

**Senior Seminar
PSC 499 – 1002
Spring 2021**

Professor: Elizabeth Maltby

Email: elizabeth.maltby@unlv.edu

Virtual Office Hours: Tuesdays 2-3:30PM,
Wednesdays 10-11:30AM, and by appointment

Signing up for Virtual Office Hours:

<https://calendly.com/prof-maltby/office-hours-meeting>

Time: Mondays and Wednesdays 8:25-9:40AM

Place (for in-person): HOS 380

Place (for online): [WebEx can be access through Canvas](#)

Course Description:

This course facilitates students' creation of original capstone projects that address empirical political science questions. We will learn about research design, the kinds of questions that our research can answer, and methodologies used in American politics, the politics of race and ethnicity, and public policy. By the end of the semester, each student will have produced an original empirical research paper.

Course Objectives:

By the end of this course, students will be able to:

- Ask questions and identify claims that are empirically testable
- Determine what data or other evidence would be useful to necessary to answer a question or assess a claim
- Employ statistical techniques to evaluate that evidence
- Perform basic statistical tests using statistical computer software
- Present and discuss statistical evidence in a way that is informative, comprehensible, and scientifically accurate
- Complete an original empirical research paper on a Political Science topic

Required Materials:

The following books are available for purchase at the campus bookstore:

Pollock, Philip H. III, and Barry C. Edwards. 2020. *The Essentials of Political Analysis*. 6th Edition. CQ Press. ISBN: 978-1-5063-7961-6

Other readings will be posted on the webcampus site for this course.

Throughout the course, you will also need software for analyzing data and running statistical models. Standard programs for political science include: SPSS, Stata, and R. Both SPSS and Stata can be found around UNLV's campus, including the libraries (see <https://www.it.unlv.edu/software/directory/stata> and <https://www.it.unlv.edu/software/directory/spss>). While you are free to choose your own software, please know that as the instructor, I am only able to provide technical advice to those using SPSS or Stata. We will discuss this more in class, and if you have any questions please see the instructor.

How the Course Will Work:

Although scheduled to be an in-person class, we will be online for the first 30 days of the course. With the exception of Jan. 20th, the class will be held synchronously.

- *What does this mean?* This means you are expected to be online and logged-in to our virtual classroom during class time (Mondays and Wednesdays at 12:55-2:10PM)
- *Where do I log in?* For the synchronous online class times, we'll be using WebEx. You can access this through our Canvas page. Either go to the WebEx tab or you can find the link to the WebEx calendar at the top of the Home page.
- *Anything I should think about for when our class meets online?* At this point, you all have likely had to do some version of online class before and probably synchronous before, so you know the drill. But, in case you'd like some things to consider: 1) While I would love to see all of your faces, I'm not requiring that you turn your camera on—people have many reasons that they do or do not feel comfortable with having their camera on. Either way, you are expected to be actively engaged in the class. 2) If you do turn your camera on, remember that I (and others) can see you; make sure you don't become one of these [horror stories](#). In sum, you know what to do and if you have questions, please reach out.
- *How long will this last/When will we go back to in-person?* Right now, we're going to follow the Governor's "pause" on normal operations order that has been extended to the middle of February. We will reevaluate at this point based on guidance from politicians, from university administration, and from discussions that we have together.
- *What if I'm having technology issues?* If you're having long-term technology issues (don't have access to a computer or internet), please get in touch with me as soon as possible and we can work on some possible solutions. If you're having technology issues on one day (for example, if your internet goes down one day during class), don't stress. While you are expected to attend all classes, these things happen and there will be optional assignments you can do to make up for the loss of participation that day. See the Absence Policy below.
- *What if I miss class for x, y, z reason?* See the Absence Policy below. Missing one class won't kill your grade. Missing every class will likely hurt your grade but reach out to me and we will work together to make sure that you can be successful in this class.
- *Wait, online education isn't what I signed up for?!* I know. Me neither. I would *much* rather see all of you in-person, but I also want us all to be as safe as possible. With any luck, we can return to in person later in the semester.

A Note about Class Format:

There will be three main formats to this course: regular class meetings, group meetings, and individual meetings with the instructor. In regular class meetings, all students are expected to attend class*. You are expected to have the assigned readings completed, and you should be prepared to discuss the material. If students do not seem prepared, then I reserve the right to use pop quizzes over the reading material.

Several times throughout the semester, we will break into smaller groups (groups will be assigned at a later date). In these weeks, you only attend* class on the day that your group is set to meet. These are noted on the syllabus. During these times, the class will be in small groups to discuss progress on their

paper and/or to workshop their paper. You are expected to be prepared to discuss your research with others in your group and to discuss others' work. These days will count for the participation/attendance grades. On the days that your group does not meet, I would advise taking the time to work on your paper.

We will also have some time for students to virtually meet individually with the instructor. During these times, regular class will not meet, and you are only required to go to the individual meeting. Again, when you are not meeting, this would be a good time to work on your paper.

*attendance in class will start out online but may revert back to in-person later in the semester.

Requirements & Evaluation:

The end goal of the class is for each student to produce an original, empirical research paper on a Political Science topic of their choosing. These papers will be roughly 20-25 pages and will include original data analysis similar to research papers found in academic journals. Your grade will be determined not only by the final research paper, but also by several smaller assignments designed to break down the paper into smaller parts. A brief description of these assignments are listed below, and the due dates are listed in the schedule at the end of the syllabus. More details on these assignments will come as the due dates are close.

Unless otherwise noted, all assignments will be submitted on Webcampus by midnight the due date. All documents should be submitted as word document files, **do not submit pdf-files.**

WARNING: Because each of these assignments build off one another, be careful to not get behind on your assignments. In addition, these assignments will take time to complete. These *cannot* be completed successfully in one day. Instead, you should be working on the paper and these smaller assignments throughout the semester.

If you believe that any assignment has been unfairly graded, you may submit a brief written statement (no more than 250 words) outlying why you believe you deserve a higher grade. This statement must be submitted within one week of having received your grade. If your protest is reasonable, I will re-grade your assignment. However, be aware that your grade may go down as well as up. I reserve the right to offer extra credit assignments to the class at my discretion.

Assignments will be weighted as follows:

Information Sheet & Research Interests Paragraph	4%
Research Paper Building Blocks	30% (6% each)
1. Initial Research Question	
2. Revised Research Question and Sources	
3. Theory & Hypothesis Building	
4. Data Collection	
5. Preliminary Models	
First Draft	15%
Peer Review Assignment	6%
Discussion Board "Presentation"	10%
Final Draft	25%
Participation	10%

Information Sheet & Research Interests Paragraph

Students are required to fill out a brief information sheet about familiarity with research models and research interests. At the end of the information sheet, students are asked to write 1-2 paragraphs about their general interests in political science. Ideally, this will help students start to narrow down their research project. The information sheet can be found on webcampus.

Research Paper Building Blocks

Throughout the semester, students will submit small assignments that will serve as ‘building blocks’ for the final research project. These assignments break down the research paper into 5 parts: Research Question, Literature Review, Theory, Data Collection, and Data Analysis. Depending on the specific assignment, these can range from a few paragraphs to several pages. Each of these five assignments are worth 6% of the final course grade. More specifics on these assignments will come later in the semester.

First Draft

Students will turn in a *completed* first draft of your paper. By completed, I mean that the paper is fully written, the methods are completed, and the paper is properly formatted. A good first draft cannot be written overnight. You will need to work on this paper throughout the semester, so plan on budgeting your time accordingly.

*A note on data collection and presentation. When you present the data/models in your paper, they need to be nicely formatted as if you were submitting the paper to a conference or journal. In other words, do not include SPSS, Stata, R or other statistical packages output as part of your drafts or presentations. We will go over how to format tables and figures during the semester, but a good place to look for formatting examples would be the academic articles you read for your literature review.

Peer Review Assignment

Students will review classmates’ first drafts. Your reviews should briefly summarize the argument and findings of your classmates’ drafts and provide constructive criticism of how the project can be improved and/or questions about your classmates’ projects. We will discuss these drafts and your reviews in class that week. The written reviews will be due before class that week.

Discussion Board “Presentation”

Students will create a “presentation” post on the discussion board section of Canvas. The goal of the presentation is to provide a brief overview of your paper, focusing on the main parts of your paper. This is similar to how scholars create blogs, Twitter threads, or Monkey Cage articles. You will also respond to others’ presentations. These will be due in the last week of class.

Final Draft

During finals week, students will turn in a final draft of their research paper which incorporates the revisions suggested earlier in the semester by their peers and the instructor.

Participation in Class Discussion and Individual Meetings

Participation and attendance look a little bit different these days for several reasons:

- 1) We're starting the semester online and, depending on how things go, we may have to be online for even longer.
- 2) Once/If class returns to in-person, individuals may get sick, need to quarantine, or feel unsafe attending in-person classes.

When we're in person, I don't want anyone to feel unsafe (or show up to class if they're not feeling well), and while we're online, I know that technology issues are inevitable. **As a result, class attendance and participation will be evaluated in two ways:**

Attendance & Participation in Class: Discussions in class will be based on the assigned readings as well as content brought up in lecture. Assessment will be based on the quantity and quality of your participation throughout the semester.

Productive class discussion requires that you come to class prepared. This means reading all assigned materials before class and being ready to discuss the arguments and findings from the readings. (Or be ready with questions. Chances are, if you have a question, you're not the only one.)

You are expected to attend and participate in all classes regardless of whether the course is conducted online or in-person. (**But see Absence Policy below.**) Your attendance record will also be used as a way to assess your participation. Good attendance is necessary but not sufficient for getting a good participation grade.

Occasionally, class participation will also include discussions with smaller groups or individual meetings with the instructor. Students should be prepared to discuss their research project with their classmates as well as the instructor and attend group or individual meetings that are scheduled in place of regular class time.

Weekly Discussion Board: In addition to in-class discussion, I want to give you all another format for participating each week. Therefore, each week you will answer a short discussion board prompt that covers the readings and any questions you may have about the concepts being covered.

Discussion Board questions will be posted on Mondays and due on Fridays by midnight. As with in-class discussion, the questions will not have 'correct' answers but are designed to see your reactions to concepts.

Because the discussion board questions are not based strictly on 'informational' types of questions (i.e. What is this concept? Did the author say X?), the grades will be based on the quality and thoughtfulness of your responses. This means that your responses should be anywhere from a few sentences to a paragraph and should show your engagement in the topic. Responses that are extremely short (only a few words) or have many grammatical errors will receive low grades.

Pop Quizzes

Pop quizzes will be administered if it becomes apparent that students are not doing course readings. These quizzes will count towards your daily participation grade. There are no make-ups for pop quizzes.

Final grades will be given as follows:

A	93.0-100	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
C+	77.0-79.9	F	0-59.9

Absences:

While you are expected to attend all classes and I will be taking attendance in class, there is not a strict attendance policy. Sometimes things happen. You may feel sick, you may have a family emergency, you may have to quarantine or feel unsafe coming to campus (important for in-person), you may have last-minute technology issues (important for online). These are all legitimate reasons to miss class, and you don't have to provide any documentation or excuse for missing class.

However, if you are unable to attend class for some reason, you may complete a short assignment to make up for the loss of participation that day.

A Note on Late Assignments and the Weird Times We Live In:

In general, late assignments will receive 5 points off a day (out of 100 points). *However*, I do understand that we are living in extremely difficult times, you may be switching to new forms of learning that you're unaccustomed to/do not prefer (I know that I certainly prefer in-person classes), and everyone has things going on outside of this class. If you're having trouble getting an assignment in on time, LET ME KNOW—preferably before the due date, but I know that sometimes that isn't possible. I am more than happy to work with you to make sure that you succeed in this course.

Please also know that, for many, this course and its subject matter can be difficult. In-person courses sometimes allow students to feel more comfortable asking questions in class or staying behind to ask me questions. Reaching out to the professor may feel more difficult/more formal in online classes. PLEASE feel free to reach out to me during office hours or via email. I love talking about this material and am happy to chat with you about it or anything else about the course you may want to discuss.

Collaboration:

Collaboration amongst students on exams and other assignments in this course is prohibited. Each exam and assignment must be completed individually. Collaboration will be treated as plagiarism.

Plagiarism in any form is not tolerated, so be sure that you cite all sources.

Disabilities or Language Concerns:

If you have a learning disability or language concern that may impact your success in this class, please let me know at the beginning of the semester.

Contacting Me:

Email: I check my email frequently, and you can expect me to respond within 24 hours during the week and within 48 hours over the weekend or holiday. If I haven't responded to you within those time frames, please send me another email as I may have overlooked your initial email.

Online Office Hours:

- **What this means:** During online office hours, I promise to be online, at my computer, and ready to talk to you all during these specified times. Like always, we can set up another time to chat (either through Google Chat or through Google Meet). Just email me so we can work out a time that I'll be definitely at my computer and online.
- **Where:** Online! (obviously) but we can chat through email, Google Chat (instant messenger option), or Google Meet/Hangout (video option)
- **When:** Office hours are Tuesdays 2-3:30 PM; Wednesdays 10-11:30 AM and by appointment
- **How:**
 - To sign up for Google Meet (video) office hours: <https://calendly.com/prof-maltby/office-hours-meeting>
 - Obviously, you can always email me to set up a meeting (in whatever format you prefer) as well

Schedule (The schedule is subject to change based on the needs of the class):

Unless otherwise noted, the full class will meet

P&E: Pollock & Edwards

Baglione and Powner can be found Canvas

Date	Daily Readings/Class Topic	Assignments
<i>Week 1: What is empirical research? Creating good research questions</i>		
1/20	Introduction READ Powner Chs. 1 & 2	DUE 1/22 midnight: Information Sheet + Research Interests
<i>Week 2: Identifying Scholarly Sources; Literature Reviews and Theories</i>		
1/25	Powner Ch. 3,	Start reading about your research interests and begin to narrow down topic DUE 1/29 midnight: Initial Research Question
1/17	Baglione Ch. 3, pgs 57-61 (online) Powner Ch. 4, pgs. 81-103	
<i>Week 3: Theory and Hypothesis Building</i>		
2/1	Individual Virtual Meetings to discuss RQ	Search for sources and revise research question as needed
2/3	P&E Ch. 1, pgs 1-13 P&E Ch. 3	

<i>Week 4: Quantitative Research Design</i>		
2/8	P&E Ch. 2 and Ch. 6	Continue to take notes on sources and update research topic. Start thinking about your theory and variables. DUE 2/12 midnight: Revised Research Question and Sources Assignment
2/10	SKIM P&E Chs. 4 and 5 READ P&E Ch. 7, pgs.199-222	
<i>Week 5: Data Sources, Model Types & Statistical Significance</i>		
2/15	President's Day – NO CLASS	Continue to gather sources to support (or refute) your theory. Start to look for data needed to test your hypothesis.
2/17	READ P&E Ch. 8 SKIM P&E Ch. 9, pgs. 279-283	
<i>Week 6: Group Meetings to Present Research Questions</i>		
2/22	A Group – ONLY	Be prepared to discuss research question and thoughts about theory/hypotheses with your group DUE 2/26 midnight: Theory & Hypothesis Assignment
2/24	B Group – ONLY	
<i>Week 7: More Model Types & Presenting Your Data</i>		
3/1	Powner, Chs. 7 and 8 P&E Ch. 1, pgs. 24-26	Search for data sources. Operationalize your variables and work on Data Collection Assignment.
3/3	Powner, Ch. 9	
<i>Week 8: Data & Programming Workshops</i>		
3/8	SPSS Workshop	Work on Data Collection and think about what type of models to run/how to best present your data. DUE 3/12 midnight: Data Collection Assignment
3/10	Stata Workshop	
<i>Week 9: Spring Break (3/15-3/19)</i>		
	No Class	Enjoy break! But also think about outlining your paper. Add in more literature, start to run preliminary models.
<i>Week 10: Data & Paper Workshops</i>		
3/22	A Group ONLY*	Continue to work on data analysis. Think about how to write up methods section of paper.
3/24	B Group ONLY* *Subject to change	

<i>Week 11: Data & Paper Workshops</i>		
3/29	Either Groups or Full Class depending on class preference	If you haven't already, start writing your paper! Make an outline and start/continue a first draft. DUE 4/2 midnight: Preliminary Models Assignment
3/31		
<i>Week 12: Plagiarism, Paper Structure, and Editing</i>		
4/5	Powner, Chs. 10 and 11 Baglione Ch. 3, pgs 42-48 (online) Baglione Ch. 6 (online) Baglione Ch. 9 (online)	Finalize your first draft. EDIT, EDIT, EDIT
4/7		
<i>Week 13: Writing Week</i>		
4/12	No Class – Work on your paper	DUE 4/16 midnight: First Draft
4/14	No Class – Work on your paper	
<i>Week 14: Peer Review Information and Life After Undergrad</i>		
4/19	Full class meets Reading TBD	DUE 4/26-28: Peer Review Assignment* Peer reviews will be discussed in groups in week 15. Peer review assignments will be due before class.
4/21	Reading TBD	
<i>Week 15: Peer Reviews</i>		
4/26	A Group ONLY	DUE 4/26-28: Peer Review Assignment* Peer reviews will be discussed in groups in week 15. Peer review assignments will be due before class. Start creating your Discussion Board Presentation
4/28	B Group ONLY	
<i>Week 16: Discussion Board Presentations & Individual Meetings to discuss First Draft</i>		
5/3	Individual Meetings	Revise draft based on peer evaluations and individual meetings with instructor. DUE 5/7 midnight: Discussion Board Presentation DUE 5/9 midnight: Responses to Others' Presentations
5/5	Individual Meetings	
<i>Week 17: Final Paper Due</i>		
		Finalize paper. Read through the paper several times, editing for grammar and style. DUE 5/14 midnight: Final Draft

University Policies:

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: <http://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at: <http://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=26&navoid=6046>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable

resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.