

# PSY 331 – Psychology of Learning

**Section 700 | Spring 2024**

Tuesday 11:10am – 12:30pm & | Meeting Place: Online Zoom  
Thursday 11:10am – 12:30pm

**Instructor:** Dr. Catherine Matson

Phone # (847) 736-5115

**Office:** Via Zoom Link, text, email, or phone

**Office Hours:** Tuesdays 12:30p – 1:45p and by appt

**Email:** [catherine.matson@wku.edu](mailto:catherine.matson@wku.edu)

**\*\*Please include “PSY 331” in the subject line of all emails\*\***

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Welcome to PSY 331! This syllabus will be your guide to success in this course. If I need to make any changes, I will inform you via a Blackboard announcement, and an updated version will be posted.

## Course Description & Objectives

PSY 331 will cover the facts and principles of human and animal learning, especially as these have been treated in theories attempting to provide a general framework for understanding what learning is and how it takes place.

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

1. Explain the history, background, and basic concepts of learning research
2. Differentiate between different types and methods of learning
3. Understand and apply techniques from behavioral and cognitive approaches to impact learning

Assignments, lectures, and activities are designed with these goals in mind. If you do not feel that course materials are helping you meet these goals, please bring this to my attention. I would be happy to discuss and revise course decisions based on your input.

## Prerequisites

You are required to have received a “C” or better in the following before participating in this course:

1. PSY 210 or PSYS 210 – Research Methods in Psychology
2. PSY 211 or PSYS 211 – Research Methods in Psychology Lab

It is important that you have completed these before taking Psychology of Learning, as we will discuss evidence from many psychological research studies that have informed theories of learning.

## Course Materials

### **REQUIRED Textbook:**

Mazur, J. E. (2017). *Learning and behavior (8<sup>th</sup> edition)*. Taylor & Francis.

Pryor, K. (2006). *Don't shoot the dog: The new art of teaching and training* (Revised ed.). Bantam Books.

**Website:** Course material and grades can be accessed on the course's (PSY 331) Blackboard page. *Throughout the semester, please inform me immediately if you notice any mistakes or missing material.* If you do not see the course on your Blackboard site, please email me immediately.

## Responsibilities of Students and Instructors

One of my goals as an instructor is to communicate that we are a team collaborating in the learning experience. As such, I want to clearly lay out both of our responsibilities for the course:

<i>Responsibilities of the STUDENT</i>	<i>Responsibilities of the INSTRUCTOR</i>
<ul style="list-style-type: none"> <li>• Aim to fully understand course material and consider how it applies to your own life and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on information that will help students meet the course's learning goals</li> </ul>
<ul style="list-style-type: none"> <li>• Keep open communication with the instructor about your difficulties, thoughts, and concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Address and review areas that students do not understand</li> </ul>
<ul style="list-style-type: none"> <li>• Take an active role in learning by participating in discussions and putting your best effort into activities, assessments, and assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Individualize discussions, feedback, and activities to make a learning experience that meets students' unique goals</li> </ul>
<ul style="list-style-type: none"> <li>• Attend and be on time for class and refrain from electronic device usage that is unrelated to the class</li> </ul>	<ul style="list-style-type: none"> <li>• Be active, engaged, and enthusiastic about course content and student learning</li> </ul>
<ul style="list-style-type: none"> <li>• Frequently view the course calendar, syllabus, assignment descriptions, and rubrics, review material outside of class; and complete work by the due dates</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate expectations, course requirements and assignments, and modifications to the course promptly</li> </ul>
<ul style="list-style-type: none"> <li>• Treat instructor and peers with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Always treat students with respect</li> </ul>

## Contacting Dr. Matson

A key to a successful learning experience is open and frequent communication between the instructors and students. IF YOU NEED HELP WITH ANYTHING, please reach out.

*Please follow the below expectations for email, and I will extend the same courtesies to you:*

1. Allow at least 24 hours for a response (48 hours on weekends).
2. Note: I do check my email multiple times a day so if you do not hear back from me the same day, feel free to send another reminder message the next day.
3. Include **“PSY 331” in the subject line** of your email.
4. Please use your **wku.edu** address so that your email is not flagged as spam.
5. Please be courteous, professional, and respectful in emails, and provide as much information as possible. For example, provide a list of available times if you wish to meet.

*Please follow the below expectations for calling and texting*

1. When sending a text message, please include your name, college (WKU) and course name or number.
2. Expect a response within a couple hours if not immediate. If half a day goes by feel free to reach out again. I am very responsive with texts.
3. If you call and I do not answer, please leave a voicemail with your name, college (WKU) and course name or number along with your phone number (just in case) it did not show.
4. Typically, I call back within a few hours.
5. If you send an email and you need a quicker response. You can text me with a message that says something like. “Can you check your WKU email when you get a chance?”
6. I am very responsive and available to all my students to help in any way that I can. Never hesitate to reach out to me!

## Course Guidelines

- ✚ Academic honesty is the fundamental requirement for positive and effective learning to occur. If you are not doing your own work, you are not learning. Any form of copying, cheating, plagiarism, and misuse of information for the purpose of misrepresenting what you have really learned in this class will be treated as a most serious violation of the academic honesty policy at this institution, per the Western Kentucky University Student Handbook.
- ✚ Plagiarism: All students are expected to uphold academic honesty and integrity while in class and while completing assignments. If a student is found misusing another person’s work, cheating, or displaying any other violation of academic

dishonesty, that student will receive zero points on that assignment, and be held to Western Kentucky University's policy regarding such matter(s).

✚ **Late Policy: See at the end of the syllabus.**

✚ **Respect/Fairness:** Because this class is a psychology class, we will be discussing human emotions, cognitions, and behaviors. Through the process of learning, some students may choose to share personal information for the purposes of furthering the class's understanding of psychological concepts/theories. This information should be considered a gift and is expected to be kept private and within the realm of this class. It should NOT be the topic of conversations with people outside of this class.

## Course Requirements

### 1. Attendance:

Attendance will be monitored as pursuant to federal law. You must log-in a minimum of 3 times per week.

Note: not attending or rather participating in this online course does not constitute withdrawal from this course.

### 2. Keeping in touch and submitting your work.

Students should feel free to send an email from your Western Kentucky account with questions or concerns in respect to the class at any time. Students should remain respectful in all email correspondence. Students' writing should be professional using proper grammar and punctuation.

All work must be submitted through Blackboard. DO NOT write your answers in the comment box. That is only for direct comments or questions to me. You must click on the write submission box and place your answers there or attach them as a .docx, .rtf, or .pdf, or pptx. These must be in a file type that can generally be opened on any PC. These are the only acceptable formats.

### 3. Readings

You will be expected to read the assigned Chapter readings for each week *before* working on class material. The readings will help ground you in the concepts we will discuss in the course material. In addition to the readings, there are links to online articles and vides for you to examine. These can be used as sources for the assignments, activities, and discussions as you will need references for most items you submit.

### 4. Class Projects:

#### 1. **Project Title: Applied Behavior Analysis in Everyday Life**

**Objective:** The objective of this project is to apply the principles of behavior analysis outlined in "Don't Shoot the Dog" by Karen Pryor to real-life scenarios involving animals, oneself, or another person/child. By doing so, students will gain a deeper understanding of behavior modification techniques and their practical applications.

### **Step 1: Research and Analysis**

1. **Study "Don't Shoot the Dog":** Students will thoroughly read and understand the key principles and techniques outlined in Karen Pryor's book.
2. **Select a Subject:** Each student will choose a subject for their project, which could be:
  - An animal (e.g., pet dog, cat, bird)
  - Themselves (e.g., modifying personal habits, achieving goals)
  - Another person/child (with their consent and involvement)
3. **Behavior Analysis:** Students will analyze the behavior of their chosen subject, identifying specific behaviors they want to modify or reinforce. They should consider both desired behaviors they want to encourage and unwanted behaviors they want to decrease.
4. **Design a Behavior Modification Plan:** Based on the principles from the book, students will design a comprehensive behavior modification plan tailored to their subject. The plan should include:
  - Clear, measurable goals for behavior change
  - Positive reinforcement strategies
  - Strategies for eliminating or redirecting unwanted behaviors
  - Consideration of timing and consistency in reinforcement

### **Step 2: Implementation and Reflection**

1. **Implement the Behavior Modification Plan:** Students will put their plan into action, applying the techniques and strategies outlined in step 1 to their chosen subject.
2. **Document Progress:** Throughout the implementation phase, students will keep detailed records of their subject's behavior and the effectiveness of their behavior modification techniques. This could include written observations, video recordings, or data charts.
3. **Reflection and Analysis:** At the conclusion of the project, students will reflect on their experiences and analyze the effectiveness of their behavior modification plan. They should consider questions such as:
  - Which techniques were most effective in achieving behavior change?
  - Were there any unexpected challenges or obstacles encountered?
  - How did the subject respond to reinforcement and shaping techniques?

- What insights did they gain about behavior modification and its applications in real-life situations?
4. **Presentation:** Students will present their project findings to the class, sharing their experiences, challenges, and insights gained from applying the principles of behavior analysis from "Don't Shoot the Dog" to their chosen subject.

**Assessment Criteria:** Students will be assessed based on:

- Thorough understanding and application of behavior analysis principles from the book
- Clarity and specificity of behavior modification plan
- Effectiveness of implementation and documented progress
- Depth of reflection and analysis in the final presentation or report

This project provides students with a hands-on opportunity to apply theoretical knowledge to real-life situations, fostering a deeper understanding of behavior modification techniques and their practical implications.

## **Project 2: Team Presentation**

**Objective:** In this assignment, your team will work collaboratively to teach a chapter from our textbook to the class. Your goal is to enhance understanding by integrating a peer-reviewed research article that relates to the chapter's topic.

### **Team Composition:**

- You will work in teams of 3-4 students.
- Select your team members and notify me during Week Three. We will solidify this in class.

### **Assignment Details:**

1. **Chapter Selection:**
  - Each team will be assigned a different chapter from our textbook.
  - You are responsible for thoroughly understanding the content and key concepts of your assigned chapter.
2. **Content Preparation:**
  - Break down the chapter into manageable sections for teaching.
  - Include definitions, key concepts, theories, and important findings.
  - Identify real-world applications of the chapter's concepts.
3. **Research Integration:**
  - Find a peer-reviewed research article that directly pertains to the chapter's topic.
  - Summarize the article, focusing on how it supports, challenges, or extends the chapter's content.
  - Be prepared to explain the research's methodology, findings, and relevance to the topic.

**4. Teaching Presentation:**

- Develop a clear and engaging presentation that covers your chapter and integrates the research article.
- Use visual aids (slides, diagrams, videos) to enhance understanding.
- Prepare discussion questions or activities to engage the class in the topic.

**5. Roles and Responsibilities:**

- Each team member must have a specific role in the presentation (e.g., introduction, research integration, discussion facilitation, conclusion).
- Ensure that all team members contribute equally to the preparation and presentation.

**6. Class Engagement:**

- Encourage class participation through questions, polls, or interactive activities.
- Be ready to answer questions from your classmates and lead a brief discussion on the chapter and the research article.

**7. Submission:**

- Submit your presentation slides and a summary of the peer-reviewed article to me by [specific deadline].
- Include a brief reflection on the teamwork process, highlighting contributions from each member.

**8. Grading Criteria:**

- Clarity and accuracy of the chapter content.
- Integration and relevance of the peer-reviewed research article.
- Creativity and engagement in the presentation.
- Quality of class interaction and discussion.
- Teamwork and collaboration.

**Tips for Success:**

- Start early to ensure ample time for research and preparation.
- Practice your presentation as a team to ensure smooth delivery.
- Make sure each team member is comfortable with their role and the content they will present.

**Post Presentation Reflections**

You will be required to complete 5 of these throughout the semester. They will be labeled in the gradebook as PPR 1, PPR 2, PPR 3, PPR 4, and PPR 5. Each one is worth 10 points. We will review due dates for these in class.

Objective: Following each team presentation, your task is to reflect on the content presented and critically engage with the material by responding to the following prompts.

**Assignment Details:**

1. Key Takeaways:

- Summarize the main points of the chapter that were highlighted in the presentation. Identify at least two key concepts or ideas that you found particularly interesting or important.
- 2. Research Article Reflection:
  - Reflect on the peer-reviewed research article that was integrated into the presentation. How did the research enhance your understanding of the chapter's content? Discuss whether the findings of the article supported or challenged the concepts presented in the chapter.
- 3. Application and Relevance:
  - Consider the real-world applications of the chapter's concepts discussed in the presentation. Provide one example of how you could apply what you learned in this chapter to a real-life situation or future professional practice.
- 4. Questions and Feedback:
  - Pose one question that arose during or after the presentation that you would like further clarification on.
  - Provide constructive feedback on the presentation, focusing on areas such as clarity, engagement, and the integration of the research article.

#### Submission Guidelines:

- Your response should be between 250-300 words.
- Submit your response via [platform or method] within 48 hours of the presentation.
- Be prepared to discuss your reflections in the next class session.

#### Grading Criteria:

- Completeness and thoughtfulness of the reflection.
- Demonstrated understanding of the chapter and research article.
- Quality of application example and question posed.
- Constructiveness and specificity of feedback provided.

This reflection assignment will help deepen your understanding of the material presented and provide valuable feedback to your peers.

**Quizzes** – You have one quiz per chapter from your textbook. These are built in Blackboard. You have two attempts and 15 multiple choice questions from the readings. These are due on Sundays by 11:59pm each week we complete a chapter from the textbook. These are not based off of the book Don't Shoot the Dog.

## Grades

***Re-grading.*** If you believe there may be an error in totaling up points or that answers were overlooked, please notify me immediately. It is both your and my responsibility to ensure that grades are entered correctly and that errors are corrected as soon as possible.

If you believe you earned additional points that were not awarded, I will happily discuss your work. Please note, however, that I will review the *entire* assignment and that there is a possibility your overall score on the work and any other students' work brought to attention may go down, as well as go up.

***Exceptional circumstances.*** Changes to grades or requirements or granting of incompletes for the course due to exceptional circumstances, are entirely at the discretion of the instructor.

***Unexpectedly poor performance.*** If you are not achieving the grades you expect from your effort in this, please meet with me as soon as you can. I would be happy to discuss your concerns. You can also receive free tutoring and other academic resources through WKU's [learning center](#).

### **Grading Scale:**

Final grades are calculated by adding your accumulated points earned throughout the semester. Therefore, if you choose for whatever reason to stop coming to class, **it is your responsibility to withdraw from the class.** I will not assign a final grade of a "W,". Do not assume if you stop attending, you will receive a "W" as your final grade. It will be entered as an "FN."

The assessment tools used in this class are not weighted. Each one affords the student the opportunity to accumulate points toward a final grade in the class. Each module and each assessment tool are important and will have an impact on the final grade for the class. Below is information that outlines the value of each assessment and the total points to be accumulated throughout the semester. In addition, the grading scale for the class based on this point system is presented. At any point in time during the semester the student can calculate the percentage of the total possible number of points awarded to estimate their grade in the class:

### **Points available**

**Chapter Quizzes – 165 points**

**Post Presentation Reflections (5) - 50 points (10 points each)**

**In Class Activity - 35 points**

**Team Presentation- 50 points**

**Don't Shoot the Dog Project: 200 total points (Step 1 & Step 2)**

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**Points Possible - 500 total points**

<b><u>Week</u></b>	<b><u>Topic</u></b>	<b><u>Assignments Due</u></b>
<b>Week One</b> <b><u>8/19 – 8/25</u></b>	<b>Review Syllabus and Class Expectations</b>	

<p><b>Week Two</b> <u>8/26 – 9/01</u></p>	<p><b>Chapter 1 - History, Background, and Basic Concepts</b></p> <p>Form Teams</p>	
<p><b>Week Three</b> <u>9/02 – 9/08</u></p>	<p><b>Chapter 2 - Innate Behavior Patterns and Habituation</b></p>	<p>Video in Class - AC360 Kids Take on Race: Black and White</p>
<p><b>Week Four</b> <u>9/29 – 9/15</u></p>	<p><b>Chapter 3 - Basic Principles of Classical Conditioning</b></p>	<p>✚ Classical Conditioning Review – Completed in Class</p>
<p><b>Week Five</b> <u>9/16 – 9/22</u></p>	<p><b>Chapter 4 - Theories and Research on Classical Conditioning</b></p>	
<p><b>Week Six</b> <u>9/23 – 9/29</u></p>	<p><b>Chapter 5 – Basic Principles of Operant Conditioning</b></p> <p><b>Don't Shoot the Dog Chapter 1 – Reinforcement: Better than Rewards</b></p>	<p>✚ Operant Conditioning: Positive and Negative Reinforcement – Completed in Class</p>
<p><b>Week Seven</b> <u>9/30 – 10/06</u></p>	<p><b>Chapter 6 - Reinforcement Schedules Experimental Analyses and Applications</b></p> <p><b>Don't Shoot the Dog Chapter 2 – Shaping: Developing Super Performance without Strain or Pain</b></p>	<p>✚ Step 1: Research and Analysis</p>
<p><b>Week Eight</b> <u>10/07 – 10/13</u></p>	<p><b>Chapter 7 – Avoidance and Punishment</b></p>	
<p><b>Week Nine</b> <u>10/14 – 10/20</u></p>	<p><b>Don't Shoot the Dog Chapter 3 – Stimulus Control: Cooperation without Coercion</b></p>	<p>Video in Class - Second Chance Kids</p>
<p><b>Week Ten</b> <u>10/21 – 10/27</u></p>	<p><b>Chapter 8 – Theories and Research on Operant Conditioning</b></p>	

<b>Week Eleven</b> <u>10/28 – 11/03</u>	<b>Don't Shoot the Dog Chapter 4 – Untraining: Using Reinforcement to get Rid of Behavior You Don't Want</b>	
<b>Week Twelve</b> <u>11/04 – 11/10</u>	<b>Chapter 9 - Stimulus Control and Concept Learning</b>	
<b>Week Thirteen</b> <u>11/11 – 11/17</u>	<b>Don't Shoot the Dog Chapter 5 – Reinforcement in the Real World</b>	
<b>Week Fourteen</b> <u>11/18 – 11/24</u>	<b>Don't Shoot the Dog Chapter 6 – Clicker Training: A New Technology</b>	<b>✚ Step 2: Implementation and Reflection</b>
<b>Week Fifteen</b> <u>11/25 – 11/26</u>	<b>Chapter 10 - Comparative Cognition</b>	<ul style="list-style-type: none"> <li>✓ <b>Happy Thanksgiving!</b></li> <li>✓ <b>Remember Extra Credit is due by Dec. 1 if you are doing it!</b></li> </ul>
<b>Week Sixteen</b> <u>12/02 – 12/08</u>	<b>Chapter 11 – Skills</b>	

**Title IX / Discrimination & Harassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

## **Accommodations**

If you need accommodations in this class or do not have full access to resources, please contact me early (i.e., within the first 2 weeks). I am happy to discuss your needs to be successful in the course.

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in Downing Student Union, Room 1074. SARC can be reached at (270)745-5004 [(270)745-3030 TTY] or [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from SARC.

## **Diversity and Inclusion**

It is my intent that students from all diverse backgrounds, environments, and perspectives be well served by this course, that students' needs be addressed both in and out of class, and that the diversity students bring to this class be viewed as a resource, strength, and benefit. Please let me know ways I can improve the effectiveness and inclusivity of the course.

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

## **Late Policy**

## **Objective:**

The objective of this policy is to promote responsibility and time management among students while recognizing that occasional unforeseen circumstances can impact their ability to meet deadlines.

## **Policy:**

### **1. Standard Due Dates:**

- All assignments are expected to be submitted by the specified due date and time. Due dates will be clearly stated in the course syllabus and reiterated during class and on the course management system. *Please note that discussions have their own policy within the rubric and it will be followed. However, you still have the 48 hours as needed without additional penalties past what the rubric states for these.*

### **2. Grace Period:**

- A grace period of 48 hours after the original due date is allowed for all assignments. During this period, assignments can be submitted without penalty. This grace period is intended to provide flexibility for minor, unforeseen circumstances.

### **3. Late Submission Penalties:**

- Assignments submitted after the 48-hour grace period will incur a penalty of 10% of the total possible points for each day late, up to a maximum of 5 days. For example:
  - 1 day late (beyond the grace period): 10% penalty
  - 2 days late: 20% penalty
  - 3 days late: 30% penalty
  - 4 days late: 40% penalty
  - 5 days late: 50% penalty
- Assignments submitted more than 5 days late will not be accepted and will receive a grade of zero.

### **4. Extenuating Circumstances:**

- Students who experience significant, documented extenuating circumstances (such as severe illness, family emergency, or other major disruptions) may request an extension beyond the grace period without penalty. Requests for extensions must be communicated to the instructor as soon as possible and before the original due date whenever feasible.
- Documentation (e.g., a doctor's note, official notice) may be required to support the extension request.

### **5. Scheduled Conflicts:**

- If a student knows in advance that they will be unable to meet a deadline due to a pre-scheduled conflict (e.g., religious observances, university-sponsored activities), they must notify the instructor at least one week prior to the due date to arrange an alternative submission timeline.

### **6. Communication:**

- It is the student's responsibility to communicate any issues affecting their ability to submit work on time. Failure to notify the instructor in a timely manner may result in the denial of an extension request.

## 7. Technological Issues:

- Students are expected to plan for potential technological issues (such as internet outages or computer problems) and are encouraged to complete and submit assignments well in advance of the due date. Technological issues will not be considered valid reasons for late submissions unless documented and verified by appropriate authorities (e.g., IT services).

### **Implementation:**

- This policy will be included in the course syllabus and in Blackboard.
- Students are encouraged to review this policy regularly and plan their work schedules accordingly to avoid penalties.

### **Review and Adjustment:**

- This policy will be reviewed at the end of each academic term based on feedback from students and instructors. Adjustments may be made to better balance the needs for flexibility and academic rigor.
- Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

### **Final Note**

I sincerely hope that all of you will enjoy this class and find useful, relevant information that applies to your future prospects and life. If you ever have questions or need help, please do not hesitate to contact me. I hope I made it clear throughout this syllabus that I am happy to address any concerns or issues you are facing, and I encourage open communication and dialogue. I appreciate your constructive feedback throughout the semester. Thank you all!