EDLD 6342 – Community Leadership Development

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I. COURSE DESCRIPTION:
This course develops collaborative leadership skills related to initiating and implementing school and community partnerships. A special focus is the enhancement of critical literacy skills—the capacity to read and interpret events within the socio-political context of community-embedded educational leadership.

II. RATIONAL:
In a global society the complexity of issues is beyond the capacity of any one entity to address them singularly. The impact of these issues can reach the level of the students or organizational stakeholders to the point that an unstable culture exists within the organization. Current economic and political influences dictate that leaders and service providers develop effective means of collaboration and capacity building in a way that leads to success and participation by all stakeholders. Community based collaborations and community-serving organizations must have leaders with the capacity to lead stakeholders that are capable of holding governmental authority accountable, while advancing the organization’s diverse interests and developing grounds for constructive political agreement.

III. STATE ADOPTED PROFICIENCY DOMAINS: N/A

IV. TEXES COMPETENCIES: N/A

V. COURSE OBJECTIVES AND LEARNING OUTCOMES:
Upon successful completion of the course, the student should be able to demonstrate knowledge and understanding of:
1. Identify an area of concern for a collaborative project.
2. Describe the context for a collaborative partnership.
3. Generate a process for a collaborative agreement.
4. Plan a framework for developing a collaborative project.
5. Create an action plan to implement a collaborative project.
6. Compile a process for a collaborative community project

VI. COURSE TOPICS:
- Foundations: Collaboration is an evolution of practices based on assumptions that are grounded in theories and constructs.
- Collaboration: Two or more parties work together by sharing responsibilities, authority, and accountability in a mutually beneficial relationship to achieve goals.
- Premises and Principles: Collaboration seeks to build an environment of discussion versus debate, cooperation versus contention, then follows a specific model to create that environment.
• Practices: The practice of collaboration requires access and application of tools that are specific for leading to agreement and action.

• Scenarios of Success: Examples are provided from an array of geographical locations and societal issues to give a sense of the process and utility of collaborative efforts.

VII. REQUIRED TEXTS:

Supplemental reading will be found in your Dropbox folder
EndNote Software. [This is OPTIONAL] Available FREE for download from http://it.tamucc.edu/downloads. You will need your Island ID and Password. The product key is on the page with the download link.

RESOURCES:
Bell Library – http://rattler.tamucc.edu/
EndNote – http://endnote.com/
OWL at Purdue – http://owl.english.purdue.edu/owl/resource/560/01/

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES:
• Lecture & discussion - The purpose of lecture is to develop conceptual structures about a subject matter. The purpose of discussion is to develop thinking skills in three areas: critical thinking; creative thinking; and dialogical thinking.

• Assignments – These include real life situations in a safe environment provide introductions to problems to be solved, and in-class activities designed to facilitate better understanding of individual collaborative projects.

• Community Work – This includes interaction with community representatives to form collaborative relationships, addressing community improvement.

IX. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES:
Grades will be calculated based on A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F < 60%

Discussion and Participation 25%
Literature Review 20%
Annotated Outlines (5) 25%
Final Project Design Paper 30%

DELIVERABLES:
• Literature Review: Understanding the scholarly foundation of a problem helps us frame it in terms other than those from community participants. They may have differing perspectives due to other concerns, such as personal bias, professional position, economic gain, hidden agenda, or simply wanting to get involved in community development. The literature review is worth 200 points, which is 20% of the total grade.

• Outlines: The first type of written assignment is a series of outlines that frame a community collaborative effort as it sets the stage for final course project. There are five outlines and each one is worth 50 points, for a total of 250 points, which is 25% of the total grade. The outlines will be skeletal guidelines of how you propose to conduct a collaborative project in the community.
• **Final Project:** The final project provides detailed information consistent with a collaborative model and required information for a community project. These issues will be covered in class according to lectures, discussions, case studies, and workshops. The final project is worth 300 points, which is 30% of the grade.

**Requirements for Deliverables:**
Assignment details will be discussed in class. The following is a brief overview.

**Literature Review:**
In short, a literature review justifies research and helps develop a position. The following summary from the University of Arizona ([http://www.library.arizona.edu/help/tutorials/litreviews/whatis.html](http://www.library.arizona.edu/help/tutorials/litreviews/whatis.html)):

**Justify Your Research**
- Place your portion of the discussion in the academic context by showing that there are gaps in knowledge in your field that merit a closer investigation. Demonstrate that your work will fill this gap by adding knowledge in and understanding of your field.
- Demonstrate your work hasn't been previously done, ensuring your intellectual contribution is indeed original.
- Demonstrate a critical approach to scholarship. Show you have analyzed and critiqued the theories or methodologies in the field and that you know the main arguments related to your topic.
- Consider how the available research and existing scholarship support your research. How does it contradict your research? How will your research resolve the difference?

**Develop Your Thesis Position**
- Educate yourself on the primary theoretical and methodological approaches to your discipline, as well as the primary actors. Ask yourself the following questions:
  - Who are the most important scholars in your discipline?
  - What questions have they asked and answered?
  - What controversies remain within the discipline?
- Identify controversies and differences of opinion among scholars in your field, and makes a case for your research as a valid, important response and possible resolution of those controversies. Consider the points on which scholars differ - either differing theoretical approaches to the question or differing conclusions drawn by scholars. What part will your work play in the resolution of said controversies?
- Synthesize the results of your research into a concise, coherent account of what is known in your field of inquiry and what remains to be learned, such that it addresses the specific thesis, problem, or research question.

You will use **four** scholarly peer-reviewed articles to review. Each article is worth 10 points (40 points total). The introduction is worth 5 points and the conclusion is worth 5 points. For the assignment it will adhere to the following guidelines. Each bold heading below is to be centered in your paper.

**Introduction:** Provide a general context of the issue. This is to be 5-7 sentences and gives a clear sense of the problem. The final sentence in the paragraph is the purpose statement for the paper. For example: It is the purpose of this paper to review literature, demonstrating the effectiveness of college social services programs as a partner with community shelters to help families reestablish their independence.

**Literature Review:** Each article will be reviewed independent of the others. Each review will begin with the APA reference for the article and is then followed by only four sentences answering the following questions:
- What prompted the author(s) to write the article? What is the purpose of the study? How does it relate to community/collaborative problem solving? What is one major finding?
For the literature review, review one article, then the next one, then the next one, then the next one—all in sequence by starting a new paragraph for each article.
Conclusion: Summarize the major issues from the articles. Do not introduce new information in the conclusion. Reiterate the purpose of the paper. All articles are to be peer reviewed and from scholarly journals. By the way, The Chronicle of Higher Education and other periodicals like it and books are not sources for scholarly articles. Use the following as a guideline to search for articles in the TAMU—CC library.

Annotated Outlines:

Power of Collaboration Outline: “Collaboration works because it engages stakeholders as peers using skillful means to facilitate dialogue, mutual learning, shared responsibility, and action” (Chrislip, 2002, p. 1). The paper must meet the following criteria. Each bold heading below is to be addressed in your paper.

Background: This section of the paper is approximately 1 paragraph and explains your area of interest. For example, what collaborative issue(s) interests you and why? It must be education related.

Community Involvement: Relates what organization(s) in the community would be appropriate for collaboration. For example, what education entity, business, not-for-profit, or civic enterprise do you think would be a good, collaborative partner and why?

Benefits: Describes what you think would be the benefit(s) of a partnership between enterprises. For example, what is the gain for both the educational and other enterprises? An example of how both the educational and community entities benefit must be explained.

Below is an example of an outline that meets the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

**Always state the issue first**

I. Background: To develop a science of learning institute on campus for empirical research and practical application of closing educational gaps across institutions from kindergarten through a doctorate.
   - A. State mandates call for greater accountability.
   - B. Helps create an educational community for students to move from education level to education level with better understanding.
   - C. Provides empirical evidence for teaching and learning for students to facilitate practical application for education stakeholders to assist students to move from grade to grade with clear purpose.
   - D. Creates data for local, regional, state, and national decision making and report distribution.

II. Community Involvement: There are several groups involved in the collaboration for it to be successful.
   - A. TAMU-CC, Dept of Educational Leadership & Research: Obtains a large NSF grant (approx $25 million) to establish an institute and lay the foundation.
   - B. Area school districts (schools & personnel): Provide for and draw from the institute about “gaps” they would like to close.
   - C. Parents/guardians: Provide interests they have for further education of students.
   - D. Students: Create a greater awareness of educational barriers they face.
   - E. Community: Offer insights into career needs based on educational efforts.
   - F. State: Provide parameters for closing the gaps.

III. Benefits: The collaborative agreement could be beneficial for each of the entities involved.
   - A. TAMU-CC, Dept of Educational Leadership & Research: Faculty maintain data sets for research as well as information to benefit other partners, which can include pedagogical information, conferences, and support for others’ efforts.
   - B. Area school districts (schools & personnel): Educators have additional resources to help their pedagogy, professional development, and conduits to further education and career development.
   - C. Parents/guardians: Have additional information for education and career opportunities for their children.
   - D. Students: Have a greater awareness for educational or career advancement as it affects them personally.
   - E. Community: Could have better prepared citizens could benefits from a more educated population for better civic pride.
   - F. State: Meets state objectives at all levels of education.
Getting Started Outline: The Figure for this information is found in the text on page 55. The outline must be education related and meet the following criteria. An example of the outline follows the criteria:

Analyzing the Context: This section of the paper is up to 1 page, worth up to 10 points, and relates the political dynamics and public perspective of the issue. See chapters 1-6 of the text for background information.

Collaborative Strategy:
   i. Feasibility: Describe how this collaboration is a realistic venture.
   ii. Purpose: Relate the purpose for the collaboration in one to two succinct sentences.
   iii. Scope: This provides limitations to the project.
   iv. Focus: This depicts what specifically would be accomplished.

Below is an example of an outline that meets the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

Always state the issue first

Issue: The purpose of this venture is to develop an institute to direct empirical research and application toward closing gaps between learning and performance in educational systems.

I. Analyzing the Context: The context is a politically charged atmosphere to where a Texas Higher Education Plan was developed and distributed, outlining several areas in which the state’s education system needed to close gaps for the state to be successful in meeting four major challenges. Context looks at the political environment as compared to the public perception.

   A. Political Environment
      1. Create more opportunities for students to attend college.
      2. Substantially increase the number of degrees, certificates, and other identifiable student successes.
      3. Establish ladders for students to climb from education level to education level and create funding for it.
      4. Increase the level of federal funding to achieve greater educational success in the state.

   B. Public Perception
      1. Community and parents: They often view the educational systems are not providing adequate services for student engagement and success.
      2. Educators: Often feel hamstrung by lack of resources and the mentality to do more for less.

II. Collaborative Strategy: There is a perception that may be more of a reality than we admit that education is not a seamless transition from one level of services to another from kindergarten through a doctorate.

   A. Feasibility: Although it is unrealistic that an entire seamless system can be achieved with k-doctorate, steps can be made to achieve greater opportunities for students to move into higher levels of education or careers.

   B. Purpose: The purpose of this venture is to develop an institute to direct empirical research and application toward closing gaps between learning and performance in educational systems.

   C. Scope: The project’s major limitation involves identifying the critical gaps among all partners involved. Analysis will have to be completed to identify the most critical gaps to approach first that will have the most impact.

   D. Focus: The project will look at these goals:
      Goal 1: developing an educationally-minded community
      Goal 2: providing evidence-based research on learning and performance efficacies
      Goal 3: partnering with educational systems to apply and implement research findings
      Goal 4: evaluating efficacies of programs and learning environments
      Goal 5: assessing the efficacy of public policy

Setting Success Outline: It identifies the major stakeholders, as well as rules, need for information, and budgets. Chapter 7 of the text provides specific background. The paper must meet the following criteria:

State the Issue First: This should be the same as the Purpose from the previous outline.

Stakeholders: identifies stakeholders and explains their willingness to participate. Stakeholders are those people (entities) that actually do the work

Constructive Process: develops the decision making method, ground rules, and constructive process.
Information Needs: explains the types of information needed to move forward.
Critical Roles: identifies key people to the project and why they are important.
Managing the Process: relates how the process should progress.
Resources: creates the funding parameters.

Below is an example of an outline that meets the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

Always state the issue first

Issue: The purpose of this venture is to develop an institute to direct empirical research and application toward closing gaps between learning and performance in educational systems.

I. Stakeholders: The major stakeholder will be faculty in the Department of Educational Administration and Research at TAMU-CC. They will coordinate efforts among other stakeholders, such as local school districts and schools. It may involve parent groups but at the current stage, this is uncertain.

II. Constructive Process: The project is two-fold. First, it attempts to solve a problem by creating a more seamless educational process by identifying gaps in educational services and then closing those gaps. Second, it creates an institute through which those services can be funneled. The decisions for the institute will be made by those individuals who create it. Then, the goals of the institute will be possible within the regulations of participating stakeholders, such as according to state, district, and school policies. Decisions must abide by established policies.

III. Information Needs: Major information comes from National Science Foundation grant guidelines, state Closing the Gaps efforts, TAMU—CC policies, district needs, and school involvement.

IV. Critical Roles
   1. TAMU—CC will be seeking the grant and designing the institute.
   2. Superintendents from area districts will identify needs and assign designees for participation.

V. Managing the Process
   1. Write the grant (get input from districts)
   2. Establish the institute: personnel, reporting structures, responsibilities
   3. Identify critical staffing needs and staff
   4. Establish research agenda and conduct research
   5. Provide application
   6. Create opportunity for information sharing, data, reports, professional development, meetings, and conferences
   7. Provide accountability systems

VI. Resources: The major funding source is to an NSF grant for $25 million to establish the institute. Then, each stakeholder will need to be responsible for its own involvement, such as if a district wants to use information from the institute for teachers’ professional development, the district must provide the resources but the institute can provide the information and support.

Working Together Outline: It identifies the major stakeholders, as well as rules, need for information, and budgets. Chapter 8 of the text provides specific background. The outline must meet the following criteria:

State the Issue: This should be the same as the previous outline. Although, things may change as the project become further developed.
Building Capacity: describes the relationship among the key players involved.
Ways of Engaging: conveys what types of communication processes are best, such as meetings, phone calls, email, or other types of communication. It also, sets the tone for the types of topics to cover and what type of interaction is to be expected or occurred.
Informing Stakeholders: conveys specific issues to tell stakeholders to include content and context as well as the benefits and detriments of the collaboration.
Decisions: develops the specific collaborative efforts, such as problems to be solved, visions, and strategic planning.
Below is an example of an outline that meets the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

Always state the issue first

**Issue**: The purpose of this venture is to develop an institute to direct empirical research and application toward closing gaps between learning and performance in educational systems.

I. **Building Capacity**
   A. Drs. Bowden, Hemmer, faculty at TAMU—CC, and Drs. Holt & Smith, graduates of TAMU-CC’s doctoral program, are responsible for obtaining the grant.
   B. Superintendents or Designees: Drs. Bowden & Hemmer will work with area superintendents or their designees to identify critical gaps in education according to the four goals of the project.

II. **Ways of Engaging**
   A. Drs. Bowden, Hemmer, Holt, and Smith meet every two weeks to set the parameters for the grant and work through the process of writing it.
   B. As needed, area educators will be contacted by phone, email, or meetings to discuss involvement but also to get a sense of what major gaps they would like to close.
   C. Once the major interest is determined stakeholders will meet to discuss major gaps to close. The focus of meetings will be to determine specific gaps among schools and programs, how to research them, and how to distribute information for effectively closing gaps.

III. **Informing Stakeholders**
   **A. Context**: The context of the project falls within two areas:
      1. NSF grant: it provides the limitations for the funding to meet NSF standards;
      2. The institute is not a training center but a research center to provide empirical research and practical solutions for area educational problem solving.
   **B. Content**
      A. NSF: Provides the grant funding criteria and funds.
      B. TAMU-CC, Dept of Educational Administration & Research: Provides the research needed to write the grant and the critical structure and intent of the institute. The department, however, may become reliant on external funds and not fund positions. Also, if the grant is not renewed, it could impact jobs.
      C. Area school districts (schools & personnel): Provides specific areas of gaps. Districts may not agree as to what gaps need to be addressed first and what is the most important. Also, responding to state initiatives takes precedence.
      D. Parents/guardians: Establishes public concern regarding gaps. However, they may view extraneous to the focus of education.
      E. Students: Provides insights about their views of what they think they want. Although, new educational ventures may be inconsistent with what students think they want and may not engage fully into projects.
      F. Community: Provide information about what they see is the role of education in the community. However, it may want to serve a greater role but misses the point of the overall goals of education.
      G. State: Provide the basic framework of Closing the Gaps, legislation, and regulations through its actions and agencies. However, the state may mandate additional requirements for its institutions, inconsistent with direction of the institute and therefore would not benefit from its research and application.

IV. **Decisions**
   A. TAMU-CC, Dept of Educational Leadership & Research: It is expected that the department serves as a support for the institute as the purpose of the institute is research and the application of its in nature.
B. Area school districts (schools & personnel): Tie closing gaps initiatives to state standards.
C. Parents/guardians: Expect support from institutions for their children.
D. Students: Expect services to meet their individual aspirations.
E. Community: Increase better civic responsibility.
F. State: Achieve state objectives.

Moving to Action Outline: It identifies the major stakeholders, as well as rules, need for information, and budgets. Chapter 8 of the text provides specific background. The outline must meet the following criteria:

State the Issue: This should be the same throughout, although it may change some as the project further develops.
Reaching Out: identifies other community members who may be affected by the collaborative efforts and coordinating with those stakeholders who have an investment in the relationship.
Managing Action: describes who will do what, when, and how.

Below is an example of an outline that meets the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

Always state the issue first
I. Reaching Out
   A. Chamber of Commerce: Area business may be impacted by a more educated workforce by which to draw from.
   B. Law Enforcement: Law enforcement could see fewer incidences.
   C. Social Services: There may be fewer referrals and interventions.

II. Managing Actions
   A. Drs. Bowden, Hemmer, Holt, & Smith will work on the grant and submit it in August 2012. If funded, through 2013 the institute will be developed.
   B. Initial contact will be made with the superintendent of Flour Bluff ISD and CCISD mid-summer to discuss more fully the development of the project and what the districts might offer. From these meetings it is expected district designees will be made for further interaction.

Final Project
Final Project—Community Project: This project is an expansion of the outlines (Getting Started; Setting Success; Working Together; & Moving to Action). It develops each of the items from the outlines into single document that can be seen as a comprehensive, collaborative, community project. For every section of the paper, you provide additional information than what you described in your outlines. Each section of the paper must be more fully developed and written in narrative form. No phrases or outline structure are to be used. The paper must meet the following criteria and following the criteria is an example structure of the headings that must be in the paper:

Introduction: Provide a short paragraph to give the background of the paper that establishes its context. The final sentence of the introduction is to state the purpose of the paper. This section of the paper is worth up to 10 points.
Getting Started: You add, change, or delete material as needed, but overall, you further develop the issues. This section of the paper is worth up to 20 points.
Setting Success: You add, change, or delete material as needed, but overall, you further develop the issues. This section of the paper is worth up to 20 points.
Working Together: You add, change, or delete material as needed, but overall, you further develop the issues. This section of the paper is worth up to 20 points.
Moving to Action: You add, change, or delete material as needed, but overall, you further develop the issues. This section of the paper is worth up to 20 points.
Conclusion: This section of the paper summarizes the major points made and reiterates the purpose of the paper. This section of the paper is one short paragraph and is worth up to 10 points.

The structure of the paper is on the following page: Use the following as headings for your paper in this exact format
Introduction

Power of Collaboration (This section acts as sort of an executive summary and you may want to write it last)

Background

Community Involvement

Benefits

Getting Started

Analyzing the Context

  Political environment.
  Public perception.

Collaborative Strategy

  Feasibility.
  Purpose.
  Scope.
  Focus.

Setting Success

Stakeholders

Constructive Process

Information Needs

Critical Roles

Managing the Process

Resources

Working Together

Building Capacity

Ways of Engaging

Informing Stakeholders

  Context.
  Content.

Decisions

Moving to Action

Reaching Out

Managing Actions

Conclusion

References
X. COURSE EXPECTATIONS AND POLICIES:

1. Attendance and Participation: This class requires you to invest time for preparation, assignments, and application of critical concepts in research. You will need to stay on top of things in order to perform well. While you might be an independent learner, and perhaps a strong performer, the research is consistent on the value of social learning. Your respectful and meaningful participation in discussions will be required for your final grade.

2. Competencies: There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   a. Ability to proof read your work before submitting
   b. Ability to use APA style to write and cite references when making general and/or specific statements that are not entirely your own
   c. Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   d. Ability to connect to the Internet, download required materials, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. Therefore, plan ahead and have back up plans in place should something go wrong.

3. Late Work, Tardiness, and Courtesy to Peers: No late work will be accepted. I see us as professional scholars and therefore we should treat our learning environment with professional respect. All class meetings will start on time unless otherwise announced in advance. DO NOT WALK IN LATE. Make sure you communicate with me if you have any extenuating circumstances.

4. Electronics: The use of technology is encouraged, however cell phones must be turned off during class. When using laptops, iPads, or similar devices, please refrain from participating in emailing, texting, FaceBook, or other forms of messaging and social networking.

5. Disabilities Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
   If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

6. Professional Conduct and Academic Honesty: Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism. Cheating, plagiarism and other forms of academic dishonesty will result in disciplinary actions.
   All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and the University.

7. Diversity Statement: The department aspires 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 perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination,
harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

8. **End of Semester Negotiations:** I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will not entertain any end of semester negotiations about grades, and your grade in the course is a direct reflection of your engagement in your own learning process.

Please understand that, despite the strict expectations and policies outlined above, I do care about you as an individual and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. I encourage you to get in touch with me if you want a conference to explain your circumstances. Do not wait until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.

*Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.*