



University of Maryland School of Public Health

HLTH 371 – Communicating Safety and Health (3 credit hours)

Semester: Fall 2018
Section: HLTH 371.0101/ .0201/ H.0101/ H.0201
Classroom: Face-to-Face T/TH 2:00-3:15 pm
Time: CHM 1402
Course webpage: <https://myelms.umd.edu/courses/1248983>

Instructor

Instructor: Dr. Devlon N. Jackson
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Email: Djacks04@umd.edu
Office Hours: Requested by appointment (please make via email 48 hours in advance)

Teaching Assistant(s)

TA: Ms. Amara Channell Doig (PhD Student) **Office Hours:** W, 2PM-4PM
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Email: acdoig@terpmail.umd.edu

TA: Ms. Olivia Kachingwe (PhD Student) **Office Hours:** T, 12PM-1PM
Office: SPH 1224 (Desk B) **W, 11PM-12PM**
Email: okaching@umd.edu

Restrictions: Must be in a major within SPHL-Behavioral & Community Health Department or a major within the Public Health Science Program.

Prerequisites: None

Course Description: The communication and evaluation of safety and health information. Emphasis on various types of communications and recipient factors which contribute to their success or failure.

Course Learning Objectives:

By the end of the course students should be able to:

1. Describe the uses, benefits, and limitations of persuasive health communication theory and practice in communicating safety and health information to the public.
2. Identify key components of the communication process (e.g., channel, message design, source and recipient factors) and their interactive effects on attitude and behavior change.
3. Use the health communication process model to design a public health communication product (individually) and campaign (team-based).
4. Apply behavior change communication theories/models/concepts and best practices to the design of health communication materials to promote public health initiatives.
5. Explain the impact of power differentials and other population and audience characteristics, including but not limited to factors related to health literacy, gender, and culture, in health communication processes.

6. Understand the role of formative research in the design of public health communication campaigns and behavior change interventions.
7. Demonstrate the skills related to developing and pretesting public health materials and communication products based on audience characteristics.
8. Apply program evaluation methods to the design and systematic assessment of public health communication campaigns and interventions.

Instructional Methods

1. **Lectures:** are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
2. **Readings and Resources.** In addition to the required text, supplementary readings and resources will be posted on ELMS. The reading list may be supplemented during the course.
3. **Assessments:** A variety of assessments will be used in this course, including but not limited to large lecture and small group discussions; individual and group assignments; and knowledge checks (class activities and/or pop quizzes).

Required Texts and Other Readings:

Schiavo, R. (2014). *Health communication: From theory to practice*. San Francisco, CA. Jossey-Bass. ISBN: 978-1-118-12219-8

Making Health Communication Programs Work: A Planner's Guide (NCI/CDC)
<http://www.cancer.gov/publications/health-communication/pink-book.pdf>

Additional Readings/ Resources

Theory at a glance: A guide for health promotion practice.
<http://www.sneb.org/2014/Theory%20at%20a%20Glance.pdf>

Clear & simple: developing effective print materials for low literate readers
<http://www.nih.gov/clearcommunication/clearandsimple.htm> and
<http://www.nih.gov/clearcommunication/>

Additional readings / resources may be updated via ELMS throughout the semester.

Course Communication:

All students should email **both** of the TAs **first** regarding any concerns or questions they may have regarding the course. The TAs will keep the Instructor informed of all communication with students by CCing the Instructor on all email correspondence. Most emails regarding the course and any announcements will be sent primarily from the TAs and occasionally by Dr. Jackson.

Course Requirements and Expectations:

Class Engagement (30 points): Students are expected to attend and to participate **actively** in all scheduled class meetings in order to obtain the **full value** of this course. Attendance will not be taken; however, written opportunities to demonstrate class participation (in addition to verbal) will be given to students who are present for class and who **thoughtfully participate** on randomly selected dates. Typically, participation credit will be based on **"minute responses"** or student participation in class

lecture, discussions, and/or activities. Minute responses are 2-3 minute student responses to (a[n]) instructor- or student-posed question(s) related to course content. Students are expected to provide well-crafted and thoughtful responses on paper and to submit responses at the end of the class meeting or online. **Full credit for class participation will be based on the quality of the response provided or participation displayed.**

Knowledge Checks/Exams (200 points; 2 @ 100 points each): Students will engage in two knowledge checks during the course of the semester to evaluate student learning. Learning assessments will cover assigned readings; PowerPoint or multimedia Presentations; lectures; and content discussed during large and small group discussions. Student knowledge checks may consist of multiple choice questions, matching, short answer, or brief written responses.

Health Communication Campaign Course Project (100 points total, no individual grades, one group grade): In teams of 4-5, students will be asked to design, develop, and plan an implementation and evaluation for a health communication campaign prioritizing a population and public health concern. Health campaigns will be comprised of 4-5 (depending on the number of team members) individual health information products devised by team members. Together, these individual products will comprise the team's health communication campaign. For each campaign, teams will conduct formative research to inform the development of health information messages and products. In addition to conducting formal literature searches to research your chosen health behavior and population of interest, formative research findings will be used to craft public health messages and communications toward intended populations.

Each member of the team is responsible for directing and managing the creation and development of at least one the health information products. This should be reflected in your peer-to-peer group member evaluations stating who worked on what parts of the products and the entire project. Based on team decision-making, team members will be expected to contribute to the creation and development of all campaign products per assignments from the product lead. Campaign products are described below.

Health Communication Products: Each student will design and produce one of the following health campaign products for his/her/their team. There should be a minimum of 2 (two) campaign products in the group. See examples below:

1. ***Print material:*** Brochure, poster, or other signage related to team's health campaign to be distributed in the community, doctors' offices, health departments, or other types of health care facilities.
2. ***Multimedia presentation:*** Presentation featuring information pertinent to team's health campaign (e.g., providing key information regarding ways to cope with stressors in lieu of smoking, demonstrations of smoking cessation techniques, a public service announcement [PSA] to increase awareness of the negative health [physical, sociocultural, etc.] effects of smoking to eliminate tobacco-related health behavior) using a combination of text, audio, still images, animation, video, or interactivity content forms.
3. ***Social media or Social networking:*** Some type of social media or social networking site or blog/microblog used to promote your group's health campaign, monitor community

interest, and evaluate network reach. **NOTE.** Your team is encouraged to design the site to disseminate or diffuse other campaign products (e.g., PSA) created by your team members as well as act as a stand-alone communication channel for your team’s campaign.

4. **Information graphics or infographics:** Information architecture to complement your team’s prevention or cessation campaign. In other words, design a graphic or visual representation of information, data, or knowledge pertinent to your team’s overall message or to a particularly dense or complex component of your team’s message to facilitate information processing.

Team Work (280 points for 6 Deliverables; 45 points each for 5 deliverables and 55 points for 1 deliverable): In-class team activities and exercises are designed to facilitate team work on team-project related work in class. All assigned activities are expected to be completed and turned in to the instructor when requested so that she may provide feedback to your team to inform future activity and project design. Thoughtful completion of all activities and tasks will contribute to successful course projects and course participation. Graded activities are included in Table 1. It is expected that groups are working on their PowerPoint Presentation (Deliverable 6) throughout the entire semester (not waiting until the first draft is due) as they are receiving feedback on each deliverable (Deliverables 1-5). A template of the format will be provided to you at the beginning of the semester.

Final Team Presentation (a part of the 100 points listed above in the “Health Communication Campaign Course Project” description text): Persuasive presentation to community members and key stakeholders (e.g., community advisory board) to kick-off group’s health campaign. At a minimum, presentations should include: (a) an overview of your team’s overarching public health campaign message or call to action as well as a description of all of the health communication materials created for health campaign and how they relate to the overall campaign message, e.g., print material, multimedia presentation, social media site, and PSA; (b) rationale for product development based on communication theories, principles, and design methodologies; (c) protocol for campaign development and testing; and (d) discussion of how your team would measure the preliminary efficacy of campaign messages and products. Your team presentation should be **10-12 minutes**, with **2-3 additional minutes for Q&A** after your presentation. You are free to craft any style/mode of presentation you wish. Oral presentations are scheduled for the last week of class and final exam week. Additional details about final group presentations will be available on ELMS. **All students are REQUIRED to attend each presentation, even on the days they are not presenting. If you do not attend, you will receive a 5-point deduction.**



Course Calendar/Schedule

Session	Date	Topic	Assignments & Readings Due
# 1	T 8-28	Lecture: - Introduction to Course, Syllabus, & Get-to-Know-You	

# 2	Th 8-30	Lecture: - What is Health Communication?	<u>Readings Due:</u> Chapter 1 (Schiavo) <u>Assignment Due:</u> • Minutes Response (MR) #1 submitted via Canvas MR#1 Assignment Link – Group Topic Interest (Due: 9/3)
# 3	T 9-04	Lecture: - Overview of the Health Communication Planning Process	<u>Readings Due:</u> Chapter 10 (Schiavo)
# 4	Th 9-6	In-Class Exercise: Health Communication Campaign Project Overview and Discussion Small Group Discussion: Assign Groups & Group Contract	<u>Readings Due:</u> There are no readings due this session. <u>Assignment Due:</u> • Syllabus Statement of Understanding (Due: 9/6 on Canvas)
# 5	T 9-11	Lecture: - Situation and Audience Analysis Review Team Deliverable /Task #1	<u>Readings Due:</u> Chapter 11 (Schiavo)
# 6	Th 9-13	Lecture: - Identifying Communication Objectives and Strategies	<u>Readings Due:</u> Chapter 12 (Schiavo) <u>Assignment Due:</u> • Submit copy of team contract on ELMS/CANVAS under “Team Contract” Assignment Link (Due: 9/13)
# 7	T 9-18	Lecture: - Current Health Communication Theories and Issues Review Team Deliverable /Task #2	<u>Readings Due:</u> Chapter 2 (Schiavo) <u>Review the following websites:</u> <i>Theory at a glance: A guide for health promotion practice.</i> http://www.sneb.org/2014/Theory%20at%20a%20Glance.pdf

# 8	Th 9-20	<p>Guest Lecture: Health Literacy (Project-Related)</p> <p>Dr. Cynthia Baur, Director of The Horowitz Center for Health Literacy</p>	<p>Review the following websites:</p> <ul style="list-style-type: none"> - www.plainlanguage.gov - "What is Health Literacy" https://www.cdc.gov/healthliteracy/learn/index.html
# 9	T 9-25	<p>Lecture:</p> <ul style="list-style-type: none"> - Theory Continued... - Culture and Other Influences on Conceptions of Health and Illness 	<p><u>Readings Due:</u> Chapters 3 & 2 Reviewed 4 (Schiavo)</p> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> • Team Task #1 (Due: 9/25 by or before 2PM on Canvas/ELMS) • If you have any questions about the exam content, email your questions for the exam to TAs & Dr. Jackson for Exam 1/Knowledge Check by 9/25 2PM.
# 10	Th 9-27	<p>Lecture:</p> <ul style="list-style-type: none"> - Mass Media and New Media Communication, and Public Relations 	<p><u>Readings Due:</u> Chapter 5 (Schiavo)</p>
#11	T 10-02	<p>Lecture:</p> <ul style="list-style-type: none"> - Designing and Implementing an Action Plan <p>Review Team Deliverable /Task #3 and #4</p>	<p><u>Readings Due:</u> Chapter 13 (Schiavo)</p>
#12	Th 10-04	Knowledge Check/Exam I (Chapters 1, 2, 10, 11, & 3)	
#13	T 10-09	<p>Lecture:</p> <ul style="list-style-type: none"> - Designing and Implementing an Action Plan Continued... 	<p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> • Team Task #2 (Due: 10/09 by or before 2PM on Canvas/ELMS)

#14	Th 10-11	Lecture: - Constituency Relations and Strategic Partnerships in Health Communication	<u>Readings Due:</u> Chapter 8 (Schiavo)
#15	T 10-16	Lecture: - Evaluating Outcomes of Health Communication Interventions	<u>Readings Due:</u> Chapter 14 (Schiavo)
#16	Th 10-18	Lecture: - Evaluating Outcomes of Health Communication Interventions Continued... Review Team Deliverable /Task #5	<u>Readings Due:</u> There are no readings due this session
#17	T 10-23	Lecture: - Community Mobilization and Citizen Engagement	<u>Readings Due:</u> Chapter 6 (Schiavo) <u>Assignment Due:</u> • Team Task #3 and #4 (Due: 10/23 by or before 2PM on Canvas/ELMS)
#18	Th 10-25	Lecture: - Community Mobilization and Citizen Engagement Continued...	<u>Readings Due:</u> There are no readings due this session
#19	T 10-30	Lecture: - Interpersonal Communication	<u>Readings Due:</u> Chapter 4 (Schiavo)
#20	Th 11-01	Lecture: - Interpersonal Communication Continued...	<u>Readings Due:</u> Chapter 14 (Schiavo) • If you have any questions about the exam content, email your questions for the exam to TAs & Dr. Jackson for Exam 2/Knowledge Check by 11/01 2PM.
#21	T 11-06	Lecture: - Professional Medical Communication	<u>Readings Due:</u> Chapter 7 (Schiavo) <u>Assignment Due:</u> • Team Task #5 (Due: 11/06 by or before 2PM on Canvas/ELMS)

#22	Th 11-08	Lecture: - Professional Medical Communication	<u>Readings Due:</u> There are no readings due this session
#23	T 11-13	GROUP WORK DAY	
#24	Th 11-15	Lecture: - Policy Communication and Public Advocacy	<u>Readings Due:</u> Chapter 9 (Schiavo)
#25	T 11-20	Knowledge Check/Exam II (Chapters 5, 12, 13, 14, 8, 6)	<u>Assignment Due:</u> Team Task #6 (Due: 11/20 by or before 2PM on Canvas/ELMS)
#26	Th-11-22	Thanksgiving Break	
#27	T 11-27	Meeting and Advising of Groups with Feedback	
#28	Th 11-29	Meeting and Advising of Groups with Feedback	
#29	T 12-04	Lecture: Group Presentation Day Tips	
#30	Th 12-6	Health Communication Campaign Presentations (4 Groups) Dress Professionally	
	TBD	FINAL EXAM PERIOD*** [12/12-12/18] TBD Location: TBA Health Communication Campaign Presentations (8 Groups) Dress Professionally	

**NOTE: Syllabus is subject to change, any changes will be made on ELMS via announcements and also noted in class both verbally and in written text included in announcements during lecture."*

**Note that final examinations are scheduled by the campus in the first weeks of the semester and often do not occur during typical class days/times. That schedule is provided to students as soon as possible. Students are expected to attend the final exam as scheduled and should plan accordingly.

Table 1. Graded Course Assignments		
Requirement	Due Date	Points
Class Engagement	Various; typically announced (not always)	30 points
Knowledge Checks/Exams	9/27; 11/20	200 points total (2 @ 100 points each)
Team Project-Related Assignments	See Course Schedule	
Team Task #1: Situation/ Audience Analysis, Formative Research Plan, & Preliminary Goal, Outcome Objectives, and Communication Objectives		55 points

Team Task #2: Theory Selected	45 points
Team Task #3: Campaign Message	45 points
Team Task #4: Draft of Campaign Products	45 points
Team Task #5: Campaign Evaluation Plan	45 points
Team Task #6: Draft of Campaign Power Point Presentation	45 points
Final Group Presentation	100 points
TOTAL	610 points

Point System Used

Percent Earned	93% to 100%	90% to 92%	88% to 89%	83% to 87%	80% to 82%	78% to 79%	70% to 77%	68% to 69%	66% to 67%	60% to 65%	58% to 59%	<58%
Letter Grade	A+	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S - U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

University Course Related Policies:

University of Maryland-approved course policies are provided at the following website:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?

Code of Student Conduct: What behavior is prohibited?

Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Non-Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Course Procedures and Policies:

Email – The Official University Correspondence

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Absence Policy

In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered "excused" and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/ organization.

A link to pull information on the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>

Late work and Missed Exams/Assignments

All readings and other assignments are due at the beginning of class on the day they are listed on the syllabus. **Any work** not turned in by the beginning of class on the due date will receive a **reduction of 10% per day**. Exams may be made up with an **approved excuse in advance**.

In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered "excused," and I will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. **Whenever feasible, you should contact me in advance.** Multiple or prolonged absences, and absences that prevent attendance at a scheduled quiz or exam will require written documentation from an appropriate health care provider/organization. **Make up exams will be given only when the student has a University-recognized absence. If a quiz or exam is to be missed for a legitimate reason the student must contact me (by email ONLY) PRIOR to the exam.** If an exam is missed due to unforeseen circumstances on the day of the exam, the student **must** contact the TAs **within 24 hours** of the missed exam. Official documentation of the excuse must be provided. If a student misses an exam for any unauthorized reason he/she/they will receive a grade of zero for that exam.

Expectations Regarding Course Behavior and Communication

- **Arriving late to class.** Lateness is disruptive to the class and is highly unprofessional. If there is a circumstance in which it will be inevitable for a student to be late, **it is the student's responsibility to let the instructor know ahead of time.**
- **Laptops, ipads, tablets, and other devices.** Electronic devices may be used in class **only** for taking notes, viewing slides, or accessing websites that are associated with ongoing class activities. Students are not allowed to use any electronic devices in class for any other reason. ***Students violating this policy will receive one warning; each subsequent offense will result in a 1% reduction in total class points***
- **Cell phones.** Cell phones **are not allowed** to be used during class time, which includes checking or accessing cell phones for texting/web-surfing purposes UNLESS permitted by your instructor during class activities or team-related assignments. ***Students violating this policy will receive one warning; each subsequent offense will result in a 1% reduction in total class points. If feasible, students should let the instructor(s) know ahead of time if cell phone use is needed for emergency purposes during class.***
- **Talking during class.** During each lecture there will be opportunities to talk and share opinions and perspectives during informal activities. Students should not talk among themselves during the formal parts of the lecture (when someone else is making a presentation). ***Students violating this policy will receive one warning; each subsequent offense will result in a 1% reduction in total class points.***

Pronouns

Our institution's official policy states that "The University of Maryland recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the University to establish mechanisms to acknowledge and support individuals' self-identification." One way we can support self-identification is by honoring the name and pronouns that each of us go by.

Many people (e.g. international students, performers/writers, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by.

Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

Visit trans.umd.edu to learn more.

Critical University Policies

Religious Observances

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**

Special Accommodations/Disability Support Services

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301) 314-7682. If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301) 314-7693 and/or the Counseling Center (301) 314-7651 for assistance.

Academic Integrity

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.

FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.

PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Inclement Weather / University Closings / Emergency Procedures:

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

Available Support Services:

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Grading Procedures:

Grade Lawyering Grade lawyering is when a student embarks on a grade-raising quest for inappropriate or unsubstantiated reasons. Grade lawyering often involves a request for a detailed justification of why certain points were deducted; questioning subjective aspects of grading that are completely up to the discretion of the professor's expertise; or soliciting extra credit in lieu of a positive grade change. Although you may think it can't hurt to ask for your grade to be raised or re-evaluated (not re-calculated), grade lawyering is an unbecoming manner of conduct for a variety of reasons. At a minimum, it is unfair to your peers who do not employ such efforts to argue their grades. I try to put myself in the perspective of all my students and think about those who do not write to ask for extra points, even when they wish they had earned a higher grade.

- No extra credit will be given at the end of the semester unless there is a verifiable mistake in the grade calculation.

Extra Credit While, it's always inspiring to see that students care about their success, it gives me no pleasure to point out that it is not reasonable to write to your professor to ask for extra credit or an alternative evaluation method after grades have been submitted.

- All posted grades are final.

Grade Discussion If you want to discuss the course material, learn what you did wrong (clarification, not justification), or discuss how to improve your future work, I, like most professors, am thrilled to acquiesce to this request. While I do welcome an open dialogue of the course material and your course performance as mentioned previously through a one-on-one appointment, I do not welcome and do not personally discuss grade negotiations via emails. No grades will be discussed via emails

Statement of Understanding

****Due: No later than Sept. 6th, via CANVAS***

I have read, reviewed and understand the content (expectations, due dates and policies) of this syllabus.

(Signature)

(Date)