



# University of Pittsburgh

## *Social Research Methods*

### (SOC 230)

#### Spring 2024

## *Course Syllabus*

Meets: WeFr 3:00 – 4:15 p.m., 206 Cathedral, 1/8 – 4/19

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Please use university email for course-related communication.

Office Hours: Thursdays 3:00 p.m. to 5:00 p.m. and by appointment. All office hours held by Zoom (or phone, by appointment).

### **COURSE ROADMAP**

This syllabus is designed to serve as a roadmap for your success in the course. It provides information about course expectations, readings, assignments, grading, communication, and the course schedule. Please use it as a first reference when questions arise. If you cannot find the information you need, please reach out—I am happy to help.

### **STUDENT SUPPORT**

I want you to succeed in this course, and I encourage you to reach out whenever you have questions or encounter circumstances that may affect your learning. The earlier you communicate with me, the more effectively I can help. I welcome students from all backgrounds and am committed to creating a respectful and supportive learning environment.

### **Welcome to Social Research Methods!**

Social scientists use systematic research methods to broaden and deepen our understanding of this complex world. This course introduces several approaches to social research and examines

how researchers design studies, collect and analyze data, evaluate evidence, and communicate research findings. Through lectures, readings, assignments, and a research project, students will develop the skills needed to conduct and critically evaluate social research.

**I look forward to getting to know you and working with you this semester!**

## **COURSE OBJECTIVES**

By taking this course, students will learn how to:

1. **Explain** major sociological research methods and how they inform, and are in turn informed by, the development of social theory.
2. **Apply the sociological imagination** to scientifically analyze relationships between individual experiences ("personal troubles") and broader social conditions ("social problems").
3. **Apply and evaluate social research methods and assess** their usefulness in explaining social behavior and social phenomena.
4. **Analyze** how social research methods are used to investigate social structures, institutions, and social processes that shape individual experiences and collective life across micro, meso, and macro levels.
5. **Explain** how social research is shaped by and varies across different cultural and historical contexts.
6. **Evaluate sociological claims using empirical evidence**, recognizing the strengths and limitations of different methods, research findings, and forms of evidence.
7. **Apply sociological research methods and evidence to contemporary social problems**, including communicating sociological insights clearly and contributing to informed public discussion.
8. **Design, conduct, and write a research study from beginning to end**, including how to conduct a literature review, construct research questions and hypotheses, select appropriate research methods, collect data, analyze and interpret results, and effectively communicate research findings in written form.

## **PEDAGOGICAL APPROACH**

The course is informed by the American Sociological Association's "Sociological Literacy Framework," which emphasizes the integration of sociological concepts, theoretical perspectives, empirical evidence, and disciplinary skills. Course activities, discussions, and assessments are designed to give students opportunities to develop sociological skills, apply sociological knowledge, evaluate evidence, and communicate sociological ideas.

The course also incorporates research-informed teaching practices that support the development of foundational knowledge and higher-order skills through retrieval, application, analysis, feedback, and connections between sociological ideas and real-world experiences. Because sociologists investigate different kinds of questions and social phenomena, the course considers

multiple research approaches and emphasizes the strengths, limitations, and appropriate uses of different methods.

Learning is assessed throughout the course, both formally and informally. In addition to graded assignments and examinations, class discussions, activities, questions, and other forms of participation provide opportunities for me to assess students' developing understanding, identify areas that may require clarification or additional practice, and provide feedback during the learning process.

Throughout the course, students have repeated opportunities to practice the methods and forms of sociological reasoning emphasized in the learning objectives—including applying concepts and theories, evaluating explanations and evidence, making connections across levels of analysis, and communicating sociological arguments—before demonstrating those skills in graded assessments.

## **COURSE MATERIALS**

### **Required readings:**

1. Course syllabus.
2. Babbie, Earl. 2023. *The Practice of Social Research*, 15th Edition. CENGAGE Learning.
3. Additional readings will be posted.

### **Recommended resource:**

“Effective Note-Taking in Class”

<https://www.dashannestokes.com/pdfs/note-taking.pdf>

I recognize that the cost of course materials is an important consideration for students. Students are not required to purchase the textbook, but they are responsible for obtaining access to the assigned readings.

Please use the edition listed above. Assigned readings and page references correspond to this edition, and earlier editions may not contain all of the assigned material. Students may purchase, rent, borrow, or otherwise obtain access to the text.

## **COURSE EXPECTATIONS**

Successful participation in this course depends on consistent preparation, engagement, and practice. Students are expected to:

- Attend and participate in class discussions, activities, and other opportunities for active learning.
- Complete assigned readings before class and come prepared to discuss and apply course

concepts.

- Engage actively with course material by asking questions, contributing ideas, listening carefully to others, and responding thoughtfully to course activities and discussions.
- Complete assigned work by the stated deadlines and follow instructions for assignments and assessments.
- Stay informed about course announcements and materials posted through the university's learning-management system and email.
- Take responsibility for their learning by preparing for class, seeking clarification when needed, and using available resources and feedback to improve their understanding and performance.

Because the course emphasizes the development of social research skills, sociological reasoning, and analytical skills, participation is not limited to attendance. Students will have regular opportunities to practice applying methods, concepts, evaluating evidence, discussing sociological questions, and connecting course material to social phenomena.

## ATTENDANCE AND PARTICIPATION

### Learning through participation

Sociological research involves skills that develop through practice. Class meetings therefore provide opportunities to apply methods, concepts, evaluate evidence, discuss sociological questions, and learn from the perspectives and contributions of others.

**Attendance and active participation are important components of the course.** Students should come to class prepared to engage with the assigned material and participate in discussions, activities, and other opportunities for practice and feedback.

Participation can take many forms, including:

- asking questions;
- responding to questions and classmates' ideas;
- connecting course concepts to assigned readings or examples;
- contributing to group and whole-class activities;
- listening carefully and responding thoughtfully to others;
- applying sociological concepts and theories to examples discussed in class; and
- reflecting on or revising one's understanding in response to evidence and discussion.

You do not need to speak in every class meeting to participate meaningfully. **The goal is thoughtful and sustained engagement with the course rather than simply maximizing the number of times you speak.**

### Attendance

Because substantial portions of the course involve discussion, activities, practice, and feedback,

regular attendance is required. Attendance will be recorded for course-management purposes, but attendance is not graded and attendance alone does not constitute participation. I reserve the right to modify this policy if attendance becomes a problem.

If you miss a class, you are responsible for reviewing the assigned material and obtaining information about activities or announcements you missed. If you have questions after doing so, please contact me.

Students who anticipate an extended absence or who encounter circumstances that significantly affect their ability to participate should communicate with me as early as possible so that we can identify appropriate options consistent with university policies.

### **Classroom engagement**

Please help create a classroom environment in which everyone can learn. Students are expected to:

- give their attention to the class during class time;
- avoid activities unrelated to the course;
- silence or appropriately manage personal devices;
- listen respectfully when others are speaking;
- disagree with ideas without disparaging the people expressing them; and
- contribute to discussion in ways that support the learning of others.

Devices may be used when they support course activities, note-taking, accessibility, translation, or other legitimate learning needs.

### **YOUR ROLE IN THE COURSE**

A successful course is a shared intellectual enterprise. I will provide the course structure, materials, instruction, feedback, and opportunities for practice; your role is to engage actively with the material, ask questions, contribute to discussions, and make use of those opportunities.

You are not expected to arrive with all the answers. Curiosity, thoughtful questions, and a willingness to reconsider an initial understanding are important parts of sociological learning.

There are many ways to participate meaningfully. Some students contribute frequently to whole-class discussions; others contribute through small-group activities, written responses, questions, or careful engagement with course materials. The goal is active intellectual engagement, not simply speaking as often as possible.

### **COURSE REQUIREMENTS, ASSESSMENT, AND GRADING**

#### **Assessment and Learning**

Learning is assessed throughout the course, both formally and informally. Class research activities, discussions, questions, and other forms of participation provide opportunities for me to assess students' developing understanding, identify areas that may require clarification or additional practice, and provide feedback during the learning process. Not all learning activities are graded.

Graded assessments provide more formal opportunities for students to demonstrate their developing mastery of the course objectives.

## **Overview of Graded Course Requirements**

Assessment in this course is designed to help you develop and demonstrate sociological knowledge and skills over the course of the semester. Graded work draws on material from assigned readings, lectures, discussions, activities, and other course materials.

Assessments are aligned with the course objectives and are designed to provide opportunities to practice and demonstrate the kinds of sociological reasoning emphasized throughout the course, including explaining and applying theories, evaluating evidence, comparing competing explanations, and constructing sociological arguments.

Assessments will focus particularly on major methods, concepts, empirical findings, and analytical questions emphasized across the course. Unless an assignment specifically calls for outside research, you will not be expected to conduct additional research beyond the assigned course materials.

Because course material builds cumulatively over the semester, some assessments may ask you to connect concepts or ideas introduced at different points in the course.

## **Discussion Boards**

Participation in discussion boards will be a critical way of interacting and engaging with the material. All students will need to take an active role in this form of participation. There are required and graded discussion board activities corresponding as shown in the schedule below.

For discussion board posts, I will post some material, such as a link or article, along with one or more questions or prompts drawing on the content I post. You will then be required to compose and post one original reply to either a) my original post OR b) an original reply to the post of one of your classmates.

Posts are worth 20 points and are graded pass (20 points) or fail (10 points) based on the criteria below. Those students who fail to post a discussion post on time or who fail to post a response post at all will receive zero points, as appropriate.

Your discussion posts should extend, critically evaluate, or question the content posted. Be sure that your posts are informed by the readings and lecture notes and that you support your arguments with examples. Your responses and posts should go beyond summary, giving opinion, or simply saying you agree or disagree or like something is not enough. Support and elaborate on

your points or argument. Your posts should demonstrate critical thinking and be 100 to 200 words in length. No more. Points may be deducted for posts that are too short or too long.

Material presented during a week is to be covered in the discussion post due the Sunday that falls immediately after the lecture that week. Example: A discussion post due on 11/14 would cover material course content covered the week prior, covering 11/8 to 11/12.

Generally speaking, and considering the very short length, these discussion posts should take only about 10 to 20 minutes to complete. If you find yourself spending more time than this, you may want to make adjustments. Be aware, however, that your particular needs and circumstances may vary, so do not wait until the last minute to complete your work.

## **Quizzes**

There will be a total of four quizzes. These quizzes will cover material covered during the previous week, including all lecture content, notes, readings, etc. Quizzes will be worth 25 points each and are multiple choice, true/false, matching, and fill-in the blank type questions. Quizzes are designed to take no more than ten minutes to complete.

## **Assignments**

These assignments are carefully crafted to gradually build your skill as a researcher and to help you become a more critical consumer of research. Instructions for these assignments can be found on the assignments themselves. These assignments are worth 20 points each and there are three of these general assignments. These assignments should be submitted in MS Word format so that I can provide comments and feedback directly in the document. If you need to submit another file format, please contact me in advance.

## **Class Research Project**

While all of our assignments and the entire course is designed to help you complete the course final paper project, these assignments help take you through the steps involved in conducting research. In this way, students will build on their research knowledge and skills by practicing them in a collective research project. The class project will investigate media coverage of a pressing contemporary issue. Each student will complete these assignments individually and receive grades individually, but students will share their data with each other and incorporate their collective data into their final papers. These assignments should be submitted in MS Word format so that I can provide comments and feedback directly in the document. If you need to submit another file format, please contact me in advance. The requirements of each assignment is provided on the assignments themselves. These assignments include:

|                                    |            |
|------------------------------------|------------|
| Source Collection Assignment       | 50 points  |
| Content Analysis Coding Assignment | 50 points  |
| Final Paper                        | 100 points |

## **GRADING**

Grades are based on demonstrated performance on the graded course requirements described below. Each assessment is assigned a specific number of points, and the final course grade is determined by the total number of points earned. Students are encouraged to make use of class activities, feedback, office hours, and other course resources to support their learning and performance.

| Item                                | Points Possible             |
|-------------------------------------|-----------------------------|
| Discussion Posts                    | 60 points (20 points each)  |
| Weekly Assignments                  | 60 points (20 points each)  |
| Quizzes                             | 100 points (25 points each) |
| Source Collection Assignment        | 50 points                   |
| Data Coding and Analysis Assignment | 50 points                   |
| Final Paper                         | 100 points                  |
| <i>Total</i>                        | 420 points                  |

Based on the above point system, your grade will be determined by the total points you earn:

| <i>Total Points</i> | <i>Letter Grade</i> | <i>Total Points</i> | <i>Letter Grade</i> |
|---------------------|---------------------|---------------------|---------------------|
| 392-420             | A                   | 308-322             | C                   |
| 378-391             | A-                  | 294-307             | C-                  |
| 365-377             | B+                  | 281-293             | D+                  |
| 350-364             | B                   | 266-280             | D                   |
| 336-349             | B-                  | 252-265             | D-                  |
| 323-335             | C+                  | 0-251               | F                   |

Grades are calculated using total points earned rather than the percentage displayed in Canvas or other university systems. Canvas percentages may be used to estimate your current standing, but the final course grade is determined by the total points earned according to the grading scale above.

## **LATE WORK AND MAKE-UP POLICY**

Deadlines are an important part of the course because timely completion of assignments allows students to receive feedback and remain engaged with the sequence of course material.

Students should contact me as soon as possible if circumstances arise that may affect their ability to complete graded work by the stated deadline. Any extension, make-up, alternative assignment, or other modification of a course requirement must be discussed with me and approved by me in advance whenever circumstances permit. Students should not assume that an alternative arrangement has been approved unless I have explicitly confirmed it.

When an alternative arrangement is approved, I will communicate the revised deadline and any applicable conditions clearly. If an unexpected emergency prevents advance communication,

students should contact me as soon as reasonably possible afterward. Extensions and alternative arrangements will be considered in accordance with university policies and the circumstances of the situation.

### **TENTATIVE SCHEDULE OF TOPICS**

Your learning is my principal concern, so I may modify the schedule or content if it will facilitate your learning. We may also discover that we want to spend more time on certain topics and less time on others. I'll consider changing our schedule if it will help most students in the class. Changes will be announced.

Readings should be completed BEFORE the week they will be discussed in class lecture.

Also note that all due dates and times are Eastern Time. Be sure to take this into account when travelling.

Please note that all graded work is due by 11:59 p.m. (midnight) on the due dates posted.  
Please do not confuse this with noon.

#### **Week 1 (Jan. 8 – Jan. 12)**

- Read Syllabus (**required**) and Ch. 1 Human Inquiry and Science in Babbie
- Course introduction, review of syllabus
- Review broad outlines of class paper research project

#### **Week 2 (Jan. 15 – Jan. 19)**

- Read Ch. 2 Paradigms, Theory, Research in Babbie and reading by Becker
- Quiz 1 due 1/21 by 11:59 p.m. (midnight) (covers lecture this week, Becker, and chap 2). Quiz opens 1/15 at midnight.
- **Project Benchmark**: By this week, you should begin looking for your research articles for your final paper.

#### **Week 3 (Jan. 22- Jan. 26)**

- Read Ch. 4 Research Design in Babbie and reading by Williams
- Assignment 1 due 1/28 by 11:59 p.m. (midnight) (read Williams for assignment)

#### **Week 4 (Jan. 29 – Feb. 2)**

- Read Elo and Erlingsson articles on content analysis (skim also p. 323-334 in Babbie on content analysis, but this will be covered later)
- Read Fritz and Paul article on content analysis
- Source Collection assignment due 2/4 by 11:59 p.m. (midnight)

- **Project Benchmark:** By this week you should have collected all of the research articles you intend to use in your paper.

#### **Week 5 (Feb. 5 – Feb. 9)**

- Read Ch. 7, The Logic of Sampling in Babbie
- Assignment 2 (abstract writing) due 2/11 by 11:59 p.m. (midnight) (read “Assignment 2 Research Methods write abstract” file for assignment)

#### **Week 6 (Feb. 12 – Feb. 16)**

- Read Ch. 17: Reading and Writing Social Science
- Read “How to Write and Publish an Academic Research Paper”
- Carefully re-read “Annotated Research Article,” focusing on *how* it was written and *why* it was written the way it was (including and especially comments I’ve provided)
- Quiz 2 due 2/18, opens 2/12 (covers all content this week, including annotated article and comments)

#### **Week 7 (Feb. 19 – Feb. 23)**

- Read Ch. 9 Survey Research in Babbie and reading by Lee
- Quiz 3 due 2/25 by 11:59 p.m. (midnight) (covers lecture this week, chap 9, and Lee). Quiz opens 2/19 at midnight

#### **Week 8 (Feb. 26 – Mar. 1)**

- Read Ch. 10 Qualitative Field Research in Babbie
- Read Sprague
- **Project Benchmark:** By this week you should have read all of the research articles you intend to use in your paper and you should have begun writing your introduction and background sections for your paper.

#### **Week 9 (Mar. 4 – Mar. 8)**

- Read Chapter 3, Ethics
- Read Silverman, “The Monster Study.”
- Miniature documentaries/discussion/activity/TBA
- Discussion board post 1 due 3/10 by 11:59 p.m. (midnight) covers material this week

#### **Week 10 (Mar. 11 – Mar. 15)**

NO CLASS: SPRING BREAK

#### **Week 11 (Mar. 18 – Mar. 22)**

- Read Ch.11 Unobtrusive Research in Babbie
- Content Analysis Coding Assignment due 3/24 by 11:59 p.m. (midnight)

#### **Week 12 (Mar. 25 – Mar. 29)**

- Read Ch. 13 Qualitative Data Analysis and reading by Kuhlbrandt
- Assignment 3 due 3/31 by 11:59 p.m. (midnight) (read Kuhlbrandt for assignment)

**Week 13 (Apr. 1 – Apr. 5)**

- Read Ch. 14 Quantitative Analysis
- Read Westmarland on the quantitative/qualitative debate
- Discussion board post 2 due 4 /7 by 11:59 p.m. (midnight) covering critique of introduction and background sections of sample paper
- Project Benchmark: By this week you should have written the remainder of the first draft of your paper. From here until the paper is due, you should be revising and polishing the final draft of your paper.

**Week 14 (Apr. 8 – Apr. 12)**

- This week: in-class peer-review and writing workshop
- Bring your hard-copies of what you have completed to date with your papers for peer-review with class colleagues. Also bring three standard size sheets of paper (8.5” x 11”) for peer-review.
- Bring your laptops and come prepared to work on your papers in class. Come prepared as well to peer-review the papers of your classmates.
- Discussion board post 3 due 4/14 by 11:59 p.m. (midnight) covering critique of methods, results, and discussion/conclusion sections of sample paper
- Prepare q-cards for any questions you have about the papers.

**Week 15 (Apr. 15 – Apr. 19)**

- Presenting and publishing research
- Papers due 4/21 by 11:59 p.m. (midnight)
- No quizzes, discussion board posts, or other assignments this week. Just the paper.

**Week 16 (Apr. 22 – Apr. 26)**

NO CLASS: FINALS WEEK

**\*\*Reminder: There is no final exam for this course.**

**\*\*Note: Final grades are due at midnight, May 1<sup>st</sup>, and will be posted by this date and time.**

**ADDITIONAL CLASS POLICIES AND PRACTICES****Classroom Environment**

Students are expected to contribute to a classroom environment characterized by professionalism, respect, and intellectual engagement. Sociological questions may involve disagreement, competing interpretations, and difficult or unfamiliar topics. Students are encouraged to examine ideas critically, ask questions, and disagree with one another's interpretations without disparaging the people expressing them.

***Class Recordings***

Course lectures, discussions, activities, and other instructional materials may not be recorded, reproduced, distributed, or publicly shared without my prior permission, except as required or permitted by university policy or approved accommodations.

***Readings, Lecture Notes, and Preparation***

Students are expected to complete assigned readings before the class meeting in which they will be discussed. Course readings provide foundational material for lectures, discussions, activities, and assessments.

Lecture notes are provided as a supplement to class participation rather than as a complete transcript of class meetings. Lectures and activities may include examples, explanations, applications, and discussions that extend beyond the posted notes or assigned readings.

Students should approach readings actively and critically, looking for key concepts and arguments, connections among ideas, supporting evidence, assumptions, contradictions, and possible applications.

### ***Office Hours and Open-Door Policy***

I welcome students to office hours for questions about course material, assignments, academic planning, research opportunities, or other matters related to their academic development. Students who cannot attend scheduled office hours may contact me to arrange an alternative meeting time.

Students are welcome to drop in during office hours. If you know you need an extended meeting, please contact me in advance so that I can reserve sufficient time.

### ***Workload***

Many universities use approximately 2–3 hours of work outside class for each hour spent in class as a general guideline for college-level coursework. This is a planning guide rather than a fixed requirement, and the amount of time needed will vary depending on the week's readings, activities, assessments, and other circumstances.

Students should plan sufficient time each week to complete assigned readings, prepare for class, participate in activities and discussions, and complete graded work. Some weeks will require more time than others, particularly when preparing for examinations or completing more substantial assignments.

### ***Academic Integrity***

To ensure fair evaluation of student work, all work submitted for this course should represent the student's own intellectual work. Unless I explicitly authorize otherwise, students may not receive or provide substantive assistance with graded work. This includes substantive review, critique, editing, rewriting, or contributions to the work's ideas or content by other people, programs, applications, or services.

Students for whom English is a second language may receive limited assistance with grammar and readability from a peer. Such assistance may not alter, develop, or contribute to the substantive content or ideas presented in the student's work.

Suspected violations of the University's Academic Offenses policy will be addressed through the University's established procedural process. View the complete policy at <https://www.provost.pitt.edu/academic-integrity-guidelines>.

### ***Generative AI Policy***

This policy is intended to support the learning objectives of the course, not to discourage students from learning about or eventually using generative AI. The course is designed to help students develop independent sociological knowledge and skills, including the ability to analyze theories, evaluate evidence, construct arguments, and communicate sociological ideas clearly. Students need opportunities to develop and demonstrate these skills themselves in order to gain meaningful mastery of them.

Developing independent competence is also important for responsible use of generative AI. Generative AI systems can make mistakes and can produce inaccurate, incomplete, or misleading information. Students therefore need sufficient knowledge and skills to evaluate, verify, and, when necessary, correct AI-generated information rather

than relying on it uncritically. The goal of this policy is consequently to ensure that students develop the knowledge and skills necessary to use such tools thoughtfully and responsibly if and when they choose to do so.

Intellectual integrity is essential to an academic community and to my ability to evaluate your work fairly. All work completed and/or submitted for this course must be your own and must be completed in accordance with the University's Guidelines on Academic Integrity. Unless I expressly authorize its use for a particular course activity, students may not use ChatGPT or other generative AI applications in completing or preparing course work, including graded assignments, quizzes, examinations, or other submitted work.

All required graded work may be subject to textual-similarity and related review using services such as, but not limited to, Turnitin, Grammarly's plagiarism checker, ZeroGPT, and GPTZero for the detection of plagiarism and other potential violations. Submitted work may be included as source material in the reference databases associated with these services for the purpose of detecting plagiarism or other academic-integrity violations. Use of these services is subject to the usage and privacy policies posted by the respective services.

### ***Accessibility and Accommodations***

Students who require disability-related accommodations should contact the University's Disability Resources & Services (DRS) and communicate with me as early as possible so that approved accommodations can be implemented appropriately. DRS will verify your disability and determine reasonable accommodations for this course. For more information, visit <https://www.wellbeing.pitt.edu/disability-access/disability-resources-services>.

### ***Religious Observances***

Students who anticipate a conflict between religious observances and course meetings or deadlines should contact me as early as possible so that reasonable arrangements can be made consistent with University policies.

### ***Communication and Email***

Course announcements and materials will be posted through Canvas, and course-related communication should be sent by University email. Students are responsible for reviewing course communications and announcements regularly.

Questions that require substantial explanation or discussion are often best addressed during office hours or by arranging a meeting.

### ***Late Admissions Students***

Students who enroll after the course begins are responsible for reviewing the syllabus, assigned readings, course materials, and posted deadlines and should contact me promptly after enrollment. Any necessary arrangements concerning missed work, make-up work, or extensions must be discussed with and approved by me.

Late-enrollment arrangements will be handled in accordance with University policies and the circumstances of the student's enrollment.

### ***Extra Credit and Curves***

Extra-credit assignments are not offered in this course. Course grades are determined according to the published grading structure.

If circumstances indicate that an adjustment to the grading structure is warranted, I will communicate any such adjustment to the class.

### ***Questions About Grades***

Students should review graded work when it is returned and contact me promptly if they believe there has been an

error in grading or recording. Questions about a grade should normally be raised within seven calendar days of the grade being posted so that concerns can be addressed while the relevant assignment and grading criteria are readily available.

***Work Submission Policy***

Students are responsible for confirming that electronic submissions have been successfully uploaded to the designated course platform and should retain copies of submitted work and submission confirmations until final grades have been posted.

Technical problems should be reported promptly to both the University's technology support services and me, with appropriate documentation when available.