

**T CORE 102E: INTRODUCTION TO SCIENCE
“DISEASES THAT CHANGED THE WORLD”
FALL 2016**

Course Information

(The course schedule is on the last page of this syllabus)

Class Times: MWF, 9:30-10:50AM, WCG 209

Instructor: Jutta Heller, Ph.D.

Office Location: SCI 206

Office Phone: 253-692-4316

E-mail: jheller3@u.washington.edu

- The best way to get in touch with me is via email, as I check it regularly during the day, evenings, and even on weekends (sometimes). While I will do my best to get back to you as soon as possible, don't expect a prompt reply after-hours or on weekends.
- **E-mail Policy:** http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Walk-in Office Hours: Mondays 11AM-12:15PM; Thursdays 1-3 PM, other times by appointment.
Location: SCI 206

Please take advantage of my office hours. I really want to help you understand the material and will be more than pleased to talk with you. A willingness to ask questions is the hallmark of a mature, serious student. I am here to help you. You have to do your part, though, and make the effort to come talk to me. And please don't wait until mid-quarter when you've fallen way behind. Start early.

Course Description

This course will investigate human diseases that significantly affected the course of history. We will consider the biology, transmission and treatment of these diseases, as well as their historical, medical, ethical and social impact on world history.

Core

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university's general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you'll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Learning Objectives

ABILITY TO APPLY THE PROCESS OF SCIENCE

- Understand science is evidence based and grounded in the formal practices of observation, experimentation, and hypothesis testing

- Understand and apply basic principles in experimental design
- Identify problem-specific methodologies
- Gain hands-on experience collecting data to draw conclusions
 - Observations and procedures– importance of documentation
- Evaluate scientific information and the methods used to generate the information

ABILITY TO USE QUANTITATIVE REASONING

- Understand that mathematics underpins science
- Generate and interpret tables and graphs

BILITY TO UNDERSTAND THE RELATIONSHIP BETWEEN SCIENCE, MATH AND SOCIETY

- Understand science/math as a human endeavor in which all people can participate
- Understand how societal issues influence the direction of science and math
- Understand how science and math influence our everyday lives
- Build a sense of civic responsibility

COMMUNICATION/SELF EXPRESSION

- Formulate an original thesis-driven argument and sustain it in both written and verbal communication.
- Express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- Identify, analyze, and summarize/represent the key elements of a text.

GLOBAL PERSPECTIVE

- Think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

Course Web Page on Canvas

The TCORE 102 homepage is on Canvas. You can get to Canvas from the main UWT webpage at <http://www.tacoma.uw.edu/>, then mouse over “Tools” at the top and select “Canvas” from the menu that appears. You should be automatically enrolled in the course and see it listed on your “Dashboard”. The Canvas course page has the course syllabus, lecture slides, additional readings, important announcements and handouts, and other fun and useful information that may be added over the course of the quarter. *Be sure to check the Canvas site frequently for announcements and uploaded material.* Let me know if you have any trouble with this and we can figure it out together.

Required Texts and Materials

- Book: Sherman IW. 2007. Twelve Diseases That Changed Our World. Washington (DC): ASM Press.
- Additional materials posted on Canvas.
- A calculator – does not need to be fancy, but should **NOT** be attached to your cell phone.
- Internet access (computer lab or personal computer).

Course Requirements & Grading

<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

The course grading scheme is set up in such a way that missing just one or two small things will not have a huge impact on your grade, but missing several will!

Assignments

Read each assignment description (excluding in-class assignments) *well before* the due date and ask your instructor for clarification if needed. Assignments are to be completed individually, unless otherwise stated. Your instructor may not be able to access certain formats on Canvas, thus electronic submissions must be .doc, .docx, or .pdf. Graded assignments cannot be redone for a grade increase.

Did you know that you and other UW students can get a **FREE subscription to Microsoft Office 365**? Visit <https://www.washington.edu/itconnect/wares/uware/microsoft/microsoft-office-365-proplus/>

Pre/Post Surveys = 30 points

You will complete two surveys at the beginning (“pre”) and end (“post”) of the quarter. These assignments are worth a total of 30 pts and will be used to help science faculty assess:

- how this class impacts your science-related assumptions (TOSRA)
- how this class impacts your scientific literacy skills (TOSLS)
- how this class impacts your understanding of diseases and their impact on history and society

A third survey is short and biographical and is due at the end of the first week of the quarter for extra credit.

In-class activities & exercises = 30 points

- There will be exercises to be completed during most lectures. They may also be based on answering questions or completing exercises that I ask you to work on in groups during lecture. This will help me find out what questions and unclear points still remain at the end of lecture. Since these are measures of participation and exist to encourage attendance and engagement, there will be **no make-up for missed in-class activities**.
- **Reading Quizzes:** there will be a short quiz at the start of any class for which there was a reading assignment from the book. **Please be sure to be on time for this quiz as it cannot be made up!**

Homework

- **Responses (blogs): 4 x 10 points each = 40 points.**
You must respond to the prompts provided throughout the quarter. These prompts are based on a topic or an issue we have discussed in class. Your blog (200-300 words) can describe the issue being addressed, including personal feelings and opinions, as well as what you think the societal impact is. Keeping a blog (aka “free write”) will allow you to develop key skills in critical analysis and writing communication. Assessment rewards thoughtful analysis in your own words and clear, succinct writing.

Quizzes and Exams

- **Two (2) quizzes: 15 points each (30 pts total)**
- **Two (2) exams, including final: 50 points each (100 pts total)**

The quizzes and exams may cover any material related to subjects discussed in lecture, class discussions, or readings. The quizzes and the exams will be a mixture of problems, open-ended questions, and even multiple-choice or fill-in-the-blank questions.

Authentic Lab Experience = 15 points

- As an “introduction to science” course, it is critical for you to experience the scientific process rather than just hearing about it. We will conduct an experiment that looks at the antibiotic resistance in *Staphylococcus epidermidis* bacteria isolated from your skin. Part of this laboratory experiment will be to submit your hypotheses and results in a report. A detailed description of this assignment will be posted on Canvas.

Final Project = 50 points

- Early in the quarter you and one or two of your peers will select a disease of local or global concern and research it from as many angles as you can: molecular, medical, social, psychological, ethical, legal, historical, etc, and develop a public health initiative (or plan) to educate the public about disease prevention, screening, etc. You get to choose the disease, but it has to be one that was NOT covered in detail in class! As part of this assignment you will also do research on one or more scientists who were/are significantly involved in the discovery or research of this disease. You will be completing various parts of this assignment with instructor guidance throughout the quarter.
- **You will be submitting three regular reports on the progress of your research. Think of these progress reports as “drafts”. Each progress report is worth 10 points.**
- This group project will result in either
 - o an oral presentation to the class that will allow you to develop speaking skills
 - o **or** a video – such as a Public Service Announcement (PSA) or documentary. UWT staff will help you learn how to film and edit your video, so no technical knowledge is required (see <http://www.tacoma.uw.edu/information-technology/multimedia-and-video-production>)
 - o **or** a poster presented at the Fall Student Showcase in early December (date TBD).
- Either of these assignments is worth 50 points. A detailed description of this assignment will be posted on Canvas.

Points per assignment:

Surveys (TOSLS & TOSRA)	30 pts (8.7%)
Quizzes (2 x 15 pts)	30 pts (8.7%)
In class exercises	30 pts (8.7%)
Homework assignments (Blogs and Problem sets)	40 pts (11.6%)
Exams (2 x 50 pts)	100 pts (29%)
Final Project Progress reports (3x10 pts)	30 pts (8.7%)
Lab Experiment Report	15 pts (4.3%)
Participation & Reading Quizzes	20 pts (5.8%)
Final Project	50 pts (14.5%)
TOTAL POINTS POSSIBLE	345 pts

Group Work

Group work is to be equally distributed among the members of your group. Please inform your instructor if a group member is not doing his/her share of the work and you have tried unsuccessfully to resolve the issue. You are still responsible for turning in a complete Final Project even if one or more of your group members drops the class or fails to participate. Those who do not contribute will receive a score of zero for that assignment.

Absences from exams

If you know in advance that you will have a legitimate conflict with a scheduled exam, please let me know in writing during the first week of the course the nature of your conflict and which date it applies to. We may be able to arrange to take the exam 1-2 days in advance. If you miss an exam for a legitimate but unforeseeable reason such as documented illness (one that reasonably prevents you from making it to the exam or a highly infectious and contagious disease), a makeup exam will be conducted at the next possible date and convenience of the instructor. Do not assume that you will be able to make up an exam if 1) it is not

a documented medical emergency or 2) you do not provide me with written notice during the first week of classes. Please refer to the section below entitled “Disability Services” for special needs.

Final Grades

Your final grade will be calculated using the formula below. You will receive a point grade on all exams, exercises, and assignments that can be easily converted to a final percentage and a UW decimal grade using a standard UW Grade Schedule (see below). Any questions regarding final grades will be discussed at the beginning of the next quarter so that your instructor may enjoy her break. There will be no rounding up and requests to be "bumped up" to a higher grade will be ignored.

Grading Scale

Letter	% cutoff	UW decimal grade
A	97-100	4.0
	94-96	3.9
A-	93	3.8
	92	3.7
	91	3.6
	90	3.5
B+	89	3.4
	88	3.3
	87	3.2
B	86	3.1
	85	3.0
	84	2.9

Letter	% cutoff	UW decimal grade
B-	83	2.8
	82	2.7
	81	2.6
	80	2.5
C+	79	2.4
	78	2.3
	77	2.2
C	76	2.1
	75	2.0
	74	1.9
C-	73	1.8
	72	1.7

Letter	% cutoff	UW decimal grade
	71	1.6
	70	1.5
D+	69	1.4
	68	1.3
	67	1.2
D	66	1.1
	65	1.0
	64	0.9
D-	63-62	0.8
	61-60	0.7
E	59-0	0.0

Academic Standards/Plagiarism

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas—or unique phrasing of those ideas—without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious. Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others’ ideas in texts, or attributes information from texts in one’s own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible.

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Incomplete

http://www.washington.edu/students/gencat/front/Grading_Sys.html#I

An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

Late Work

If you have a serious personal issue and need an extension on an assignment, please contact me **in advance** to make alternate arrangements and get a possible no-penalty extension. I reserve the right not to grant extensions. I do not grant extensions after due dates have passed. Late submissions of lab worksheets or assignments will not be accepted without an extension given prior to the due date. A late submission of the paper will be penalized at a rate of 1/3 off per day that it is late and is worth no points after 3 days, including weekends and holidays. I will not give you feedback on late assignments and papers (including drafts) and they will not necessarily be graded in a timely manner.

Electronic Devices

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom **ONLY** with the permission of the instructor. Activities that are non-relevant to the course, such as reading/writing emails, social networking, facebooking, surfing the web, playing games, and texting, are considered disruptive activities when class is in session **AND WILL NOT BE ALLOWED**. I will not hesitate to publicly ridicule students who do not comply with this policy.

Classroom etiquette

To ensure a positive, effective learning environment, you must always act and speak respectfully to one another and to me.

- Please arrive promptly, and do not pack up your things or leave until the lesson is over. If an exception is unavoidable, choose your seat unobtrusively.
- Attendance is expected at all class periods. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
- Your fellow classmates and your instructor will all appreciate it if you do not give them your contagious disease. Please do stay home from class if you are unwell and suspect it may be catching. It is your responsibility to contact your instructor to come up with a make-up plan.
- Class participation is critical and expected. Contribute to the learning atmosphere, ask/answer questions, engage in group work, and come prepared. Preparation may include having done any assigned readings, having had adequate sleep and/or caffeine, and having a positive attitude so you are *mentally* present - not just physically! **Please review the Participation Rubric posted on Canvas.**
- Fully engaging in the course means that you should NOT be doing work for other classes, or socializing (in person or electronically) during our class time. If I deem your behavior disruptive, I may ask you to leave. If you are bothered by someone else, feel free to speak to them (respectfully) and don't hesitate to tell me.
- We will be engaging in a laboratory experiment in the middle of the quarter.
- Turn cell phones (pagers, laptops with alarms) off before you enter lecture, especially for exams!!!
- Do not bring children, friends or other visitors to class without talking to me about it first.

- In return you can expect from me to show you as much respect as you show me. I am always available to meet with you if there is anything you wish to discuss with me. Come to my office hours or make an appointment. I will also do my very best to return graded exams and assignments to you as soon as possible.

Missing class

Make responsible decisions about your own and public health. Please contact me *as soon as possible* if you cannot make it in to a quiz or an exam for a *legitimate* reason like inclement weather, personal/family member illness, or a university-sponsored absence, so we can make alternate arrangements for making up what you missed. Please do not wait until the end of the quarter to contact me about missed assignments, as it gets progressively harder to arrange for a makeup!

Study Groups

Study groups can be a powerful learning experience and can make studying more efficient, effective, and fun. Focused study with others allows you to pool your ideas and see material from a different perspective. It also gives you a chance to organize, verbalize, and explore your own ideas or questions and get feedback from the group. I strongly encourage you to form study groups that meet regularly to discuss the subject matter of the course.

To form a study group:

- Talk to people in class to find others with similar schedules and goals.
- Aim for 2 – 4 students per group. Larger groups may not give everyone a chance to participate fully; smaller ones may not generate enough ideas or feedback.
- Choose a convenient, comfortable place to meet, with minimal distractions. Schedule the first meeting early in the quarter, to clarify the goals of the group (to go over weekly study questions, to study for exams, to discuss the reading and/or ideas generated by the class, etc). I recommend a weekly meeting, but other arrangements can work well, too. Make verbal commitments not to schedule other activities during the agreed on meeting times.
- At the first meeting, discuss how long you will meet each time, the kinds of activities you think would be most helpful, if you would prefer a structured group that might assign particular duties or questions to each person or a group that is more free-form, etc. If you find that the group you've signed up for doesn't have compatible goals or preferences, find another.

Academic Support

Numerous campus resources are available to support your academic success. Know your options and seek help and resources when needed.

Disability Resources for Students (Office of Student Success)

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Resources for Students (DRS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DRS at 253-692-4508, email at drsuwt@uw.edu, uwtshaw@uw.edu or visit tacoma.washington.edu/studentaffairs/SHW for assistance.

Library

The UW Tacoma Library provides resources and services to support finding resources for your assignments. We guide students through the research process, helping you learn how to develop effective strategies and find and evaluate appropriate resources. In addition to research and instructional support, we manage course reserves and print and digital collections and provide spaces for group and individual study. For assistance or more information, visit our service desks, located in SNO and TLB, or our website, tacoma.uw.edu/library/library.

- Research Support - Get assistance starting a research project.
- Subject Librarians - Make an appointment with a subject librarian to talk about library resources, research strategies, focusing a topic, evaluating information and more.

Teaching and Learning Center

The Teaching and Learning Center offers free academic support for students at all levels. We offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. We also work with students on questions about English grammar & vocabulary, reading, and learning strategies. We are located in Snoqualmie 260 and online. Our schedules for appointments and drop-in visits are posted on our website at tacoma.uw.edu/tlc. For special needs or subject tutoring requests, please email uwteach@uw.edu or call 253-692-4417. (TLC) 2nd floor of the Snoqualmie building

- Writing & Spanish support: writing consultations, online tutoring, workshops & support
- Quantitative skills support: peer tutoring available for math, science, statistics and more...
- ESL Support - Help for students whose first language is not English
- Technology Support - Labs, software, equipment checkout and help with Canvas, Google, email, logins, etc.

Self and Family Support

Everyone needs a little help sometimes. Here are a few campus resources on campus to help you get through those challenging times.

Student Success Mentoring Program

Connect with a faculty or staff mentor. <http://www.tacoma.uw.edu/equity/student-success-mentoring-program-ssmp>

Counseling Center (Office of Student Success)

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522, email uwshaw@uw.edu, or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting www.tacoma.uw.edu/counseling.

UWT Student Health Center

LBH 102; 1742 Market Street, Tacoma WA, 98402. Basic services at Student Health Services (SHS) are provided at no cost to currently enrolled UW Tacoma students. However, you may incur costs for services provided off campus, such as lab tests, and for some on-campus services, such as immunizations. The SHS staff will identify any services that you would have to pay for.

http://www.tacoma.uw.edu/studentaffairs/SHW/shs_healthservices_about.cfm.html

The Pantry

The Pantry provides supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students and their families. Location and information can be found by visiting: tacoma.uw.edu/thepantry Stop by during weekly drop-in hours (DOUGAN 104) Check website for hours.

Shelter for Young adults near our campus

Beacon Center - Shelter for young adults 18-24. Open daily 6:30pm – 6:30am. Doors close at 10 pm. Located at: Beacon Senior Center 415 South 13th Street Tacoma, WA. The shelter has 40 beds and serves young people ages 18-24. Please call 253-256-3087 for more information._

<http://www.communityyouthservices.org/piercecounty.shtml>

Resources for low income and people experiencing homelessness: <http://mdc-hope.org>

Oasis center

Oasis transforms the lives of queer youth by creating a safe place to learn, connect, and thrive. Oasis envisions a world in which queer youth are valued in the community as strong, creative leaders. Oasis is the only drop-in and support center dedicated to the needs of LGBTQ youth ages 14-24 in Pierce County. We are a youth-adult partnership in which youth and adults come together for shared teaching learning and action! **Office Phone: 253-671-2838.** Emergency Cell Phone: (253) 988-2108

Short-term Loan Program

The Office of Student Financial Aid has funds available for short-term loans to assist students with temporary cash flow problems. Additional information can also be found by visiting: tacoma.uw.edu/uwt/admissions/financial-aid/loans

Campus Safety Information: <http://www.tacoma.uw.edu/campus-safety/home>

Safety Escort Program

Safety escorts are available 24 hours a day, 7 days a week, there is no time limit. Call the main office line at 253-692-4416.

In case of a fire alarm

During an emergency evacuation, take your valuables ONLY if it is safe to do so. You could put yourself or someone else at risk by delaying your exit. Plan to return to class once the alarm has stopped. Do not return until you have received an all-clear from somebody "official," the web or email.

In case of an earthquake

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather

Call (253) 383-INFO or check the UWT homepage to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, check Canvas as well as your email for announcements on whether a particular class will be held or not, and/or the status of pending assignments. If you are still unable to determine whether a class will be held, call the program office number for updated information. Information on many of these resources can be found at: <http://www.tacoma.uw.edu/teaching-learning-technology/e-syllabus-campus-information-resources-policies-expectations>

COURSE SCHEDULE*

* Subject to change at instructor's discretion.

Wk	Day/Date	Class Topic	Readings & Assignments
1	Wed Sept 28	Introduction – Meet & greet	
	Fri Sept 30	Course Overview: Syllabus, Canvas, etc.	
2	Mon Oct 3	Introduction to the Biology: Cells & Molecules	Biographical Survey due (Canvas)
	Wed Oct 5	“How I Learned to Love the Library” with Katie Monks MEET in SNO 136 (to the right of the reference desk)	TOSLS, TOSRA surveys due (Canvas).
	Fri Oct 7	The spread and impact of diseases	
3	Mon Oct 10	Introduction to Bacteria	
	Wed Oct 12	The Plague	Sherman Ch. 5
	Fri Oct 14	Quiz 1; Cholera	Sherman Ch. 3; Response/Blog #1 due
4	Mon Oct 17	View slides of pathogens under microscope Meet in SCI 211. Wear lab-appropriate clothing.	Final Project Progress Report #1 Due
	Wed Oct 19	Tuberculosis	Sherman Ch. 7
	Fri Oct 21	Antibiotic resistance and introduction to lab exercise	Lab Exercise Handout
5	Mon Oct 24	Antibiotic resistance lab exercise, Part 1 Meet in SCI 211. Wear lab-appropriate clothing.	
	Wed Oct 26	Group project prep time; Midterm review	
	Fri Oct 28	Midterm Exam	Response/Blog #2 due
6	Mon Oct 31	Antibiotic resistance lab exercise, Part 2; Meet in SCI 211. Wear lab-appropriate clothing.	Final Project Progress Report #2 Due
	Wed Nov 2	Eukaryotic Pathogens and their diseases: Malaria	Sherman Ch. 8
	Fri Nov 4	Introduction to Viruses	
7	Mon Nov 7	Antibiotic resistance lab exercise, Part 3; Meet in SCI 211. Wear lab-appropriate clothing.	
	Wed Nov 9	Guest Speaker: Dr. Karen Cowgill, Epidemiologist	Response/Blog #3 due
	Fri Nov 11	NO CLASS – VETERANS DAY	
8	Mon Nov 14	Viruses and their Diseases: Influenza	Sherman Ch. 10
	Wed Nov 16	Viruses and their Diseases: Smallpox	Sherman, Ch. 4
	Fri Nov 18	Quiz 2	Final Project Progress Report #3 Due
9	Mon Nov 21	Viruses and their Diseases: HIV/AIDS	Sherman Ch. 11
	Wed Nov 23	Group project prep time	
	Fri Nov 25	NO CLASS – THANKSGIVING HOLIDAY	
10	Mon Nov 28	Vaccinations: History and current issues	Sherman, pp. 57-67
	Wed Nov 30	Introduction to Genetics	
	Fri Dec 2	Genetic Disorders: Hemophilia and the Royal House of Europe	Response/Blog #4 due; Sherman Ch. 1
11	Mon Dec 5	Group project prep time	
	Wed Dec 7	Oral Presentations	Final Project due
	Fri Dec 9	Oral Presentations, cont'd	
12	Wed Dec 14	FINAL EXAM, 8-10:05 AM, WCG 209	

Disclaimer: Topics, readings, due dates and the rest of this syllabus may be revised or updated as the quarter unfolds. Such changes will be announced in class, and additionally an updated version of this document may be posted on Canvas. It is your responsibility to keep abreast of these changes! *Absence is not an excuse for ignorance of these changes.* **If you need to take time off to observe religious holidays, please let me know. I am happy to accommodate your request.**