

POLI 328: Statistical Analysis

Fall 2021¹

DR. ETHAN BUSBY

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Office: 844 SWKT

Office hours:

Tuesday 12pm to 1pm, Wednesday 9-11am, or by appointment

All office hours are held in two formats: (1) in my office (844 SWKT) or (2) by Zoom.

You can schedule a time to meet with me here: <https://calendly.com/ethan-busby/15min>

Lectures: T/TH, 2:00– 3:15pm, MARB B124 (sections 1-4)

T/TH, 3:30– 4:45pm, MARB B124 (sections 5-8)

Labs: Fridays, 8am, 9am, 10am, 11am, 12pm (check which section you are enrolled in)

TAs:

- Section 1 (9am lab in 112 KMBL)– Patricia MacCabe, patricia.maccabe@gmail.com
- Section 2 (10am lab in 112 KMBL) – Morgan Rushforth, morganrushforth@gmail.com
- Section 3 (11am lab in 112 KMBL) – Zeke Peters, zeke.peters@byu.edu
- Section 4 (12pm lab in 112 KMBL) – Nathan Ellsworth, celtics.ellsworth23@gmail.com
- Section 5 (9am lab in 102 KMBL) – Mike Pulsipher, pulsipher.michael@gmail.com
- Section 6 (10am lab in 102 KMBL) – Grace Burns, graceburns117@gmail.com
- Section 7 (11am lab in 102 KMBL) – Grace Bates, graceabates98@gmail.com
- Section 8 (12pm lab in 102 KMBL) – Mike Pulsipher, pulsipher.michael@gmail.com

328 TA Office Hours Location: 122 KMBL and by Zoom (see Learning Suite for details)

328 TA Office Hours: See Learning Suite for schedule

¹ This syllabus is built on ideas from previous semesters of 328, including those developed by Dr. Mike Barber and Dr. Josh Gubler.

Course Overview

The social sciences (and the world generally) are full of intriguing questions; compelling answers, however, are much harder to find. Quantitative and statistical methods offer one approach to coming up with these answers. To that end, this course focuses on statistical approaches commonly used by researchers to describe the political, economic, and social world and evaluate theories of actors, institutions, and power. Throughout this course, you will learn the basics of using statistics to do data-driven research on political, economic, and social issues.

Statistical research in the social sciences requires different abilities and kinds of knowledge. It involves developing technical skills: an understanding of some basic probability and statistical theory, knowledge of how to apply that theory to different kinds of data and different kinds of issues, and basic computer skills necessary to obtain and analyze data. It also requires more conceptual and bigger picture abilities as well: formulating a well-defined question, surveying previous research on the topic, generating original ideas and insights supported by evidence and careful arguments, and effectively communicating your analyses and results to others through written reports and creative data visualizations.

To help you develop these abilities, we will do different things in different parts of this class. Prior to class, you will be required to watch one (or more) videos of foundational material for that day. Our class meetings, then, will emphasize working through difficult topics and working through examples together. You will also be required to attend weekly lab meetings, where you will learn how to work with data sets and statistical software and experience the process of doing empirical social science research. Through all three contexts, you will learn, practice, and repeat the things necessary to master the material for this class.

Course purpose

At the end of the course, students will develop the ability to evaluate statistical research conducted by others and use statistical methods themselves to answer questions in the social sciences.

Course objectives

This course is designed to help you:

Analyze human behavior using statistical skills.

Correctly interpret statistical evidence.

Produce and explain your own rigorous statistical arguments.

Each course at BYU has developed a set of expected student learning outcomes. In the parlance of the Political Science department's learning outcomes, this course helps you develop the skills of:

- Employ Rigorous Research Methods
- Write and Speak with Originality and Clarity
- Think Critically and Analytically about Politics

This course also fulfills the General Education Languages of Learning requirement and prepares students "to use numerical tools to explain the world in quantitative terms, interpret numerical data, and evaluate arguments that rely on quantitative information and approaches (Aims of a BYU Education)." As a General Education course, this class also fulfills University Core Learning Outcomes:

- Knowledge
- Communication
- Sound Thinking and Problem Solving
- Life-long Learning

Prerequisites

Political Science 200 is a strict prerequisite for this course. If you have not taken Political Science 200, take this course after you have. (You may not enroll concurrently in Political Science 200.)

Readings and texts

All readings should be read before class and reviewed afterwards as needed. The required text for the course is:

James H. Stock and Mark W. Watson. 2011. *Introduction to Econometrics*, 3rd ed. Boston: Addison-Wesley.

The 3rd edition has some improvements over the 2nd edition and rearranges some of the material. You could probably get away with using a 2nd edition if you did not mind consulting a classmate's textbook when necessary. (You can also use the updated 3rd edition, published July 2014.) Do not use the 1st edition. The book has a web site where you can download data sets and replication files here: [Stock and Watson Student Resources](#).

In 328, we use the statistical program Stata extensively. A recommended text for students looking for additional help with Stata is:

Alan C. Acock. 2016. *A Gentle Introduction to Stata*, 5th ed.

The TA lab sessions will also explain how to implement different commands in Stata, but if you want an independent source of information on how to use Stata in context of 328, this is an excellent book. You can also find information about Stata on various message boards online. There will be other readings from time to time available through Learning Suite.

You may find it useful to purchase your own copy of Stata. If you do not purchase your own copy, you need to plan ahead to use the computers in SWKT. Since some data sets we use have more than 1200 observations, you will need to purchase Stata/BE or Stata/SE (you can find information on the cost and how to purchase Stata [here](#)).

Course communication and contact

I communicate frequently with students and the class as a whole through announcements in class, email, and Learning Suite. You are responsible for all of these, even if you do not attend class. You are also responsible for keeping your email up to date at my.byu.edu and to let me know promptly if your email changes during the semester. If you choose not to check your email and/or Learning Suite you are taking the risk of missing critical course information.

The best way to reach me is by email – please contact me at ethan.busby@byu.edu. If you email me and do not hear from me within 2 business days, please follow-up. In general, if you contact me outside of normal working hours (M-F, between 8am and 6pm), I may not respond until the next business day. You can still email me outside of this window, but my response will be

delayed. Additionally, please put “POLI 328” in the subject line of your email so that I prioritize your messages.

Office Hours

I hold office hours on Tuesdays from 12pm to 1pm and Wednesdays from 9-11:00am. All office hours are held in two formats: (1) in my office (844 SWKT) or (2) by Zoom. If you would like to schedule a time to meet with me, you may do so at this link: <https://calendly.com/ethan-busby/15min>. That link will allow you to choose Zoom or an in-person meeting. If you meet with me in-person, you must wear a mask. You are welcome to drop by without scheduling an appointment, but I will prioritize speaking with students who have appointments. My strong preference is to meet with students during these times, but I am also available at other times if you make prior arrangements with me.

Office hours are an opportunity for you to do any or all of the following: get help on course material you find difficult, review material for exams, ask questions about upcoming assignments, discuss connections between our course and other classes you are taking, get advice about being a successful student, discuss what graduate school is like, and get other help that you need.

The TA office hours are listed and described on Learning Suite. Some of their office hours are in person (122 KMBL) and others are held on Zoom. More details are posted on Learning Suite. The names and contact information for each TA are also listed above and on Learning Suite. Here are some guidelines for working with the TAs during office hours (many suggested by students in past course evaluations):

- Come to the TAs with specific questions, having already worked on the problems.
- Do not ask TAs to re-teach a missed lecture or lab. Instead, get a copy of the notes from another student, look at the slides, read the book, and then ask the TAs questions about things you do not understand.
- Do not monopolize a TA's time (> 10 minutes) during office hours if there are other students waiting.
- Do not ask TAs to explain the whole assignment.
- Do not ask, "Is this answer right?" Instead, ask how to solve problems.
- If you want to ask, "I don't know where to start this problem," do not ask that on the morning the assignment is due.

Requirements, assignments, and grades

Mastering the statistical concepts and principles in this class requires repetition and practice. This principle drives the requirements of the class.

Assignment	Due date	Percentage of final grade
Weekly problem sets	Thursdays at 5:00pm (see schedule)	35
Pre-class quizzes	Before each class meeting	10
Midterm exam	10/23-10/29	15
Final exam	12/13-12/17	35
Class engagement	-	5

Unlike in many classes, including the others that I teach, I will not accept late work in this course. This is because of how the material in the class builds from class to class and assignment to assignment. Neglecting to turn in or complete earlier assignments will dramatically impair your ability to complete subsequent assignments. As a result, please turn in something by the deadlines, even if it is only partially complete. Should you experience some kind of emergency that prevents you from turning in the problem sets, please contact me as soon as you can.

All weekly problem sets are due on Thursdays at 5:00 p.m. electronically on Learning Suite. Please allow for sufficient time to upload your assignment prior to 5pm. I will not accept late assignments. The primary reason for no late assignments is so that we can discuss the assignment in labs after it is turned in.

Since everyone has difficulties at one time or another, **I will drop the one (and only one) lowest problem set.** I strongly recommend that you do not plan to drop an assignment. You would be better off turning in a partially completed assignment than skipping it entirely. Even if a problem set is dropped, you are still responsible for that material for the exams; further, the learning in this class is cumulative and not compartmentalized. In other words, the topics and skills we develop during one week will build directly into the following week. Failing to attempt a problem set, then, can throw a wrench into your learning that is hard to overcome.

Frequently, students who have already dropped an assignment early in the semester for convenience ask to drop another assignment later in the semester because of a more serious problem out of their control, such as illness, car accident, funeral, computer crash, fire alarm, etc. In these scenarios, I will drop the assignment for the real problem, but not drop the assignment dropped earlier for convenience.

Weekly problem sets

To achieve the course purpose, complete the learning objectives, and ultimately understand statistics, you must use statistics. A large part of this is the weekly problem set assignments you will complete each week. Each includes a variety of activities ranging from statistical theory problems to analyzing data and interpreting statistical results. All of them will also involve explaining concepts and results to a lay audience. Weekly problem sets will typically be posted on Learning Suite one week in advance (the Thursday evening the week before they are due).

You may work together on these assignments in groups of two or at most three, **but you must write up your answers and code separately.** Directly copying another students' answers is a form of academic dishonesty and will be treated as such. More detailed instructions on how to report your work together can be found in the Academic Honesty section of this syllabus. Generally, if you use other persons' work, you are trying to get a grade using someone else's knowledge. Further, this will impede your performance on the exams, where you are not allowed to work in groups. On each problem of each problem set, state with whom you worked, and if you worked alone, state that you worked alone.

Each problem set is divided into four (or sometimes three) parts. You will need to turn in your assignments with precise identification information. Most importantly, pay attention to the instructions at the beginning of each assignment. Your name, Poli 328, course section, lab instructor name, assignment #, and part # should clearly be indicated at the top of each document. This is to expedite the grading of your problem sets. If you omit this identifying information, you can expect a penalty. Any example of how you do this is the following:

Your name
Political Science 328
Dr. Busby
Your section (1, 2, 3, 4, 5, 6, 7, 8, etc)
TA Lab Instructor: Smith, Jones, etc.
Assignment # Part #

Answers begin here...

You can find more examples on Learning Suite. There will be no penalty for formatting mistakes for the first two problem sets (PS 0 and PS 1). For PS 2 through (and including the midterm), you will be penalized 1% of your score for one mistake, 2% for 2 mistakes, and 3% for 3 or more mistakes. From PS 7 to the final, this penalty will be doubled, so 2% of your score for one mistake, 4% for 2 mistakes, and 6% for 3 or more mistakes.

You should expect to spend a substantial amount of time on these problem sets each week – many students report spending up to 15-20 hours on a problem set. These are a crucial part of your learning and a significant part of your grade, and you should treat them as such.

Pre-class Quizzes

I employ a flipped classroom method of teaching this class. This means that much of the traditional “lecture” takes place before class in the form of recorded videos. Our time in class together, then, emphasizes active learning together, solving problems, and answering questions about the material for class that day. I structure the class this way to use our time together as effectively as possible and encourage you to engage with the topic for a given class in multiple different ways. As such, you need to complete the required readings *and* watch the recorded lecture before each class period. The recordings vary in length depending on the topic but are typically between 45 to 60 minutes long.

To encourage you to read and watch the lectures before class, you are required to complete a quiz before each class on the reading material and video for the upcoming class period. The quiz will usually consist of 6 multiple-choice questions on Learning Suite. This is an open book quiz, but you may not consult with anyone else on the quiz. You must finish the quiz by 10:00am on the day of class so that we can incorporate your questions and concerns in lecture that day. I will drop the 4 lowest-scoring quizzes.

Exams

There are two exams for this course - a midterm and final exam. Both exams are take-home, open-note exams that you will have a week (roughly) to complete. There is no time limit on the exams (outside of the date range). The exams require you to solve problems that are an expanded version of the weekly problem sets and require more time to complete than a typical problem set. To provide you with additional time to complete the exams, we will not hold class during the week of either the midterm or final exam. While you may use notes, books, and any online resources for the exam, you are not allowed to consult with anyone (student, friend, pen pal, etc.) on these exams.

Class engagement

Engaging in class discussions, asking questions, and otherwise participating are critical components of learning in this course. As a result, 5 percent of your overall grade is determined by your class engagement. This can take many forms – including (but not limited to) attending class meetings, asking questions in class, answering questions, staying engaged with the class discussion, speaking with me during office hours, and participating in online class activities. This is especially important given the format of this class, which involves a large amount of class discussion and interaction with each other.

To help me evaluate your participation, I keep track of your attendance in class. **If you miss more than three class meetings**, your engagement grade will begin to go down. **If you miss more than one lab section**, your engagement grade will begin to go down. I will generally not penalize you for being late or needing to leave a few minutes early; however, if you only attend class for five minutes, this will be counted as an absence. Should you become ill with COVID or have some other extenuating circumstance, please contact me as soon as possible. More details are under the COVID policy section of this syllabus.

As part of your engagement grade, you must meet me during my office hours at some point during the semester. These meetings need not be long – they are just to allow me to get to know you and see what I can do to help you succeed. If you have a really good reason why you cannot come to my regular office hours, please let me know early in the semester so we can find an alternative time to meet. If you do not meet with me during my office hours at least once in the semester, you will automatically lose one of your 5 engagement points.

Course Schedule

Learning suite contains a course schedule for our class, which contains the dates and topics of lectures, assigned readings for each day, due dates of problem sets and pre-class quizzes, and dates of the midterm and final exam. Please look over the entire semester to make sure you do not have conflicts with any of these important dates *prior to the start of the semester*.

How to Succeed in this Course

I do not assign a set number or percentage of As, Bs, and Cs. Instead, the course is graded with a curving procedure, based on evaluating each part of each assignment or exam. For each part of the assignments and exams, the TAs and I will evaluate if the grading of that part needs to be adjusted. Specifically, we will consider adding points back on a section of a problem set or exam when all of the following conditions are met:

- No student received at least 85% of the points for that section
- The average score on that section is statistically lower than 80%
- At least 75% of the class attempted to complete that section.

If all three conditions are met, we will award some points back on that section. I will determine how many points to add based on my judgment and consultation with the TAs. No points will be awarded to students who do not attempt that section. I use this method of grading to encourage you to attempt each section of an assignment while acknowledging that there are times when exams and assignments need to be adjusted.

With respect to your overall grade, I will award the higher of two grades:

- your overall point total
- your point total when replacing your midterm exam score with your final exam score

This allows students who take longer to get the material to still do well in the class. However, if you do not work on the weekly assignments, you will not do well on the final exam. To reflect this, **the second option (where your midterm score is replaced by your final exam) is only available to you if you complete all but one of the problem sets.**

As in many other subjects, learning statistics requires that you are exposed to it multiple times. Do not expect to understand everything in the book the first time you read it. Do not expect to master the material after coming to a single lecture. It takes reading, hearing, and applying the material to grasp the concepts.

Students who have succeeded in this course have the following characteristics. They

- Read the material before coming to class.
- Come to class with questions.
- Attend office hours and ask the TAs questions regularly
- Do not text/email/Twitter/Facebook/etc. in class.
- Study in groups to make sure they understand the material.
- Spread work on the weekly assignments across the week.
- Seek feedback from others.

Academic honesty, plagiarism, and group work

From the Academic Honesty section of the BYU Honor Code: "The first injunction of the BYU Honor Code is the call to 'be honest.' Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. 'President David O. McKay taught that character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim."

"BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct"

As already noted, you need to acknowledge the contributions of others toward your problem sets in this class. I repeat the following guidelines and add clarifications:

- **You may work together on the weekly assignments in groups of two or at most three, but you must write up your answers separately.** Starting with a group document and then giving copies of that document to members of the group is not writing up answers separately. You must start with separate, individual answers. If you find yourself emailing or copying files having to do with weekly assignments, you are violating this policy. If a group is working on a single computer to conduct analyses, which are then recorded and shared, then the group is violating this policy. If you are working together on one computer, then you are violating the policy. If you have your answers on a flash drive/google doc/shared folder and you give that flash drive/google doc/shared folder to another student, you are in violation of the policy. The first time I see group work turned

in as individual work (even with "worked with" citations), I will take the number of points earned and divide it by the number of people in the group. The next time, the penalty will be even more severe.

- There is a "student solutions manuals" for Stock and Watson, 3rd ed. that has answers to odd-numbered exercises. You may use it provided you follow the citation guidelines discussed above (for which you only get partial credit). There is also an "instructor solutions manual." (It has answers to all problems.) **You may not use this.** If you find yourself searching for something like "Stock and Watson instructor solution manual," then you are well on your way to violating the Honor Code. If you have used this, I will refer you to the Honor Code Office.
- If you have any questions about these guidelines, please ask me. Do not attempt to exploit loopholes.

Course and University Policies and Resources

COVID and sick policy:

As you certainly have not forgotten, the COVID-19 pandemic is continuing both in and outside of BYU. In keeping with the statements and policy of the BYU administration (see [here](#)) and leadership of the Church of Jesus Christ of Latter-day Saints (see [here](#) and [here](#)), I encourage you to get vaccinated if you have not already. You can find details about getting vaccinated free of charge on campus [here](#).

BYU has instituted a mask mandate for the Fall semester (see [here](#)). For our class, this means that you are required to wear a mask (that covers your nose and mouth) during our class meetings, during Friday labs, when you meet with TAs in person, and when you meet with me in person. I will have extra masks with me if you forget to bring a mask to class; if you refuse to wear a mask, you will be asked to leave class. If you refuse to leave class, the whole class will be dismissed and you will be reported to the Dean of students.

Please do not come to class when you are sick or when you should be quarantining due to exposure to COVID-19. If this should happen to you, please reach out to me and your TA - we will either make a Zoom livestream or recording of class available to you. This is only permitted by my approval, and I require that you follow-up with one of the TAs about the classes you miss (without this, you will not be given full participation points). If you have an official university accommodation in this area, please let me know so we can make a plan together to help you succeed.

If the university must transition to completely online classes due to COVID-19, we will shift the labs and in person class meetings over to Zoom. Nothing else about the class will change – including due dates, readings, or how to submit your exams and problem sets. I have structured this class so that that change, if necessary, will be as smooth as possible.

If you have concerns or questions about these policies, please let me know by email, discussion before or after class, or by meeting with me during my office hours.

Grade appeals

If you would like to appeal an assigned grade, *you must submit a written statement to me explaining why the grade should be changed (within two class periods of receiving the grade).*

At the end of the semester, many students wish they had done a few points better and appeal to instructors to boost their grades a few points or provide them with extra credit/make-up opportunities. This tendency is understandable based on pressures students face (scholarships, job/law school/graduate school applications, athletic requirements, etc.). However, you should be aware of two things – first, providing such opportunities to some students and not others at the end of the semester is not fair to other members of the class and undermines my commitment to follow the course as outlined in the syllabus. Second, when instructors provide boosts to students who ask, this reinforces inequities between students from advantaged and disadvantaged backgrounds (e.g., first-generation college students, students facing economic hardship, minority students, etc.).

I provide you with opportunities throughout the class to get help, feedback, and work towards a grade you are happy with – this is my way of helping you succeed while still being fair. If you ask me for a grade boost at the end of the semester, I will review your grades throughout the class to ensure there are no errors in the grading; however, I will never provide last-minute extra-credit opportunities or grade boosts to give you the score you would like.

Rescheduling Exams

Only in the rarest of circumstances will I consider giving you an exam on an alternative date or time. Examples of such circumstances include emergencies in one's immediately family or university excused absences. Examples of circumstances where I will not consider giving you an alternative exam time are: personal travel plans, sleeping in, and coursework in other classes. You must contact me at least one week prior to the exam (in the case of final exams, one week before the last class meeting) about these issues, and preferably at the start of the semester. If I agree to give you the exam at an alternative date, I reserve the right to give you an alternative version of the exam to protect the fairness of the exam for all students in the class. In the case of unexpected emergencies, please let me know about your situation as soon as is safe.

If you ask me to reschedule an exam for you but I decide not to, you must complete the exam at the normal time or you will receive a score of 0% on that test.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting online or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Classroom environment

At times, we may cover topics and have conversations that challenge your viewpoints or provoke intense discussion. I expect everyone to be respectful of others' views, *especially when those views challenge their own*. Being respectful involves genuinely listening to others, asking questions instead of making assumptions, learning to put yourself in the perspective of others, and giving other people the same treatment and respect you want for yourself. My goal is to create an environment where all students feel safe sharing their views and, in turn, feel respected by other students and myself. You should feel free to present viewpoints that differ from my own and to ask challenging questions of the material presented in class.

Courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Disruptive behavior such as disrespecting a member of the class, disrespecting another member of our community, or using hurtful language will not be tolerated. I reserve the right to ask students to leave the classroom and take further action if disruptive behavior persists, in particular if a verbal warning is ineffective at eliminating the behavior or if a single incident is particularly egregious.

If, at any point, you feel that I have failed to create this type of environment or have not been respectful of your views, I ask that you please inform me as soon as you can so that I can address the issue appropriately. Additionally, if you have any concerns about the topics planned for the course, I would ask you to speak with me as far in advance as possible.

Policy on Absent Instructor

If I have not arrived by 15 minutes after the start of class, you are free to leave without penalty. I will send an email with as much advanced notice as possible if I need to cancel class.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the

inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Research & Writing Resources

I highly recommend you use resources from the University to improve your writing. These include the FHSS writing lab and the BYU Research & Writing Center. You can sign up for online appointments at the FHSS writing lab by going to the Writing Lab Website: <https://fhsswriting.byu.edu/> Trained student advisors from our college can help you with any stage of the writing process.

The BYU Research & Writing Center (3340 HBL) is an additional resource where trained undergraduate consultants provide individualized assistance on assignments at any stage of the research and writing process. Consultants aim to help you meet assignment expectations, answer questions, and increase your skills and confidence in research and writing. Before visiting, familiarize yourself with the RWC's services and resources. When visiting, bring whatever materials will help the consultant best help you, including your assignment description, feedback from your instructor or TA, specific questions, and related materials. To learn more, visit rwc.byu.edu

Other University Resources:

Many people, including students at BYU, struggle with emotional and mental challenges like stress, depression, and anxiety. The office of Counseling and Psychological Services at BYU offers a variety of services to help students manage these very common issues. Counseling is available to full-time students with concerns such as anxiety, depression, eating disorders, interpersonal conflict, marital problems, self-esteem, social relationships, and stress management. All of these services, consistent with the highest standards of professional psychology, are provided in a confidential manner. Counseling and Psychological Services is located at 1500 WSC and by phone at 801-422-3035. Visit their website at <https://caps.byu.edu/> for more information or to make an appointment.

Resources for Dealing with Sexual Assault

BYU interprets Title IX in a way that classifies most faculty and full-time staff as "responsible employees," which means that they are required to inform the Title IX office if they know of or have reason to suspect any sexual misconduct experienced by or perpetrated by BYU employees, students or visitors, regardless of whether the misconduct happened on or off campus. This means that if you share with a faculty member that you have experienced sexual assault while affiliated with BYU, they are obligated to report it to the Title IX office. The Title IX office will follow-up with you and provide you with resources. New BYU policy prevents the Title IX office from sharing information with the Honor Code office, except if the individual accused of sexual assault is found guilty of violating the Honor Code. Even then, the names of the victim will be kept confidential and the victim will be granted amnesty for Honor Code infractions surrounding the assault. If you decide you would like to report the assault to the police, the BYU Police (801-422-2222) and Provo Police (801-852-6375 or 911 if you fear you are in physical danger) are well-equipped to handle sexual assault cases.

If you need support but are unsure about whether you are ready to report the assault to the Title IX office or the police, here are some resources that are confidential:

A) The 24-Hour Sexual Assault Hotline (1-888-421-1100). They will provide you with a victim advocate who will compassionately walk you through all of your options. The Hotline has no relationship with either BYU or the police, and they will keep all information you share totally confidential.

B) BYU Counseling and Psychological Services (caps.byu.edu or 801-422-3035 or 1500 WSC). Counseling and Psychological Services is a free and fully confidential resource on campus. They have crisis counselors available 24 hours a day; if you are calling after hours, call the BYU Police (801-422-2222) and ask to speak with the crisis counselor on duty. You do not need to inform the BYU police that you are calling regarding a sexual assault.

C) Domestic Violence Hotline (801-377-5500 or 911 if you fear you are in physical danger). If your assault is related to domestic violence or if you are experiencing physical or emotional abuse (including controlling or degrading words and actions), the Center for Women and Children in Crisis (cwcic.org) has many resources available to help you, including education/support groups and shelter for you and your children.

Please seek help from these sources. They have highly-trained staff who will believe you and support you. Always remember that sexual assault and abuse are not your fault; someone has violated your agency, and in doing so, they have committed a grave sin. You are a beloved child of Heavenly Parents. Please seek out the help that will allow you to begin to heal.