COMM 490: Teaching Practicum CRN 10105
Spring 2025

Supervisor: Dr. Scott A. Myers (scmyers@mix.wvu.edu)
Office: 2307 Field Hall
Office phone: (304) 293–3905
Office hours: 2:30–4:30 Monday, Tuesday, and Thursday; by appointment

Credit hours: 3
Pre-requisites: Consent
Course description: Involves temporary placement of student with a COMM course instructor for the purpose of pedagogical development as a teaching assistant. Emphasizes individual and group communication skills.

COMM _____ Section _____

Course Instructor: _____

Course Instructor e-mail address: _____@mix.wvu.edu

Course GTA: _____

Course GTA e-mail address: _____@mix.wvu.edu

DEPARTMENT OF COMMUNICATION STUDIES MISSION STATEMENT

Rooted in the social science perspective, the Department of Communication Studies is committed to preparing students to be competent communicators. Our faculty is dedicated to developing students' critical and practical, problem-solving and decision-making, and presentation skills with the intent of empowering students to construct and deliver context-specific messages across their personal, social, and professional relationships. To do so, we work diligently to create a communication climate that facilitates respect between and among faculty and students; cultivates a diverse and inclusive culture that allows for the expression of differing thoughts, beliefs, and opinions; and develops student appreciation for lifelong learning.

OUR COMMITMENTS

The WVU Department of Communication Studies is committed to anti-racism, anti-sexism, anti-heterosexism, anti-ableism, and all other means through which we can directly combat discrimination and bias. We acknowledge the harmful experiences that have occurred in our department over time, and those that are persistent realities for many of our community members. As a department, we co-commit to modeling just,

effective, and inclusive communication toward all persons across various identities, experiences, and ideologies. We strive to educate ourselves and others on exclusionary behaviors as well as recognize and act on the effects of systemic oppression that impact our department, college, university, state, and country. We will work together to restructure systems and ways of thinking that are rooted in bias and discrimination. Through this process we aim to make our department more inclusive and equity oriented.

COURSE PURPOSE AND LEARNING OUTCOMES

As an undergraduate teaching assistant (UTA) for one of the COMM courses offered by the Department of Communication Studies, your primary responsibility is to assist the M.A. Graduate Teaching Assistant (GTA) or the course instructor in the day-to-day operations of the specific COMM course to which you have been assigned.

By the end of this semester, you should be able to:

1. develop a greater breadth and depth of the communication content covered in the COMM course for which you serve as a UTA;

2. acquire and utilize effective communication, collaboration, and decision-making skills necessary for working as a team member with your COMM course instructor, course GTA, and course UTA colleagues; and

3. serve as a role model for undergraduate students interested in becoming a future UTA.

COURSE ASSIGNMENTS

As a UTA, you are expected to act and behave in a responsible, professional manner always when completing your duties as well as when you interact with the undergraduate students enrolled in the specific COMM course to which you have been assigned, your course GTA, and your course instructor. Your UTA duties include:

- Assisting the course GTA or course instructor with maintaining up-to-date course records, including attendance, daily activities, course assignments and examinations, and extra credit.

- Grading daily activities and course assignments within one week of each assignment due date.

- Working cooperatively and pleasantly with the other course UTAs as well as the course GTA and the course instructor.

- Demonstrating respect for the undergraduate students enrolled in the specific COMM course to which you are assigned, which includes **NOT** discussing any

student's progress, work ethic, attitude, or personality with other students; in front of other students; or with your friends and family.

- Notifying your course GTA or course instructor if you have friends, significant others, or relatives enrolled in the course so that another UTA can grade their work.

Above all else, complete all tasks in a timely manner and follow your course GTA's or course instructor's direction. You also are expected to respond to e-mails received from the course GTA or course instructor in a reasonable time frame.

COURSE POLICIES

For up-to-date general WVU course policies, go to https://tlcommons.wvu.edu/syllabus-policies-and-statements. Some specific course policies:

1. It is your responsibility to maintain contact with your course GTA or course instructor. While contact is maintained usually through MIX, your GTA or instructor also may maintain contact with you through other appropriate channels (e.g., texts). Regardless of the channel used, you must maintain contact with your GTA or instructor throughout the semester.

2. You must be available to attend all mandated sessions of the specific COMM course to which you have been assigned as well as any grading session(s) deemed necessary by the course GTA or course instructor. Failure to attend any mandated or grading session will result in a deduction of **5 points** per occurrence from your cumulative course grade.

The only exception to missing a mandated or grading session is if the absence is a University-sanctioned absence. University sanctioned absences are absences in which you will be able to make up missed substantial class work or activities and will not be penalized for those absences. University sanctioned absences include mandatory military obligation, COVID-19 related absence, mandatory court appearances, and participation in university activities at the request of university authorities. Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems are not university sanctioned and typically do not qualify for excused absences. If you must miss class due to a University-sanctioned absence, you must inform the course GTA or course instructor **prior** to the absence.

If you miss a mandated session because you are ill or must attend a funeral, you must inform the course GTA or course instructor **prior** to the absence. It is the GTA's or instructor's discretion whether to deduct any points from your cumulative course grade for these two types of absences.

3. If you choose no longer to serve as a GTA, you must inform the course GTA or course instructor and withdraw yourself from COMM 490 through the STAR system as you are not automatically withdrawn if you stop attending each class or grading session. Moreover, neither the COMM 490 supervisor nor your course instructor or course GTA can withdraw you.

4. The Personal Data Form (PDF) must be completed and returned to me no later than noon, Tuesday, January 21. Failure to complete and return the PDF will result in a deduction of **10 points** from your cumulative course grade.

5. The grading scale for this course is Pass/Fail, with a Pass(ing) grade designated as 80 points or more out of a possible 100 points. **Note:** Your midterm grade (Pass/Fail) will be based on any point deductions received prior to Tuesday, February 27. Because this grade is based on a percentage of the points available in the course, it may not predict your final grade.

COURSE SCHEDULE

At your first meeting with the course GTA or course instructor, they will provide you with a copy of the COMM course syllabus that contains a course schedule. Pay attention to the due dates for all course assignments.

Syllabus Psychology 790: Teaching Practicum for Psychology 281
Fall 2023

Instructor: Amy Fiske, Ph.D.

Office: LSB 2208

Phone: 304-685-5257 (cell)

E-mail: Amy.Fiske@mail.wvu.edu

Office Hours: By appointment

Team meeting time: Mondays, 11:30 am - 12:30 pm, LSB 2323

Readings. Beidel, D. C., Hudson, D. L., & Whisenhunt, B. L. (5th Edition; 2024). *Psychological Disorders: A Scientist-Practitioner Approach*. Publisher: Pearson. Additional readings may be assigned.

REVEL: https://console.pearson.com/enrollment/fapid5

Course Goals
- To facilitate the development of your expertise as an instructor
- To master the content of an introductory course in abnormal psychology
- To master multi-media instructional techniques
- To contribute to the ongoing improvement of the course

Weekly Meetings

We will meet weekly as a team and engage in the following activities:

- Discuss upcoming lectures and class activities. ***Please see schedule that follows.***

- Review and edit exam items for upcoming tests. Please see schedule that follows and ***be prepared to share your <u>new</u> items to review/edit with everyone on the assigned exam item development dates***.

- Review lecture content to be sure that each instructor is comfortable with the material before presenting it.

- Discuss problems with particular students, classroom management, general teaching issues, etc.

Please arrange with me in advance if you need to miss a meeting or need additional time outside of our weekly group meeting.

Classroom Observations. I will observe your classroom teaching on at least one occasion this semester. I will meet individually with you to discuss my observations.

Teaching Evaluations. You will be required to provide students in your sections with an opportunity to evaluate your teaching at the middle and end of the semester. We use a Qualtrics-based evaluation form for mid-semester evaluations, and e-SEI for end of semester evaluations. The dates for these in-class evaluations should be indicated on your 281 syllabus.

Course Grade. Grades (satisfactory, unsatisfactory) will be based on attendance to and participation in weekly meetings, timely and satisfactory completion of meeting materials, timely submission of grades following each exam, my classroom observations of your teaching, and your contributions to the improvement of the course for future instructors

Course and University Policies & Procedures

Exams. Make up tests are allowed only under extenuating circumstances, as determined by the instructor (e.g., illness). Instead, a standard course exam (not final exam) with the lowest score will be automatically dropped; if a student misses an exam, it is that score that is dropped. You are NOT permitted to request any personal (e.g., health) documentation to support a student's excuse for an absence.

University Sanctioned Extra-Curricular Activities. Student athletes and band members sometimes must miss class. In line with university policies, we will work with these students to ensure they are not penalized for missing exams or assignments. For the most part, if they miss an exam, then that exam will be the one that is dropped. Similarly, if the student misses in-class activities, there are generally enough additional activities to allow the student to earn the maximum number of activity points for the semester. If more complicated circumstances arise, see me.

Instructor Absences. I should be notified of all instructor absences in a timely manner. If your absence is planned (i.e., attendance at a conference), please arrange to trade teaching times with another instructor. If your absence is unplanned (e.g., personal emergency or illness), please arrange for someone to cover your class (preferred) or contact the main office so that your class can be notified of your absence (last resort). Also, in the event that a class meeting needs to be canceled, please contact me so that I can notify the chairperson of the department.

Guest Lectures. You are welcome, and even encouraged, to invite a limited number of guest lecturers to participate in the class (no more than 3 per semester, including the undergraduate teaching assistant). Guest lecturers must be pre-approved by me.

Lecture Notes. You are welcome (but not obliged) to provide students in your class a PDF version of your lecture slides. If you do so, please ensure that you do not provide copyrighted material in the slides and remove all iClicker questions or other review material. You also may want to post only streamlined versions of your lecture slides as a hand out. By doing so, students are encouraged to come to class to get details and also are encouraged to pay attention during lecture by taking notes of missing information/details on slides.

Student Issues. If you experience difficulties in dealing with particular students in your class, please contact me in a timely manner so that I can assist you in resolving these difficulties.

Student Dishonesty. Prevention is the best approach to academic dishonesty. As such, students are required to pass an online tutorial on plagiarism. **Emphasize to your students that cheating and plagiarism are not tolerated**; refer them to *The Mountie* for definitions of academic dishonesty, provide some examples to the class, and let them know that extra credit assignments are screened by a highly sensitive plagiarism detection tool (TurnItIn). Brief explanations of common problems in plagiarism during class seem helpful. Also, repeated reminders are often necessary for students to fully grasp the seriousness of this issue. In the event of cheating, plagiarism, or other violations of academic integrity, please notify me *immediately* so that the necessary steps can be followed.

Tutoring. There are several options for obtaining tutors for students in psychology courses. If you are working with a PSYC 490 student, they should have time set aside to provide tutoring to students; please make sure that the PSYC 490 student arranges to conduct this tutoring in a safe, public location. Student athletes also can obtain tutoring through the athletic department. In addition, Psi Chi may be able to provide tutors, upon request. A special program has been developed for students with documented disabilities.

Accommodating Students with Special Needs. Occasionally, students have visual or auditory impairments or learning disabilities that require accommodation. Typically, accommodations requested will include extra time to complete exams or specific testing conditions (e.g., reduced distractions). When you receive notification of such needs from Disability Services, please contact me so that I can work with you to

develop a plan to accommodate the student. These requests should be handled with the utmost respect and discretion.

Social Justice. The university is committed to social justice. You are expected to behave in accordance with that commitment and maintain a positive learning environment based on open communication, mutual respect, and non-discrimination. Our university does not discriminate on the basis of age, sex, race, disability, veteran status, religion, sexual orientation, color, or national origin.

Days of Concern. The university recognizes days of concern (e.g., religious holidays). Every effort should be made to support students who arrange to miss class on these days. In no case should a student be penalized for doing so; however, keep in mind that our exams and class activity points are based on allowing students some flexibility in missing class.

University Policies. Copies of the university policies on attendance, absences, make up exams, student emergencies, and medical excuses are available online and should be reviewed by you prior to the start of class. Please familiarize yourself with these policies and refer to them as needed.

Your Responsibilities

Your primary responsibilities are to make this course your own, learn the material well, present it in an engaging way to the students in your class, communicate with your students in a timely and effective manner, and communicate regularly with the course supervisor and other instructor(s).

Office Hours. You must keep regular office hours (two hours per week). Designate times when you will be available for students to "drop in." Notify students of these office hours and also indicate that you will be available at other times if a student would like to schedule an appointment.

Exams. You will be responsible for creating portions of your exams. Some of the content will be shared with instructors from the other sections, but some questions will be specific to your section. You may draw from the publisher's test bank, but you are also expected to participate in creating multiple-choice items for use on the exams. Creating test items serves two purposes. First, it allows you to have input as to what topics are covered by the exams. Second, you gain experience writing quality items by examining the item analyses pertaining to your exams.

Submit Grades to Supervisor. Following each exam, submit a copy of the grades for your section to me (electronic copy), preferably within 3-4 days after the exam has been conducted. This report should include descriptive statistics for the overall exam score, across multiple-choice items, and for each essay item. It also should include a listing of all multiple-choice items that performed below 40% correct (averaged across the different forms). A sample report is attached to this syllabus. Date the grade report and put your name, section number, and class time at the top of the report. ***Please allow time for me to review grades before making them visible to students on eCampus***. Our goal will be to post grades for students 1-1.5 weeks after the exam was conducted.

Notifying Students of their Grades. Following each exam, notify students of their grades by posting scores on eCampus. Time is not allotted to go over exams in class. Instead, encourage students to schedule a meeting with you or drop by your office hours to review their exam performance. Exam scores *cannot* be posted at your office.

Submitting Final Course Grades Online. University policy states that final course grades should be *submitted within 48 hours after your scheduled final exam time*. Please note, however, the final deadline advertised by the university and be certain to adhere to it. ***As indicated above, submit your final grades to me for review <u>before</u> submitting them online via the STAR system (MIX website)***.

<u>Incomplete Grades</u>. Please see me before agreeing to assign a grade of "Incomplete" to a student. In most cases, this grade is not a favor to the student. Thus, every effort should be made to avoid assigning a grade of Incomplete by encouraging the student to complete the work for the course during the semester. It should be used only in unusual circumstances and only if one or two graded assignments/exams are missing. If a grade of Incomplete is assigned, however, you must draw up a contract with the student that outlines the necessary steps for completing the course. A copy of this contract must be given to me.

<u>Multi-Media Equipment</u>. We will be using the iClicker as a tool for enhancing attention to lectures and active learning during the semester. If you experience problems with the iClicker system or any other multi-media equipment, please notify Campus Technology by phoning 304-293-CTEC (2832) immediately. Also, let the other instructors know about problems with the equipment so they can plan accordingly. The lamp (but not the fan) on the projector should be turned off between classes so that the projector has time to cool down. IF YOU LEAVE THE ROOM FOR ANY REASON, LOCK THE LECTERN. YOU MUST LOCK THE LECTERN AFTER YOUR CLASS UNLESS THE INSTRUCTOR WHO FOLLOWS YOU HAS ARRIVED.

Meeting Schedule – Fall 2023

Aug 21	Chapter 3 lecture review (Maria)
	Chapter 4 lecture review (Erika)
	Review of item writing guidelines for exams; see footnote below for details on expectations
	<u>Reminder</u>: AMY - send electronic copy of syllabi to Vee
Aug 28	Chapter 5 lecture review (Tommy)
	Review Exam 1 new items – be prepared to share your items
	Plan for posting Exam 1 Study Guide & Review sessions
	<u>Reminder</u>: Repeatedly warn students about difficulty of Exam 1 in your class meetings
	<u>Reminder</u>: Assigned instructors must work with PSYC 490 students to prepare them (if applicable), and plan for Exam 1 review sessions:
	Review Session # 1 – <mark>in class</mark>
Sept 4	No meeting – Labor Day
Sept 11	Chapter 6 lecture review (Maria)
Sept 18	Chapters 7 and 8 lecture review (Erika, Tommy)
	<u>Reminder</u>: Grade exams & submit grade report to Amy via email within 3-4 days of exam; see footnote below regarding expectations for exam summary
Sept 25	Chapter 9 lecture review (Maria)
	Exam 1 results debrief (all sections)
Oct 2	**Oct. 4 – mid-semester grade check due**
	Chapter 10 lecture review (Erika)
	Exam 2 item development – be prepared to share your items
	<u>Reminder</u>: Post *Exam 2 Study Guide* on e-Campus
Oct 9	<u>Reminder</u>: Grade exams & submit grade report to Amy via email within 3-4 days of exam;

	see footnote below regarding expectations for exam summary
Oct 16	Chapter 11 lecture review (Tommy)
	Exam 2 results debrief
	Reminder: Request midsemester feedback from students
Oct 23	Chapter 12 lecture review (Maria)
Oct 30	Culture & Psychopathology lecture review (Erika)
	Exam 3 item development– be prepared to share items
	Reminder: Post *Exam 3 Study Guide* on e-Campus
Nov 6	Chapter 13 lecture review (Tommy)
	Reminder: Grade exams & submit grade report to Amy via email within 3-4 days of exam; see footnote below regarding expectations for exam summary
Nov 13	Chapter 14 lecture review (Maria)
	Exam 3 results debrief
Nov 20-24	No Meeting - Fall Recess
Nov 27	Health Psychology (Erika) and Chapter 15 (Tommy) lecture reviews
	Reminder: Make sure SEI is planned
Dec 4	Final exam item development – be prepared to share items
	Reminder: Post *Final Exam Study Guide* on e-Campus
Dec 11	Reminder: Assigned instructors must work with PSYC 490 students (if any) to prepare them and plan for Final Exam review sessions:
	Review Session # 1 - Date: _____ at _____ & Instructor: _____
	Review Session # 2 - Date: _____ at _____ & Instructor: _____
	Review Session # 2 - Date: _____ at _____ & Instructor: _____
Dec 15	Grading procedures & expectations
	Course debriefing & plans for Spring semester
	Reminder: Send final course grade summary to Amy & final gradebook in Excel format (see instructor guide)

<u>Item Development for Exams</u>:
- Choose at least 5 multiple choice items to remove from the exam & write your own items
- In these revisions, be sure relevant course content is sampled proportionately to topics (and given your lecture/teaching emphasis) across the multiple choice items
- Provide these edits in a document that has two columns – one to include the old item & the other to include your new/revised item

<u>Content for Exam Summary Reports to send to Amy via email</u>:
- Distribution of letter grades for your exam
- Range, SD, & Mean score for your exam total score
- Calculate the percent correct for each item. If an item has an overall percent correct less than 40%, provide the content of that item (type out the stem) and the distribution of answers per response option.

Dates of 281 Exams:

	Exam 1	**Exam 2**	**Exam 3**	**Final**
Erika	9/12	10/10	11/7	12/14
Maria	9/12	10/10	11/7	12/13
Tommy	9/11	10/9	11/6	12/11
topics covered:	ch 1-5	ch 6-9	ch 10-12 & culture	All
Online	9/29	12/1		12/15
Modules covered	1-8	9-15		All

English 495: Independent Study
Inside-Out Think Tank
West Virginia University

Spring 2023
Dr. Katy Ryan
Office Hours Wed 10–12 and by appointment

Course Description

This experiential learning course will help to build the associate degree program at SCI-Greene, a prison in Waynesburg, PA. Students will have the opportunity to take part in a Think Tank that is composed of prison staff, WVU faculty and graduate students, and undergraduates who have completed at least one WVU Inside-Out Prison Exchange course. The goal of the Think Tank is to create new educational opportunities at SCI-Greene. Students will learn about the field of higher education in prison and explore the concepts of freedom and justice in a select number of twentieth-century and contemporary U.S. American literary works.

This independent study is designed to allow students to find their way to an advanced research project related to education, higher education in prison, literary and cultural studies, critical prison studies, or freedom movements. It requires student initiative and independent work. The focus of student reading and writing may shift in response to developments in the Think Tank or in response to individual research interests.

Learning Objectives
Strengthen research, written, and oral communication skills
Develop collaboration skills
Contribute to scholarly conversations in the humanities

Learning Outcomes
Upon successful completion of this class, students should be able to:
Compose analytical and creative responses to a range of texts
Present ideas effectively in writing and speech
Work effectively with members of the Think Tank
Create an advanced research project that integrates relevant scholarship

Materials
Course Packet
Journal of Higher Education in Prison, vol. 1, no. 1
Dwayne Betts, *Felon*

Grade Distribution (Point System)

Biweekly meetings with Think Tank and instructor   20
Four 500-word reader responses   20
Final Project

      Annotated bibliography   10
      Proposal   10
      Cover letter for project   10
      Final Project   30

Think Tank Meetings

We will meet at SCI Greene every other Thursday, beginning Jan 19. Some of your responsibilities will emerge from these meetings and might include taking notes, facilitating, doing research, etc.

Think Tank Meeting Dates
1/19, 2/2, 2/16, 3/2, 3/23, 4/6, 4/20

Reader Responses

Due dates will fall on our non-meeting week. You can choose the works you respond to and the order in which you submit your creative and analytical responses.

Two Analytical Reader Responses (500 words each)

You will write two analytical responses to the readings. You can choose the literary or scholarly work you want to focus on. Your analysis should offer insight into the text and evidence for your interpretation. Textual evidence consists of direct quotations (quoting direct language), paraphrases (putting the text in your own words), and general references to the work. Your analytical response should include at least **three direct quotations**. Provide the page number in parentheses after the quote.

Two Creative Reader Responses (max. 750 words; no min.)

You will write two creative responses to the readings. You can choose the work you want to focus on. Creative responses are a maximum of 750 words, and you do not need to quote directly from the literary works. But your understanding of the original should be clear.

Below are some ideas.

- **Create a Comic:** Draw a comic strip or panel that engages with the author or characters. Your comic might also include your own writing, such as dialogue or thought bubbles.
- **Be the Author:** Write an additional scene to one of our works. Your scene should illuminate an important question or insight about the original. You can create a scene that would occur within, before, or after the fiction or nonfiction work.
- **Create a dialogue:** Imagine a conversation between two characters. The characters could be from the same or from different literary works.
- **Conduct an Interview:** Imagine an interview with a character or the author of one of our works. Explain who is conducting the interview, where, when, etc. Your interview should help us to define key terms, understand concepts, or make sense of a confusing part of the work.
- **Write a Letter:** Compose a letter to an author or one of the characters. This letter should discuss a real question you have about the original and convey your interpretation.

Final Project

At mid-semester, you will choose a final research project. We will set parameters for the project together. To prepare, you will compose a brief proposal (approx. 300 words) and an annotated bibliography. After you've completed the project, you will compose a cover letter addressed to me (300 - 500 words) that communicates discoveries, troublespots, future research avenues, etc.

English Major Program Goals

English Major Goals
Upon completing a B.A. in English, a student should be able to:
1. Interpret texts within diverse literary, cultural, and historical contexts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

1. University Policy Statements

Academic Integrity Statement
The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Standards Policy. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

Academic Standards Policy, including Academic Dishonesty

The WVU Catalog contains the full Undergraduate Academic Standards Policy and Graduate Academic and Professional Standards Policy

Resources for Faculty and Students for Reporting and Appealing Violations of Academic Standards

Adverse Weather Statement

In the event of inclement or threatening weather, everyone should use their best judgment regarding travel. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Appropriate Use of Technology Statement

Use of technology in the classroom should always be directly related to class activities and/or course learning outcomes. Inappropriate technology use can be an impediment to learning and a distraction to all members of the class. As such, inappropriate use of technology in the classroom may be considered a disruption of the class and constitute a violation of the WVU Student Conduct Code and could potentially result in a referral to the Office of Student Conduct. Use of technology in the classroom when specifically prohibited by the instructor may also constitute a violation of WVU's Academic Integrity policy.

Campus Safety Statement

The WVU Police are committed to creating and maintaining a safe learning environment for all students, faculty, and staff. Part of this mission includes educating the campus community on how to respond to potential campus threats, such as the threat of an active shooter on campus or other suspicious behaviors. Fortunately, WVU Police offer training - both online and in-person - on how to handle a variety of campus safety scenarios. All students are encouraged to visit the WVU Police webpage, in particular the content under the Active Shooter training program. Students are also encouraged to report any suspicious behaviors on campus using the Report a Threat portion of the webpage. Additional materials on campus safety prepared by WVU Police, including special safety tips and training, will also be provided on our eCampus page.

Notice of Class Recording Policy
Meetings of a course at West Virginia University (WVU), whether online or in-person, may be recorded. Recordings are not guaranteed, and are intended to supplement the planned class session. Recordings will be made available to class participants, which may include students, assistants, guest lecturers, and co-facilitators. Recordings may be shared by the instructor or institution in accordance with WVU Rules and policies. The Recordings are owned by and contain intellectual property of WVU. The Recordings may not be shared, copied, reproduced, redistributed, transferred, or disseminated in any form or by any means without the prior written consent of authorized officials of WVU.

COVID-19 Syllabus Statement
WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when applicable and wear the required PPE. Should a student forget to bring the required PPE, PPE will be available in the building for students to acquire. Students who

fail to comply will be dismissed from the classroom for the class period and may be referred to the Office of Student Conduct for further sanctions.

If a student becomes sick or is required to quarantine during the semester, they should notify the instructor. The student should work with the instructor to develop a plan to receive the necessary course content, activities, and assessments to complete the course learning outcomes.

Inclusivity Statement
The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services. More information is available at the Division of Diversity, Equity, and Inclusion as well.

Incomplete Policy

The WVU Catalog contains the full Incomplete Policy.

Mental Health Statement - Main Campus
Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Psychological and Psychiatric Services (CCPPS) website: https://carruth.wvu.edu/

If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431.

Crisis services are also available through text: Text WVU to 741741 for support 24/7 from a trained Crisis Counselor.

Student Advocacy Center

Part of the Campus and Community Life, a Division of Student Life, the Student Advocacy Center is comprised of the Senior Associate Dean of Student Life who serves as the Student Advocate, Student Legal Services, the Off-Campus Housing Office, Commuter Student Programs, Non-traditional Student Assistance, and the Student HelpLine. The goal of the Center is to assist students with non-academic questions and concerns and to make the proper referrals when necessary.

Questions are answered daily about many concerns that students may have. The Advocacy Center is designed to simplify procedures and to help students cut through red tape by finding answers to questions and helping to familiarize our students with campus policies

and procedures. We specialize in problem solving and helping our students be better informed about making the decisions they need to make, whether these decisions involve classes or any other aspect of university life. The Student Help Line number is 304-293-5555.

Sale of Course Material Statement
All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other course materials provided to students for their courses are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Student Conduct Code.

Sexual Misconduct Statement
West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Rule 1.6]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator.

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline).

For more information, please consult WVU's Title IX Office

Student Evaluation of Instruction Statement
Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will provided by your instructor.

Reading Schedule

The goal is for you to create your own path of study within the broad parameters of this course. Required texts are marked with an **. The others are recommended.

Let me know if there are additional texts you would like to read. I will do my best to provide them.

Part One | Higher Education in Prison
** = Required Reading

January – mid Feb

On ECampus or in Course Packet
**Rebecca Ginsburg, "Introduction," *Critical Perspectives on Teaching in Prison: Students and Instructors on Pedagogy Behind the Wall*" (New York: Routledge, 2019)

**Malakki, "An Open Letter to Prison Educators," *Critical Perspectives*

Anna Plemons, "Beyond Progress: Indigenous Scholars, Relational Methodologies, and Decolonial Options for the Prison Classroom," *Prison Pedagogies, 88-105.*

**Rachel Boccio, "Toward the Soul of a Transformational Praxis: Close Reading and the Liberationist Possibilities of Prison Education," *Pedagogy,* volume 17, issue 3, October 2017, pp. 423-448.

**Amos J. Lee, "The Value of Teaching Critical Race Theory in Prison Spaces: Centering Students' Voices in Pedagogy," *Humanities* 9.41 (2020).

**Gillian Harkins and Erica Meiners, "Teaching Publics in the American Penalscape," *American Quarterly* 68.2 (2016), pp. 405-408.

Bruce Franklin, "Can the Penitentiary Teach the Academy to Read," *PMLA* 123.3 (2008), pp. 643-649.

**EJP, *How Should We Measure Success in Prison Education Programs*

From *Journal of Higher Education in Prison,* issue 1

>   **Sarah Moore and Tanya Erzen, "The Relationship between Liberal Arts Experiences and the Development of Agency," *Journal of Higher Education in Prison,* vol 1, issue 1, pp. 30-49.

**Erin L. Castro, "Racism, the Language of Reduced Recidivism, and Higher Education in Prison: Toward an Anti-Racist Praxis"

First reader response due 1/26
Second reader response due 2/9

Part Two | Sing, Freedom

Mid Feb – March

**Dwayne Betts, *Felon*
**Dwayne Betts, "Freedom Begins with a Book" in *Journal of Higher Education in Prison*

On ECampus or in Course Packet
**from Adrienne Maree Brown, from *Emergent Strategy: Shaping Change, Changing Worlds* (Chico, CA: AK Press, 2017)
**Paul St. John, "Behind the Mirror's Face," from Chevigny's *Doing Time* (essay)
Flannery O'Connor, "A Good Man is Hard to Find" (short story)
**James Baldwin, "Sonny's Blues" (short story)
Emily Dickinson, Three poems
**Etheridge Knight, "Hard Rock Returns from the Hospital for the Criminally Insane" (poem)
Kathy Boudin, "Trilogy of Journeys" (poem)
**Danielle Sered, from *Until We Reckon* (from the field)
** Laura Rogers, "The Arthur Kill Alliance: Prison Newspapers and Writing Education," *Prison Pedagogies: Learning and Teaching with Imprisoned Writers,* eds. Joe Lockard and Sherry Rankins-Robertson (Syracuse UP, 2018), pp. 190-206.
Sean Moxley-Kelly, "Prison Writing Instruction and the American Prison Writing Archive," *Prison Pedagogies,* pp. 207-223.
**Bryan Stevenson, Commencement Speech

Third reader response due 2/23
Fourth reader response due 3/9

Part Three | Final Project

Annotated Bibliography	3/23
Proposal due	3/30
Draft of Final Project	4/13
Final Project + Cover letter	4/27

WEST VIRGINIA UNIVERSITY
EBERLY COLLEGE OF ARTS AND SCIENCES
SCHOOL OF SOCIAL WORK

SOWK 695-001: Independent Study
Summer 2024

Credit Hours: 5
Instructor: Lindsey Rinehart, MSW
Office: Knapp Hall 111
Office Hours: Schedule here https://calendly.com/lrinehart/30-minute-meeting
Phone: office: 304-293-7339
Email: Lindsey.rinehart@mail.wvu.edu

COURSE DESCRIPTION

This independent study will involve a community-based advanced field placement and integrative activities. Student will learn to apply advanced integrated practice skills. They engage with interdisciplinary teams to address social and human problems within a context of social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.

COURSE FORMAT/METHOD OF INSTRUCTION

This course includes an experiential advanced field placement at an approved agency setting. Students will also engage in reflective activities related to field practice.

LEARNING OUTCOMES*

Upon completion of this course, students are able to:

1. Analyze and synthesize skills in engaging, assessing, intervening, and evaluating complex practice situations.

2. Model professional use of self when engaging with client or organizational systems.

3. Integrate micro, mezzo, and macro practice skills across service sectors and within interdisciplinary teams to effectively address social and human problems across a wide range of practice areas, with a particular emphasis on effective models of rural service delivery.

4. Incorporate relevant evidence-informed theories and methods with respect to practice intervention

5. Utilize the NASW Code of ethics in responding to multi-dimensional practice contexts.

*The learning outcomes for this course address CSWE EPAS 2015 specialized Competencies 1, 2, 3, 4, 5, 6, 7, 8, & 9

REQUIRED TEXTS/READINGS

- NASW Code of Ethics (2021)

- NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice (2018)

- School of Social Work Field Handbook (2023)

- Policy and Procedures Manual of Field Placement Setting

GRADING CRITERIA

This course is graded on a pass/fail basis. Students must demonstrate satisfactory participation in field placement and meet course outcomes as described. Please see the MSW Field Manual for details.

Field Participation
- ✓ Complete required field hours.
- ✓ Complete field time logs.
- ✓ Complete required field placement activity logs
- ✓ Obtain a passing final field assessment (minimum of 3 in each practice behavior)

1. **Field Participation:** Complete required 300 field hours, for a total of 600 hours in current placement.

2. **Field Hour Time Reports:** Students must document their field placement contact hours using the Monthly Time Report submitted through Tevera. Time Reports are due on the 5th of the month for the previous month.

3. **Monthly Field Activities and Reflection Log:** Students will submit a monthly Field Activities and Reflection log in Tevera. This assignment is due on the 5th of the month for the previous month (just like the monthly time report).

4. **Final Field Assessment:** Final Assessment due at the end of the placement. The same Specialized Field Assessment, located on the SSW Field Forms webpage, is used for both mid-term and final assessment by both Students and Field Instructors. The field instructor is asked to utilize ongoing and regular feedback throughout the placement experience. The Final Assessment is to be completed in the same manner by the due date and submitted to the Faculty Field Liaison through Tevera. Assessment forms submitted without all of the required signatures, or past the deadline may result in a failing grade, thus delaying the student's forward progress, and/or graduation.

5. **Instructor Meetings:** Student and instructor will meet 2 times during the semester to check in about progress in placement and discuss application of social work competencies. At least one of these meetings will include the field instructor.

6. **Grades:** The field placement is graded with a Pass (P) or a Fail (F). When registering, students should register for a Grade, which will be the P or F. A minimum of 300 hours of field must be completed by the end of the semester (for a total of 600), as well as a minimum of three reflection logs.

LATE ASSIGNMENTS

All assignments should be submitted via the links on the eCampus website or via Tevera. All assignments are due *no later than* the end of the day (11:59 PM) on the due date. If you anticipate needing to turn work in late, this must be discussed and approved in advance. Anything turned in after the due will be considered late and may not be accepted or will lose points accordingly.

ACADEMIC POLICIES AND SYLLABUS STATEMENT

Academic policies and statements can be found at the WVU Teaching and Learning Commons. It is the student responsibility to review and understand these policies. If you have any questions or concerns contact your instructor. Policies include but are not limited to the following:

- **Inclusivity Statement**
- **Academic Integrity**
- **Adverse Weather**
- **Incomplete Grades**
- **Sexual Misconduct**
- **University Attendance**

ASSIGNMENTS

Instructor Meetings   **20 points**
(CSWE EPAS Competency 1, 2, 3, 4, 5, 6, 7, 8 & 9)
Student will meet with instructor two times throughout the semester to discuss application of social work in practice.

Monthly Field Activities and Reflection Log: **45 points**
(EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)
Each monthly field activities and reflection log is worth 15 points and is due on the 5th of each month through Tevera.

Monthly Time Sheets   **15 points**

Each monthly time sheet is worth 5 points and is due on the 5th day of each month through Tevera.

Final Field Assessment   **15 points**
(EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)

GRADING
This is a pass/fail course. A passing grade is contingent on receiving 80% of points available from assignments/assessments and 100 hours in field placement by end of spring semester.

Total points available = 95
Pass: 80% of 95 points = 76 + 600 total hours in field
Fail: Less than 80% of points (76) and/or less than 600 hours in field

COURSE SCHEDULE

Students will complete field hours, as approved by the agency field instructor and the School of Social Work field faculty member, on a weekly basis.

APPENDICES

   I.   Course Calendar
 II.   Advanced Integrated Practice Competencies

APPENDIX I. COURSE CALENDAR

Summer 2024 - DATE DUE	ASSIGNMENT OR ACTIVITY
5/13/24	First Day of Summer Semester
Week of 6/3	Instructor meeting
6/5	Monthly timesheet due Monthly activity and reflection log due
7/5	Monthly timesheet due Monthly activity and reflection log due
July	Site visit meeting with Instructor and Field Instructor
7/26	Final field assessment due
8/2	Monthly timesheet due Monthly activity and reflection log due

APPENDIX IV. Advanced Integrated Competencies

Competency 1: Demonstrate Ethical and Professional Behavior
Practitioners competent in advanced integrated practice respect and value the role and expertise of clients, constituencies, and interdisciplinary team members and work collaboratively to address social and human problems. Advanced practitioners identify as a professional social worker and conduct themselves accordingly in multilevel, collaborative social work practice. Consistent with the WVU MSW program's emphasis on rural practice, practitioners competent in advanced integrated practice:

Practice Behaviors:

1. Collaborate across service sectors and with other professions and/or disciplines to coordinate change efforts.
2. Represent the values and perspectives of the Social Work profession in interdisciplinary settings.
3. Advocate at multiple levels for parity and access to services with special attention to rural populations.
4. Develop and maintain professional roles and boundaries with particular consideration of rural settings.
5. Identify and appropriately manage ethical dilemmas unique to rural contexts applying the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Competency 2: Engage Diversity and Difference in Practice
Practitioners competent in advanced integrated practice actively seek out diverse perspectives at all levels of practice. Consistent with the WVU MSW program's emphasis on rural practice, advanced practitioners challenge organizational, community, and political systems to respond to the diverse needs of vulnerable populations in rural contexts. They develop professional competence in working with persons different from self especially as applies to diverse and marginalized groups.

Practice Behaviors:

1. Seek out opportunities for inter-professional/interdisciplinary collaboration to enhance services for clients at all levels.
2. Promote and value diversity as represented in collaborative change efforts across service sectors and levels of practice.
3. Identify and address disparities in service access and quality for diverse populations.
4. Practice cultural humility at all levels of practice by respecting clients', constituencies', and other professionals' knowledge and perspectives throughout the change process.

Competency 3: Advance Human Rights, and Social, Economic, and Environmental Justice
Practitioners competent in advanced integrated practice advocate for human rights and social, economic, and environmental justice through engaging in multilevel, collaborative practice. Consistent with the WVU MSW program's emphasis on rural practice, advanced practitioners understand the potentially challenging effects of economic, social, and environmental factors in the lives of rural populations.

Practice Behaviors:

1. Demonstrate an understanding of how the cultural context shapes the experience of difference especially in rural areas.

2. Engage in and initiate collaborative advocacy efforts to advance human rights and social, economic, and environmental justice.

3. Foster the development and implementation of integrated service delivery models where appropriate to promote access to services in rural areas.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Practitioners competent in advanced integrated practice are knowledgeable about evidence-informed change approaches at all levels of practice. They integrate research knowledge from multiple disciplines to inform practice and work collaboratively with others to evaluate and improve practice based on research findings.

Practice Behavior:

1. Use evaluation findings to inform and improve practice, policy, and service-delivery and to advance the knowledge base of the profession.

Competency 5: Engage in Policy Practice
Practitioners competent in advanced integrated practice understand the direct link between community and organizational policy and direct practice. They engage in multilevel, collaborative practice efforts that include policy practice efforts as appropriate. Consistent with the WVU MSW program's emphasis on rural practice, advanced practitioners seek to understand and influence the impact of policies on rural populations.

Practice Behaviors:

1. Apply social policy knowledge at the local, state, and federal levels in manner that is relevant to the context of service.

2. Implement and monitor community and organizational policy as it relates to the effective delivery of services to clients.

3. Collaborate with clients, constituencies, and interdisciplinary professionals to promote awareness of social problems, the development of solutions, and effective policy action.

4. Promote policies that foster integrated models of service delivery to best meet the needs of rural populations.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Practitioners competent in advanced integrated practice are able to effectively engage with clients, constituencies, and interdisciplinary professionals at all levels of practice.

Practice Behaviors:

1. Use rapport building techniques to develop and maintain effective working relationships with diverse clients, constituencies, and professionals.

2. Practice techniques/strategies that promote and sustain collaborative relationships.

3. Utilize social work engagement skills to facilitate effective collaboration among diverse clients, constituencies, and professionals.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Practitioners competent in advanced integrated practice are able to evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply those in assessment with individuals, families, groups, organizations, and communities.

Practice Behaviors:

 1. Develop and implement brief and/or on-going assessment strategies consistent with the level and context of practice.
 2. Identify and incorporate the perspectives of diverse clients, constituencies, and professionals in the assessment process as appropriate to the service context.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Practitioners competent in advanced integrated practice recognize that effective change often requires multilevel, interdisciplinary collaboration. In addition to focused or discrete intervention efforts, advanced practitioners are able to leverage inter-professional, interdisciplinary, and/or inter-organizational collaboration to achieve client and constituency goals. Advanced practitioners recognize that prevention is a critical component of effective, multilevel social work practice.

Practice Behaviors:

 1. Demonstrate an evidence-informed theoretical framework as appropriate to the level and context of practice situations.
 2. Advocate for and utilize prevention strategies as appropriate to the practice context.
 3. Evaluate, select, and apply evidence-informed interventions relevant to the practice context.
 4. Initiate collaboration with other professions to coordinate intervention efforts as appropriate to the practice situation.
 5. Deliver integrated services to effectively meet the needs of rural populations.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Practitioners competent in advanced integrated practice can collaborate with diverse clients, constituencies, and professionals to effectively evaluate practice at the micro, mezzo, and macro levels. Advanced practitioners are able to utilize evaluation findings to inform and improve practice, policy, and service delivery effectiveness.

Practice Behaviors:

 1. Design and conduct collaborative, practice-based evaluation methods and apply findings to improve practice, policy, and/or service delivery effectiveness.
 2. Effectively communicate evaluation findings in a manner that contributes to the knowledge base of the social work profession.

C. Eugene Bennett Department of Chemistry
Fall 2024, Chemistry 497: Undergraduate Research in Chemistry

Instructor	Dr. Michelle Richards-Babb; (304)293-0912; 471 CRL
Contact Info.	Michelle.Richards-Babb@mail.wvu.edu or mrichar2@wvu.edu
Office Hours	Appointments (virtual or in-person) available upon request. Please ask!
Course Site	https://ecampus.wvu.edu (grades, course information and resources)
CRN #	80417
Lecture	None. Weekly research schedule is set by initial and subsequent and weekly meetings with faculty research mentor.

Course Pre-requisite/Enrollment: This undergraduate course has limited enrollment and is open to chemistry majors (B.A. and B.S.) and ACS-approved biochemistry majors with 3.0 GPA or higher in STEM coursework. Potential students request enrollment via an online form. Students must have already made prior arrangements with a Chemistry research faculty member who is willing to serve as the student's research mentor for the duration of the Chem 497 course. In some cases, faculty members outside the Chemistry Department may serve as research mentors for the Chem 497 course. However, the research must be chemistry or biochemistry focused – the bulk of the data collection may not be patient records or surveys.

Course Objectives: This variable credit (1-6 cr. hours) course will prepare students for research-related opportunities. The course provides one-on-one research mentoring by a research-active faculty member. Students are trained in disciplinary research methods, equipment and instrumentation, and are provided with opportunities to network and communicate their research in written form. The research is performed in a supervised and structured environment.

Learning Outcomes: By the end of this course, students will have moved from research dependence toward independence as shown by their ability to:
- critically read and evaluate primary literature pertinent to their research topic and gather relevant information to enhance the design of their research;
- apply laboratory and/or computational techniques required to collect data to test research hypotheses;
- effectively analyze, interpret and present data that they gather;
- evaluate their research results to determine the effectiveness of the research methodology, to resolve any issues, and to formulate possible new directions for the research; and
- design, organize, and write a proper research report, gaining skills in scientific writing.

Required Course Elements:

Course Element	Date Due (or Open)	Percent	Percent
Responsible Conduct of Research Assignments (2). (Required of students who have not completed these previously in Chem 497 or SURE.)	Aug 30	NA	3%
Biweekly Research Reports (8 total; 2% each; link provided on ecampus) Link: https://wvu.qualtrics.com/jfe/form/SV_cVkerxtBqeRhRY2	Open Aug 30; Sep 13 & 27; Oct 11 & 25; Nov 8 & 22; Dec 13 (due before 4 pm Monday)	16%	16%
Weekly Research Hours (Min. of 3-4 hours per week per credit for 15 weeks. Both the quantity and quality of research are important.)	Throughout (last day to research is Dec 13)	55%	52%
Weekly Mentor Meetings (Meet/communicate with faculty research mentor each week)	Throughout (integral part of research)	NA	NA
Mid-Semester Meeting with Course Instructor (30 min.)	Mid-semester	4%	4%
Written Research Report (details provided below)	Dec 12	25%	25%

Late work (biweekly research reports, written research report) will be assessed a 25% per day numerical deduction. Late work will not be accepted 48 hours past the due date.

Final grades will be calculated as shown above. Associated letter grades are A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F < 60%.

Biweekly Research Reports: On a biweekly basis, the student will submit a report of research hours and research-oriented activities through an online portal. The report submission (due biweekly by 4 pm on Mondays) will trigger an automatic email to the faculty research mentor. The mentor is required to review the report and reply to the email with confirmation of hours/activities or rejection with feedback (due the following Wednesday by 4 pm). If the instructor has not received an approval from the mentor by Wednesday at 4 pm, the student must solicit for their mentor's approval. Students should keep emailed copies of each biweekly report as evidence of submission and for re-forwarding to the faculty mentor for confirmation (if needed). Biweekly reporting aids the course instructor and the faculty research mentor in monitoring progress in research.

For input into the biweekly report, students should keep track of hours devoted to research and their research activities. The report requires input of (i) daily research hours, (ii) short paragraph of research-oriented activities, and, in journal form, identification of those activities that (iii) took the most time and (iv) were most beneficial to the student's research and why.

Activities that can count as research include –
- resolving unexpected problems in research
- planning for the next step in research with the mentor or alone
- helping others in the lab with their project/research
- researching and reading literature related to the research project
- writing literature reviews
- compiling annotated bibliographies
- searching databases
- compiling data
- reading/designing research protocols
- working on research assignments (research timeline, coding data, oral presentation, graphs or artifacts for presentation, etc.)
- attending group meetings (online or in-person)
- discussing research with the faculty mentor, secondary mentors or research group (online or in-person)
- doing experiments alone or under the guidance of a mentor
- watching a mentor as the mentor explains and conducts experiments/research
- designing experiments on own or with guidance from a mentor
- preparing a presentation for a group meeting and presenting it
- fixing instrumentation, reading laboratory protocols, ordering supplies
- obtaining training (online or in-person) to further the research
- writing and preparing the final Chem 497 Research Report
- any other activity the faculty mentor considers to be related to research, etc.

These are just some suggestions as to activities considered to be research and that should be included and detailed on biweekly reports.

Chem 497 Research Philosophy: Scholarly activities (e.g., research and creative work) are unique educational experiences that allow students to apply what they learn in class to projects that do not have a defined answer or endpoint. As such these opportunities are not accompanied by defined research hours (weekly or in totality) to bring a project to completion. These activities are available to all students with the interest and drive to seek them out and engage in them. However, the one-on-one placement

opportunities offered by Chem 497 cannot be afforded to all students as this would undermine the one-on-one nature of the experience. Undergraduate researchers are expected to think of these placements as long-term commitments. Undergraduate researchers gain more from the research experience in terms of moving their education forward (e.g., disciplinary trainings in research methods, equipment and instrumentation, and networking and mentoring) than the faculty member or research group. Initially, the experience is front-loaded with trainings and initiation to the research environment, and the undergraduate researcher is wholly dependent on the faculty mentor and secondary mentors (graduate student, post-doc, advanced undergraduate students). As the training moves forward and the research experience proceeds, the undergraduate is expected to contribute in a meaningful way that moves the undergraduate researcher toward independence and a contribution that goes beyond the research training. Undergraduate researchers get as much from the experience as they put into the experience. A minimum effort will result in minimal output and a less than optimal experience for all - the undergraduate researcher, the faculty research mentor, and mentor's research group.

There are no set maximum number of research hours for an experience like this, but for administrative purposes and for accounting of effort related to Chem 497 course credits, the required minimum number of research hours is 3-4 hours per week per credit for 15 weeks. However, undergraduate researchers are encouraged, and may be expected, to research more than the minimum hours, but not to the detriment of their health or overall social or mental well-being. An undergraduate researcher who is not actively moving toward research independence may receive a poor letter grade in the Chem 497 course and may be dismissed from engaging in research with the faculty research mentor. Actions leading to a poor grade and/or dismissal include: not showing up for weekly and agreed upon research hours, lack of effort, and general lack of interest in the research and overall research experience.

Written Research Report Format: All students enrolled in Chem 497 are required to submit a written research report at the end of the semester. Your research report should be submitted as a Word document (convert to pdf) and written with full sentences with correct grammar and spelling. The report must be submitted first to your faculty research mentor at the end of the semester and prior to the last week of classes **(by/before Dec 5)**. Your faculty research mentor will then review your report and provide you with feedback (i.e., corrections and suggestions) that you will incorporate in the final revision of your report. Your mentor will assign you a grade for Chemistry 497 based upon your performance (hours spent researching, quality of research and research report) and share that grade with the Chemistry 497 course instructor so that the instructor can submit your final grade into the university's record system. Be sure to provide the Chem 497 course instructor with an electronic copy of your final report for departmental records. Every five years, the American Chemical Society (ACS) requests that the Chemistry Department submit example research reports with the department's periodic ACS report, which is then submitted for evaluation and review of our undergraduate B.S. degree programs by the ACS Committee on Professional Training.

Research Report Due Date: The final version of your research report is due before Thursday Dec 12, 2024 at 4:45 pm. **Send an electronic copy (pdf copy) of your report to your faculty research mentor and to Dr. Michelle Richards-Babb at Michelle.Richards-Babb@mail.wvu.edu and upload a copy of your report on ecampus.**

Some technical details: The report must be a **minimum of 5-pages long (excluding the cover page, abstract, and references)**, must contain a **minimum of five (5) relevant, peer-reviewed references from the primary literature**, and must contain at least **one (1) figure, table, or picture (created by the writer) that supports the report narrative**. The research report should be typed in Word with 1-inch margins on all 4 sides. Text should be 11-point, Times New Roman font and all text (except for the abstract) should be double-spaced. Number the pages within Word in either the bottom center or upper or lower right-hand corner of each page. Do not number the cover page. Include a section header in bold for each section header (e.g., Abstract, Introduction, etc.).

Citations and References: When citing a source, place numbered superscripted citations at the end of the first sentence in the paragraph that refers to that reference. Citation numbers are placed directly after

sentence punctuation (i.e., no space between punctuation and citation number). If you cite a different source, then include a new citation number at that point. Citation numbers are in order from the beginning to the end of the report (i.e., citation 3 should not precede citation 1). Multiple citations in a sequence should be hyphenated (See the example here.[3-6]). However, the Word Endnote feature may not allow for hyphenation without also deleting references. More information on formatting of references is given below and in *The ACS Style Guide*.[1] Note that an online eBook version of *The ACS Style Guide* is available to you from the WVU Library.

Quotations: Minimize use of direct quotations. Direct quotations are rarely used in scientific writing.

Figures and Tables: Figures and tables should be placed within the text. Figures should be numbered in order (Figure 1, Figure 2, and so on). Each figure should have a caption, <u>below the figure</u>, that explains the figure. You are encouraged to create your own figures using ChemDraw (for free yearly ChemDraw download, see https://www.chemistry.wvu.edu/students/chemdraw). Tables should be generated within the Word document using **Insert → Table**. Again, tables should be numbered in order (Table 1, Table 2, etc.), but separate from figures, and should have an explanatory caption <u>above the table</u>. Explanatory captions for figures and tables should be single-spaced. <u>You must explicitly refer to the figure/table in the text prior to presentation of the figure/table.</u>

The different sections of your research report and what each section should contain are:

1. **Cover Page:** Contains a descriptive title of your specific research report. A title such as "Undergraduate Research Report" is not acceptable. Also, include your full name, the date, course number and semester (Chemistry 497, Fall 2024), and the full name of your faculty research mentor on the cover page below the title. Do not number the cover page.

   The **title** (4-13 words) should be descriptive but not too long. Example: "Bioterrorism" is almost certainly too short and too vague. "Detection of Foodborne Pathogens" is more descriptive. However, if the research report is on "New Instrumental Method for the Detection of Foodborne Pathogens", then the title should say so.

2. **Abstract:** The abstract is a self-contained single paragraph (single-spaced; < 250 words) summarizing the contents of the research report, including the problem/purpose of the research, theoretical or experimental plan used for the research, summary of main results, and major conclusion(s). The abstract should be written last. Readers use the abstract to determine whether the research is of enough interest to read the entire report.

3. **Introduction:** Give an overview of your research project and the specific objective(s) of your research project. In the first few sentences, define the problem/project and reasons for studying it. Think about answering some, or all, of the following questions in your introduction.
   - What is the subject of your research report?
   - What is the problem, question, or hypothesis you are attempting to address with your research?
   - Why is your research interesting or important? What is the significance of your research?
   - What is the context of your research in the big picture (i.e., How does your small piece of the research project fit within and inform the larger research project?)?
   - What are the limits of your research?

   Also, provide a brief outline of the research literature on which your project builds and that is directly relevant to your project (i.e., what has been done before). Indicate how your project differs or adds value to the research field. Be sure to cite and reference pertinent literature.

4. **Experimental Section or Experimental Methods**: Describe the specific experiments, procedures, computations, and/or syntheses that you performed. Include a description of materials used, including chemical names and formulas, reagent purity, and solution concentrations. Describe any specific instruments (but not standard apparatus) that you used to make measurements or record spectra.

Describe the specific computation method(s) you used if your project is primarily theoretical in nature. Enough detail should be provided so that another researcher can repeat your experiments and obtain similar results. Provide information on safety precautions, specific hazards, and special waste procedures.

5. **<u>Summary of Results</u>**: Include any spectra that you measure and summarize your experimental or computational results in a logical or tabular form. Figures and Tables should have appropriate captions and descriptive statistics should be included and explained.

6. **<u>Discussion of Results</u>**: Explain, specifically, what you accomplished and its relevance to the research project that you have been working on. How did your results add to your understanding and knowledge of the research area? Were you able to accomplish your research objective(s) and what was the significance of your findings? Compare your results to other results as presented and discussed in your introduction. What are the implications of your research and how does your research help to move the project forward? What are the next steps/logical future directions for the research project?

7. **<u>Concluding Comments</u>**: Comment on what you specifically learned in the process of performing the research. If you are planning to continue working on this project, what is the next aspect of your research project that you intend to investigate?

8. **<u>References</u>**: Use the *ACS Style Guide* for formatting references. Always include the title of the article, chapter, book, or patent.[1] Given below is an example of how to format journal articles using ACS Format.

Journal Article:
Author 1; Author 2; Author 3; etc. Title of Article. *Journal Abbreviation* **Year**, *Volume*, Inclusive Pagination.

Example Journal Article:
(1) Li, M.; Petersen, J. L.; Hoover, J. M. Silver-Mediated Oxidative Decarboxylative Trifluoromethylthiolation of Coumarin-3-Carboxylic Acids. *Org. Lett*., **2017**, *19* (3), 638-641.

If you are unsure of the proper journal title abbreviation, visit the Caltech Library's Journal Title Abbreviations webpage at <u>https://www.library.caltech.edu/journal-title-abbreviations</u> to search for accepted abbreviations.

For references, learn how to use the **Insert Endnote** feature in Word under the **References** tab (e.g., **References → Insert Endnote**) to insert citations and to automatically place references at the end of your document. To change the look of the citation numbers, click on "Check out more options for formatting footnotes and endnotes" and change the "number format" (the default is Roman numerals). If you insert all references as Endnotes, the Word software handles the numbering and updates the numbering and reference order even if you make changes to your document (i.e., copy and move text with embedded references).

If you cite a reference in a subsequent paragraph, do not add another Endnote else the same reference will appear twice. Instead click on **Insert → Cross-Reference** (change the "Reference type" to Endnote) and choose the Endnote Reference to insert. If you move text around after adding a cross-reference, your cross-reference may not update automatically. To update cross-reference numbers, highlight all text and right click to **Update Fields**. This will update the number of any cross-references citations.

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(1) Dodd, J. S.; Solla, L.; Berard, P. M. References. In *The ACS Style Guide: Effective Communication of Scientific Information*; Coghill, A. M., Garson, L. R., Eds.; Oxford University Press: New York, 2006; pp 287-381.

Academic Integrity: The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic

integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Standards Policy. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

Artificial Intelligence: Forms of writing assistance that utilize artificial intelligence (AI) to proofread a student's own written work (such as spellcheck or Grammarly) are acceptable. However, tools that rely on generative AI (such as GPT-3, ChatGPT, and Bard) that actually "write" (or generate) text from a prompt are not to be used to generate drafts or written work for any assignment in this course. If students are unsure which AI tools are acceptable, they should consult the instructor prior to using them.

Inclusivity Statement: The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu/. [adopted 02-11-2013]

Campus Carry Statement: Consistent with BOG Finance and Administration Rule 5.14, Deadly Weapons, Dangerous Objects, & W. Va. Campus Self-Defense Act, this statement serves as notice that my office is a sole occupancy office, and concealed pistols and revolvers are prohibited in it. Students visiting my office, whether scheduled or unscheduled, are required to appropriately secure any firearms in their possession before entering the office premises. For more information about Rule 5.14, please see https://safety.wvu.edu/campus-carry.

COVID-19 Statement: WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic or other campus-wide emergency, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software. In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when required and will wear PPE according to current University guidelines. Students who fail to comply may be referred to the Office of Student Rights and Responsibilities for sanctions. COVID related absences fall under the University attendance policy found here: attendance. As detailed in the policy, a student who becomes sick or is required to quarantine during the semester should notify the instructor. The student should then work with the instructor to develop a plan to complete the course learning outcomes while he or she is absent.

Adverse Weather Statement: In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments. [adopted 9-8-2014]

Sexual Misconduct Statement: West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Rule 1.6]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline). For more information, please consult WVU's Title IX Office (https://titleix.wvu.edu/resources-offices).

Student Evaluation of Instruction Statement: Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will provided by your instructor. [adopted 4-14-2008]

Campus Safety Statement: The WVU Police are committed to creating and maintaining a safe learning environment for all students, faculty, and staff. Part of this mission includes educating the campus community on how to respond to potential campus threats, such as the threat of an active shooter on campus or other suspicious behaviors. Fortunately, WVU Police offer training - both online and in-person - on how to handle a variety of campus safety scenarios. All students are encouraged to visit the WVU Police webpage, in particular the content under the Active Shooter training program. Students are also encouraged to report any suspicious behaviors on campus using the Report a Threat portion of the webpage. Additional materials on campus safety prepared by WVU Police, including special safety tips and training, will also be provided on our eCampus page. [adopted 10-2-17]

Incomplete Policy: The WVU Catalog contains the full Incomplete Policy.

Disclaimer: The schedule, policies, and assignments within this syllabus are subject to change in the event of extenuating circumstances.

PSYC 797: Independent Study/Research (Graduate)
Dissertation Defense Semester – SPRING 2023

Faculty Supervisor:	Christina Duncan, PhD
Telephone:	304-293-1289 or 479-856-3856
Office:	2232 LSB
Office Hours:	By appointment
Email:	Christina.Duncan@wvu.mail.edu

COURSE DESCRIPTION

The Department of Psychology requires the successful completion of a dissertation as part of the doctoral training program. The dissertation is an independent project based on an empirical study that is an original contribution to knowledge. Literature reviews are not acceptable. Adhering to the doctoral program's target dates, students ideally defend this project prior to departing for internship – thus, by May 15 of their 4th year of graduate training (or 3rd year, if entering the program with an approved master's thesis).

Course Objectives
- Apply research principles and specific knowledge from prior classes to a dissertation project and other lab-based research
- Demonstrate mastery of ethical principles in research that are consistent with IRB protocols & standards, as well as the APA ethical guidelines
- Demonstrate satisfactory skills in the conduct of research and management of research materials (e.g., maintaining accurate & complete research records)
- Master strong scientific writing skills and habits
- Successfully complete and pass (by committee vote) a written dissertation defense document
- Successfully complete and pass (by committee vote) an oral defense of a completed dissertation project

The instructor will strive to foster an atmosphere of collegiality and respect to encourage interaction and learning. Every effort will be made for each student to have a positive and productive learning experience. Creating a classroom atmosphere that is sensitive to and respects diverse perspectives is a joint responsibility of the instructor and students. By committing to this practice, we facilitate lifelong learning and the improvement of profession-wide competencies of our collective skills in interacting with those from various cultural and personal backgrounds and characteristics defined broadly. If at any time you feel uncomfortable or have concerns about the learning environment, please feel free to discuss these issues with the instructor.

COURSE SCHEDULE

High Council (graduate students only) meetings are scheduled roughly every other week, on **Wednesdays, 8:30-9:45 AM**. Each graduate student also will meet individually with the instructor for mentor meetings for 30-60 minutes on a pre-determined schedue.

sPLAT Lab (graduate & undergraduate students) meetings are scheduled roughly every other week, on **Mondays, 11:30 AM – 12:30 PM**.

Please see High Council & sPLAT Lab meeting schedule and topics in the shared Dropbox folder for our lab group. This schedule is modified and updated as the semester progresses.

COURSE REQUIREMENTS

- Take an active part in attending, participating in, and contributing ideas for topics for the graduate student ("High Council") and full lab ("sPLAT") meetings throughout the semester;
- Attend regular scheduled meetings with your faculty advisor to maintain good progress on projects and papers throughout the semester (see template of timeline toward end of syllabus); and,
- Prior to each High Council meeting, please update the "**Project Updates**" document in our shared Dropbox folder to summarize progress made with your dissertation project, as well as other research projects and papers. When writing, please indicate clearly what progress has been made (e.g., first draft of Discussion completed).

ASSIGNMENTS

1. **Semester Plan Document** - Each student will create *research goals* that align with the student's long-term training plan. All research goals should take the form of SMART (specific, measurable, achievable, realistic/relevant, & time-specific). A quick Google search will result in many resources online to guide you in how to set SMART goals. These SMART goals will be specified within a *Semester Plan* document. Templates for Semester Plans for each semester are available to you in our Lab Dropbox folder.

   A first full draft of your Semester Plan should be sent to your faculty supervisor no later than one calendar week after the first date of classes.

2. **Dissertation Defense Document** –The dissertation defense document will include the following sections, prepared in APA-style: Title page, Abstract, Introduction, Method, Results, Discussion, References, and Appendices (encompassing data collection measures & questionnaires).

A final draft of the defense document must be submitted to your dissertation committee *at least 2 full weeks before the scheduled proposal meeting*.

3. **Oral Defense Meeting –** Your oral defense meeting should be scheduled for 2 hours. Your faculty supervisor will give you permission to schedule this meeting once a satisfactory full first draft of your defense document has been received. Your defense meeting will include a 20-minute PowerPoint, oral presentation of your completed dissertation project, including the basic research question, the main points of the methodology, results, and discussion (including study limitations, potential clinical applications, and future directions). Following this brief overview, committee members will take turns asking questions and offering suggestions for consideration or modification (i.e., Q&A). At the end of this Q&A period, you will be asked to leave the room while they evaluate your performance.

4. **Lab Presentation/Discussion Lead** – Each student will deliver/co-deliver a presentation and/or lead/co-lead discussion during at least <u>one</u> sPLAT Lab or High Council meeting during the semester.

5. **Journal Article Critique** – You will co-review at least ONE journal article with Dr. Duncan during the semester. She sends out opportunities via email; so, it will be your responsibility to ensure that you volunteer for at least one.

6. **Completion of Lab Management Tasks Checklist** (at end of syllabus) – To assist with (a) ensuring that all projects are managed well, and (b) the lab overall is organized, you will complete tasks at the end of the semester, as prompted by a checklist.

   The checklist also includes a "*Reflective Statement*," where you are asked to reflect upon progress you made during the semester regarding items on your Semester Plan. In the form of a concise (e.g., can be bulleted) document, the student will comment specifically upon successes, challenges that occurred, and possible modifications to approach to be taken in upcoming semester (if enrolled).

   Please complete, sign, and submit this checklist to Dr. Duncan by the ***last day of classes***. Please allot sufficient time to not only complete the checklist, but also to carefully address all items in it.

COURSE GRADING

Your faculty supervisor will base your final course grade for this reporting period on the quality of the completed work, your response to the feedback provided to you, your adherence to ethical and proper lab management principles, and the timeliness of completing tasks. Your final course grade also will consider, in part, other completed research tasks (e.g., manuscript writing, data collection) and the associated quality and timeliness in completing those tasks.

At the end of this syllabus is a table for the "course schedule." ***By the end of the 2nd week of classes, you must submit a draft of your proposed schedule for your dissertation project tasks.*** *Your faculty supervisor will provide feedback and approval for this draft within one week of submission*. This schedule will serve as a guide for meeting project target dates.

Grades

This course is graded on a ***Pass/Fail*** basis. To earning a passing grade, you must meet ALL the following criteria:

- Regular & timely attendance to and consistent, active participation in graduate student team ("High Council") and full lab ("sPLAT") meetings;
- Successfully complete the dissertation defense meeting (i.e., passes, by committee vote, both written & oral components) by ***May 15***;
- Demonstrate strong work initiative, without the need for excessive structured support (e.g., repeated advisor prompts);
- Submit work of good quality, carefully preparing document drafts and responding appropriately to advisor feedback and edits;
- Meet the majority of goals set forth in your Semester Plan;
- Provide the faculty advisor with ***2-week*** time period (unless otherwise negotiated & noted in the course schedule below) to return edits on document drafts;
- Perform dependably and reliably in completing research lab tasks (including non-dissertation projects), showing good attention to detail; and
- Adhere to APA ethical guidelines and carefully follow IRB procedures.

Failure to meet one or more of the above criteria can result in a failing grade for this course.

COURSE POLICIES

ETHICAL STANDARDS

All students are expected to adhere to the ethical guidelines established by the **American Psychological Association** (http://www.apa.org/ethics/code/index.aspx).

Any student who violates these ethical standards should expect severe consequences, including termination of research activities and an "F" in the course, as well as possible probation, suspension, and/or dismissal from the University. It is the responsibility of each lab member to be familiar with the ethical guidelines. If any person feels like these guidelines have been violated, please approach the instructor with your concern immediately.

WVU ACADEMIC POLICIES STATEMENTS

WVU maintains a set of academic policies at our published online (https://tlcommons.wvu.edu/syllabus-policies-and-statements) and in the WVU Catalog. Students are responsible for reviewing and understanding these policies. Please see the instructor(s) for any questions or clarifications.

In addition, the following policies apply specifically to this course:

- Regarding academic integrity: **Any student who engages in plagiarism should expect severe consequences, including termination of research activities and an "F" in the course, as well as possible probation, suspension, and/or dismissal from the University.**

  You are expected to be familiar with the definitions of dishonest practices (e.g., plagiarism, cheating, forgery, fraud, etc.). *All proposal documents, conference abstracts, & manuscripts must be your own writing*. You are responsible for understanding all forms of plagiarism. Be careful to cite any source used in standard APA format. Ignorance of what constitutes dishonest practices is not a defense for engaging in such practices.

  Warning: Plagiarism detection software is used in this class - You will submit your final document through TurnItIn via eCampus.

- Regarding attendance: Graduate students are expected to attend all scheduled lab meetings and individual mentor meetings. Events that justify an excused absence include illness, religious observances/days of special concern, mandatory military obligation, mandatory court appearance, conference attendance, and personal/family emergency. ***Please notify your faculty advisor if you will be absent***.

- Regarding adverse weather: In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

  Please check your email earlier on the day of class when adverse weather is occurring or forecasted. Your instructor will distribute a message if there is any change in class plans.

- Regarding Student Evaluation of Instruction (SEI): Course evaluations will be completed electronically and will be available at https://esei.wvu.edu at a date/time TBA in the last month of the semester. Please consider providing your constructive feedback on this course. ***The instructor's teaching is strengthened by knowing what works well and what/how modifications need to be made***.

- Land Acknowledgement Statement: WVU, with its statewide institutional presence, resides on land that includes ancestral territories of the Shawnee, Lenape (Delaware), Haudenosaunee (Seneca, Cayuga, Onondaga, Oneida, Mohawk, Tuscarora), Cherokee, and other Indigenous peoples.

  In acknowledging this, we recognize and appreciate those Indigenous nations whose territories we are living on and working in. Indigenous peoples have been in the land currently known as West Virginia since time immemorial. It is important that we understand both the context that has brought our university community to reside on this land, and our place within this long history.

  We also recognize that colonialism is a current ongoing process, and as scholars seeking truth and understanding, we need to be mindful of our present participation in this process.

Lab Management Tasks Checklist

Student Name:		**Semester/Year**:	

List below ***all projects***, involving ***data collection***, that you have worked on this semester:
1. X
2. X
3. X

Task	Comments	Date Completed
Reviewed study logbooks for completion, accuracy, & clarity – matching ALL participants listed with folder &/or REDCap data		
Clearly documented protocol deviations in study logbook		
Reviewed all participant folders to ensure there is no identifying info, all papers are organized within them, & special circumstances are noted clearly		
Neatly stored & labeled all study forms in filing cabinet – keeping signed consents/receipts in Cabinet C & raw data in a different cabinet		
Provided Christina with an updated gift card tracking file (if relevant)		
Stored unused gift cards in a LABELED & LOCKED moneybag		
Neatly organized & labeled all project supplies (e.g., digital recorders, project bags)		

Organized & "cleansed" computer files on lab computer (e.g., remove outdated files, drafts)		
Saved most up-to-date data file(s) in LAB DROPBOX account with clear file names & most recent date in file name		
Saved & organized other electronic files (e.g., audio files, transcripts) in LAB DROPBOX account		
Checked shared Dropbox folder (with Christina) to ensure that all up-to-date files are shared		
Established single password for all your sensitive study documents & sent this password to Christina for future record keeping		
Ensured all electronic files with sensitive &/or identifying information are password protected, stored on lab computer, and NOT stored on personal computers/devices		
Sent Christina your FINAL electronic file versions for all conference abstracts, poster presentations, & slide presentations for this semester		

Reflective Statement – Please briefly note below what went well this semester with your research and writing, what was challenging, what different steps you might take next semester, what you want to accomplish next semester, etc.

Signature & Date: