement each other? Where do they differ? How might these paradigms inform your future teaching? **DUE November 16**

**Podcast: 10%**

In groups of 3-4, you will produce a 10-min, audio-recorded podcast synthesizing ideas from a cluster of 2-3 weeks of readings. I can provide some examples from previous classes. This is an opportunity to practice the important skill of distilling complex research results and theoretical arguments into succinct sound-bytes accessible to a non-research audience. I have also found that if you write a script for the podcast, the script can be useful to distribute to our class as a resource for listening and reflection. More detail will be provided in class.

There will be 4 clusters; your group will sign up to create a podcast for 1 cluster:

* Cluster #1: What is education research? How should we read education research? (Weeks 2-3) **DUE September 28**
* Cluster #2: How do people use education research? How should we use education research? (Weeks 4-5) **DUE October 26**
* Cluster #3: How do different paradigms of education research approach similar problems? Can they ever work together? **DUE November 9**
* Cluster #4: How might education research inform our teaching? (Weeks 9-10) **DUE November 30**

**Ongoing glossary (10% of grade)**

We will encounter a lot of terms across education paradigms and papers. To help us keep track of everything we read, we will make and continually update a class glossary. As a class, we will decide about the best format (Google Doc? Jam board? Something Canvas-based? Other ideas?). During the semester, please contribute **at least three terms, providing definitions and examples for each term**.

**Research participation (10% of grade)**

Research is a strong focus at the University of Utah, and faculty from the Department of Educational Psychology are actively engaged in widely diverse research projects.  Participating in one or more of these research projects is an important component for undergraduate students enrolled in an educational psychology course.  To provide this experience, the Department has established the Educational Psychology Subject Pool.  This pool allows students to participate (not to exceed 5 hours per course) in research that has been approved by the University of Utah's Institutional Review Board (IRB).  For your participation, you will earn course credit.  Alternatively, you do have the option of satisfying this research requirement by reading a selection of articles on topics relevant to this course and passing a set of multiple-choice tests on the readings.  How you wish to satisfy this requirement is up to you. For each one-hour session successfully completed, you will earn one credit toward your research participation requirement. Failing to cancel an appointment and not showing up will result in a loss of credits equivalent to the duration of the missed appointment (e.g., one credit would be lost for a missed one-hour appointment). Any credit loss due to a missed appointment can be made up by successfully completing another research appointment via the same subject pool at a later point in the same semester. In the event that you show up for a scheduled appointment, but the research assistant or principal investigator responsible for the scheduled study does not show up, you will still receive credit for the scheduled session. To ensure that you receive credit in this situation, you should contact the subject pool administrator via email: [edps-research@utah.edu](mailto:edps-research@utah.edu). Full completion of, or failure to complete, the research component of the course can only augment or reduce a student’s course grade by a maximum of one grade level (e.g., B to B+, or reverse).

**You register as a student in the Educational Psychology Research Pool by going to**[**https://utahedps.sona-systems.com/**](https://utahedps.sona-systems.com/)**.  Your instructor will provide a handout with instructions for using this system to sign up and monitor your credits.**

**Academic Honesty**

From the Utah Center for Teaching Excellence (<https://cte.utah.edu/instructor-education/ai-fall23-instructional-update/fall-2023-instructional-guidelines-on-generative-ai.pdf>)

“It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah’s Student Code: <https://regulations.utah.edu/academics/6-410.php>”

**Schedule**

**August 24: Introduction, community building, and big questions**

In the first class, we will meet each other, begin to establish our classroom community, and ask big framing questions about education research. To prepare, you should think about education research questions that are puzzling, surprising, and relevant to your future classrooms.

Questions we will consider today include:

* What is education research?
* How might education research inform our work in classrooms and schools?

**August 31: How do we read education research? What are we looking for when we read?**

There are two ways we often encounter education research. First, we might read education research papers. Second, we might read a news story (or other media, such as a blog post) that provides an interpretation of education research. Today, we will think about how to read research and interpretations of research. We will consider how journalists (and others) try to make stories enticing to read, and about how we can take a deep dive into education research for ourselves.

Questions we will consider today include:

* How are education research papers structured?
* What do we look for when we read education research?
* How are interpretations of education research structured? How are they similar and different to education research?

*Readings for today*

“Kids can’t read”: <https://www.nytimes.com/2023/04/16/us/science-of-reading-literacy-parents.html>

Hoffman, J.V., Hikida, M., & Sailors, M. (2020). Contesting Science That Silences: Amplifying Equity, Agency, and Design Research in Literacy Teacher Preparation. *Reading Research Quarterly*, 55(S1), S255– S266. <https://doi.org/10.1002/rrq.353>

Ehri, L.C. (2020). The Science of Learning to Read Words: A Case for Systematic Phonics Instruction. *Reading Research Quarterly*, 55(S1), S45– S60. <https://doi.org/10.1002/rrq.334>

**September 7: Designing research: How can we study education settings?**

When you think about research design, what ideas arise? Do you think about experiments? Do you think about interviews? Do you think about theories? All this, and more, in today’s class! Education research, just like any discipline, has many ways to design and conduct research. Today, we will think about the shared features of education research, how different research paradigms might differ on aspects of design, and how research paradigms make assumptions about what they want to investigate.

Questions we will consider today include:

* What are some shared features of education research?
* How do various genres of research differ in their questions and design?
* How might assumptions about education feature in the design of education research?

*Readings for today*

Gutiérrez, K. D., & Jurow, A. S. (2016) Social Design Experiments: Toward Equity by Design, Journal of the Learning Sciences, 25:4, 565-598, DOI: [10.1080/10508406.2016.1204548](https://doi.org/10.1080/10508406.2016.1204548).

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology, 69*(5), 797–811. [https://doi.org/10.1037/0022-3514.69.5.797](https://psycnet.apa.org/doi/10.1037/0022-3514.69.5.797)

Nasir, N.S. and Cooks, J. (2009), Becoming a Hurdler: How Learning Settings Afford Identities. Anthropology & Education Quarterly, 40: 41-61. <https://doi.org/10.1111/j.1548-1492.2009.01027.x>

**September 14: The Problem of Evidence**

The field of education has grappled for a long time with questions about the effects and effectiveness of policies, interventions, and initiatives. At the root of these questions lay knotty issues about *evidence*. There are so many fields of education research, and scholars across the fields rarely agree on what to treat as evidence that people learn anything, or that some education initiative makes a positive impact. Perhaps the debates reflect confusions or simply lack of recognition of the theoretical issues addressed in earlier classes (e.g., what will we treat as “education research” to begin with?). Maybe there are legitimate complexities in identifying the ways in which educational initiatives express themselves unpredictable moments across long periods of time. Today, we will use a topic in education as an example of how people see a phenomenon from different perspectives, and purport to lay out evidence of their effects. We will use this example to think more broadly about evidence across education research. We will consider question such as:

* What can we treat as “evidence” of effectiveness, and in what ways does this evidence capture what might be going on in various settings?
* What assumptions are at work when people talk about evidence in education research?
* What is likely to count as evidence to particular stakeholders?
* What scholarly tools (measures, research designs) are likely to be helpful in gathering evidence? What scholarly problems have researchers yet to solve?

*Readings for today*

“Math Scores Fell in Nearly Every State, and Reading Dipped on National Exam”: <https://www.nytimes.com/2022/10/24/us/math-reading-scores-pandemic.html>

Maria del Rosario Zavala & Victoria Hand (2019) Conflicting narratives of success in mathematics and science education: Challenging the achievement-motivation master narrative, *Race Ethnicity and Education, 22*(6), 802-820, DOI: [10.1080/13613324.2017.1417251](https://doi.org/10.1080/13613324.2017.1417251)

Reinholz, D.L., Johnson, E., Andrews-Larson, C., Stone-Johnstone, A., Smith, J., Mullins, B., Fortune, N., Keene, K.A., & Shah, N. (2022). When Active Learning Is Inequitable: Women’s Participation Predicts Gender Inequities in Mathematical Performance. Journal for Research in Mathematics Education. DOI: <https://doi.org/10.5951/jresematheduc-2020-0143>

**September 21: Case 1: Does class size matter?**

DUE Today: Mini-paper 1

Today we will begin a series of classes in which we consider big questions about education research and the impact on our future work as teachers. To begin, we will take on the question of class size. As new teachers, you will hear a lot of conversation about class size. As you might imagine, there are many assumptions about teaching a learning built into class size arguments, and we will think together about how research can inform our understanding of this complex issue. We will consider questions such as:

* When is a class too big? Too small? Is there a perfect class size?
* What assumptions do people make about class size? Why?
* How might your experiences as students in classes of various sizes impact your ideas about this issue?

*Readings for today*

“Does Your Child's Class Size Matter”: <https://www.usnews.com/education/k12/articles/does-your-childs-class-size-matter>.

Ake-Little, E., von der Embse, N., & Dawson, D. (2020). Does Class Size Matter in the University Setting? Educational Researcher, 49(8), 595–605. <https://doi.org/10.3102/0013189X20933836>

Reisman, A., & Enumah, L. (2020). Using Video to Highlight Curriculum-Embedded Opportunities for Student Discourse. *Journal of Teacher Education*, *71*(5), 551–567. <https://doi.org/10.1177/0022487119895503>

**September 28: Are there learning styles?**

DUE Today: Podcast 1

Popularized by interpretations of Howard Gardner’s research about multiple intelligences, “learning styles” have reached buzz-word worthy status. Parents, policymakers, and many others may tell you/ask you about learning styles. Today, we will think together about why the idea of learning styles is so appealing, and consider how to examine complexities of learning without taking a reductionist and categorial approach. We will ask questions such as:

* Are there learning styles? How are learning styles related to bigger questions about learning?
* How do we know when people are learning?
* Why are learning styles so appealing to people?

*Readings for today*

“Are learning styles real?”: <https://www.theatlantic.com/science/archive/2018/04/the-myth-of-learning-styles/557687/>

Rogowsky, B.A., Calhoun, B.M., & Tallal, P. (2015). Matching learning style to instructional method: Effects on comprehension. Journal of Educational Psychology, 107(1), 64-78. <https://doi.org/10.1037/a0037478>

Kang, H., Windschitl, M., Stroupe, D., and Thompson, J. (2016). Designing, launching, and implementing high quality learning opportunities for students that advance scientific thinking. *Journal of Research in Science Teaching, 53*, 1316–1340. <https://doi.org/10.1002/tea.21329>

**October 5: How do we know teachers are effective?**

Teachers are often the focal point of discussions about quality education. Everyone seems to have an opinion about “what counts” as good teaching, and such opinions often inform policies, practices, and perceptions of schools. I argue that any research about good teaching also has assumptions built into the theories, design, and story. Among other questions, we will consider:

* “What counts” as good teaching?
* Who gets to decide “what counts” as good teaching and why? Who gets to decide how teachers should learn to become “good” teachers? Does it matter?
* Can “good” teachers become better? Or worse?
* How and when do teachers learn “good” teaching?

*Readings for today*

“Why teacher evaluation reforms haven’t’ work – and how they can”: <https://www.forbes.com/sites/nataliewexler/2021/12/16/why-teacher-evaluation-reforms-havent-worked-and-how-they-can/?sh=5be14ac92372>

Andrew Bacher-Hicks, Mark J. Chin, Thomas J. Kane, Douglas O. Staiger. (2019). An experimental evaluation of three teacher quality measures: Value-added, classroom observations, and student surveys, Economics of Education Review, Volume 73, <https://doi.org/10.1016/j.econedurev.2019.101919>

Christina V. Schwarz, Melissa Braaten, Christa Haverly & Elizabeth X. de los Santos (2020): Using Sense-Making Moments to Understand How Elementary Teachers’ Interactions Expand, Maintain, or Shut Down Sense-making in Science, *Cognition and Instruction*, <https://doi.org/10.1080/07370008.2020.1763349>

**October 19: What counts as an “A”? Or, why do we give grades?**

DUE TODAY: Mini-paper 2

As teachers, we all have to provide some sort of summative declaration to students about their varying degrees of success in our classroom. Have you ever asked yourself why those declarations are letter grades? Or what counts as an A? Today, we will consider how and why grades shape learning opportunities, and whether other forms of assessment might be better for students (and teachers). We will ask questions such as:

* How do we provide evidence of student learning to other people?
* Are grades helpful or harmful?
* Do we all have the same definition of “what counts” as a A? Why or why not?

*Readings for today*

“Grades Have Huge Impact, But Are They Effective”: <https://www.kqed.org/mindshift/58155/grades-have-huge-impact-but-are-they-effective>

Drew Lewis (2020) Gender Effects on Re-assessment Attempts in a Standards-Based Grading Implementation, PRIMUS, 30:5, 539-551, DOI: [10.1080/10511970.2019.1616636](https://doi.org/10.1080/10511970.2019.1616636)

Pyle, A., DeLuca, C., Danniels, E., & Wickstrom, H. (2020). A Model for Assessment in Play-Based Kindergarten Education. *American Educational Research Journal*, *57*(6), 2251–2292. <https://doi.org/10.3102/0002831220908800>

**October 26: What and how do people learn in online settings?**

Due today: Podcast 2

Remember doing school online during COVID (sorry for the reminder!)? Perhaps you have taken an online class at Utah, or elsewhere. As you can imagine, there are huge debates about if/what/how/why people learn in online settings. While some instances seem clear that learning is difficult (imagine trying to teach choir to kids with blank screens who are muted), other online settings have a vast following and seemingly great results (think Kahn Academy). As we know, the story is not so straightforward. Today, we will consider learning in online settings, asking questions such as:

* Should learning expectations be the same in online or in-person settings?
* Why might learning outcomes differ across settings?
* Can anything be learned entirely online or entirely in-person?

*Readings for today*

“New A.I. Chatbot Tutors Could Upend Student Learning”: <https://www.nytimes.com/2023/06/08/business/khan-ai-gpt-tutoring-bot.html>

Hanno EC, Fritz LS, Jones SM, Lesaux NK. School Learning Format and Children’s Behavioral Health During the COVID-19 Pandemic. JAMA Pediatr. 2022;176(4):410–411. doi:10.1001/jamapediatrics.2021.5698.

Stroupe, D., & Christensen, J. (2023). “Everything that’s hard got harder”: Preservice teachers’ attempts at rigorous and responsive instruction during pedagogical rehearsals at the onset of the COVID pandemic. *AERA Open, 9*(1), 1-17. DOI: <https://doi.org/10.1177/23328584221139774>

**November 2: Student-led questions and conversation**

Readings TBD

**November 9: Student-led questions and conversation**

Due today: Podcast 3

Readings TBD

When you think about working with students in a class, how do you picture your role? Are you managing behavior? Providing positive motivational rewards? Building and sustaining equitable learning communities? While there are many ways to describe what we do in classrooms, education research cannot fully capture the scope of how our work is described. Today, we will think about classroom cultures, and consider how different framings of our work result in varied interpretations of our interactions with students. Questions to consider include:

* What are classroom cultures? How can they change over time?
* How do we help students feel a desire to learn and participate in class?
* How might different paradigms of education research talk to each other about classroom cultures?

*Why your child might be bored at school and what to do about it*

<https://www.usnews.com/education/k12/articles/why-your-child-might-be-bored-at-school-and-what-to-do-about-it>

Stroupe, D. (2014). Examining classroom science practice communities: How teachers and students negotiate epistemic agency and learn science-as-practice. *Science Education, 98*, 487-516.

Tierney, G., Goodell, A., Nolen, S. B., & Lee, N. (2018). (Re)Designing for engagement in a project-based AP environmental science course. *Journal of Experimental Education. doi:10.1080/00220973.2018.1535479*

**November 16: How do we conduct research on our teaching? Action research**

DUE TODAY: Mini-paper 3

Now that we have a better sense of education research, we can consider how our developing knowledge can inform our future work as teachers. A important way to think about our work is that we want to collect data that links our teaching to student success. Action research, then, allows us, as teachers to simultaneously teach and collect data about my teaching. Our purpose for the last classes will be to identify a problem of practice, develop a plan for your classroom, and engage in reflection about potential evidence you collect. Today, we will consider questions such as:

* How can I conduct research on my teaching?
* How can I inform others of my research?

*Readings for today*

<https://www.nsta.org/guidelines-authors-science-and-children>

Thompson et al. (2009). Examining student work: Evidence-based learning for students and teachers. The Science Teacher.

Ferrance, E. (2000). Action Research. The LAB, Education Alliance at Brown University. (Read p. 1-15; skim some “Stories from the Field”): <https://www.yumpu.com/en/document/read/4704451/action-research-the-education-alliance-at-brown-university>

**November 30: Planning and revising**

DUE TODAY: Action Research problem

Due today: Podcast 4

**December 7: Final presentations of potential research**

DUE TODAY: Action Research Plan and Final Presentation

## Additional Resources, Policies/Rules, Statements, and Procedures

## Academic Misconduct: It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah’s Student Code: <https://regulations.utah.edu/academics/6-410.php>

## The Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability Services](https://disability.utah.edu/), 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

## Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the [Office of Equal Opportunity and Affirmative Action](https://oeo.utah.edu/), 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the [Center for Student Wellness](https://wellness.utah.edu/), 426 SSB, 801-581-7776. To report to the police, contact the [Department of Public Safety](https://safety.utah.edu/), 801-585-2677(COPS).

***Lauren’s Promise:*** Lauren’s Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren’s Promise vows to: 1) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3) change campus culture that responds poorly to dating violence and stalking. By making Lauren’s Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

## COVID-19: The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. For the most up-to-date information on COVID-19 protocol, please refer to <https://coronavirus.utah.edu/>. Other resources are:

## [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](https://coronavirus.utah.edu/wp-content/uploads/sites/2/2022/08/COVID-19-Guidance-for-Suspect-or-Confirmed-Cases-and-Close-Contacts-Students-fall-2022.finaldocx_KIS.pdf)

## [Registrar’s Office COVID-19 Information and FAQs](https://registrar.utah.edu/covid.faq.php#:~:text=Please%20contact%20them%20directly%20at,%40bookstore.utah.edu.)

## [Housing & Residential Education](https://www.housing.utah.edu/coronavirus/)

## Diversity Statement: As the instructor of this course, it is my goal to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

## Diverse Student Support: Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

### Student Support Services (TRIO). TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities. Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO): 801-581-7188, [trio.utah.edu](https://trio.utah.edu/)

## Room 2075, 1901 E. S. Campus Dr., Salt Lake City, UT 84112

### American Indian Students. The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center: 801-581-7019, [diversity.utah.edu/centers/airc](https://diversity.utah.edu/airc/)

Fort Douglas Building 622, 1925 De Trobriand St., Salt Lake City, UT 84113

### Black Students. Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center: 801-213-1441, [diversity.utah.edu/centers/bcc](https://diversity.utah.edu/bcc/)

Fort Douglas Building 603, 95 Fort Douglas Blvd., Salt Lake City, UT 84113

## English as a Second/Additional Language (ESL) Students. If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. These resources These resources include the Writing Center (<http://writingcenter.utah.edu/>), the Writing Program (http://writing- -program.utah.edu/), and the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

### Inclusivity at the U. The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

### Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

### For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence: 801-581-4600, [inclusive-excellence.utah.edu](https://inclusive-excellence.utah.edu/)

170 Annex (Wing D), 1901 E S Campus Drive, Salt Lake City, UT 84112

### LGBTQ+ Students. The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resources Center: 801-587-7973, [lgbt.utah.edu](https://lgbt.utah.edu/)

409 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

### Students with Children. Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of childcare for university students, faculty and staff. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources: 801-585-5897, [childcare.utah.edu](https://childcare.utah.edu/)

408 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

### Students with Disabilities. The Center for Disability and Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment. For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access: 801-581-5020, [disability.utah.edu](https://disability.utah.edu/)

162 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

### Students across Intersectional Identities and Experiences. The Center for Equity and Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB), 801-581-8151, [diversity.utah.edu/centers/CESB](https://diversity.utah.edu/cesb/)

235 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

## Undocumented Student Support: Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. For more information about what support they provide and links to other resources, view their website or contact Dream Center, 801-213-3697, [dream.utah.edu](https://dream.utah.edu/)

### Veterans & Military Students. The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center: 801-587-7722, [veteranscenter.utah.edu](https://veteranscenter.utah.edu/)

418 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

### Women. The Women’s Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women’s identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women’s Resource Center: 801-581-8030, [womenscenter.utah.edu](https://womenscenter.utah.edu/)

411 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

Please also let me know if you need any additional support in this class for any reason.

### Other Student Groups at the U. To learn more about some of the other resource groups available at the U, check out <https://getinvolved.utah.edu/> and [studentsuccess.utah.edu/resources/student-support](https://studentsuccess.utah.edu/resources/student-support/)

***Drop/Withdrawal Policies:*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](https://registrar.utah.edu/academic-calendars/index.php).

## Student Mental Health Resources: Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](https://studentaffairs.utah.edu/mentalhealth/index.php), including counseling, trainings and other support. Consider participating in a [Mental Health First Aid](https://studentaffairs.utah.edu/mental-health-first-aid.php) or other [wellness-themed training](https://wellness.utah.edu/workshops-training/) provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues

## Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will strive to refer to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the [LGBT Resource Center](file:///C:\Users\u0616669\Dropbox\Teaching\EDPS2140\Fall2022\lgbt.utah.edu).

## University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu/). IF YOU ARE IN DANGER, DIAL 911.

## Wellness: Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please feel welcome to reach out to your instructor or TAs to handle issues regarding your coursework. For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness: 801-581-7776, [wellness.utah.edu](https://wellness.utah.edu/)

2100 Eccles Student Life Center, 1836 Student Life Way, Salt Lake City, UT 84112