**INTR 504: ST: Introduction to Applied Data Science**

**Spring 2022**

**University of Idaho**

**Interdisciplinary Studies**

**Name: Michael Overton Phone: 208-885-0972**

**Office Location: 331 Admin Building Email:****Moverton@uidaho.edu**

**Office Hours: Thursday 10:00 AM – 12:00 PM (by appointment only)**

**Course Description**

Data science is a growing field of study that impacts nearly every aspect of our daily lives. While many data science courses focus on software engineering and predictive analytics, the purpose of this course is to provide students with a strong foundation of data-related skills. This course is a broad introduction into the field of data science, focusing on growing the students' conceptual understanding of data and data science while also providing them with a practical data-oriented skill set that will translate into most scientific careers.

The course is broken into three multi-week sections:

1. Data and Data Science-A Conceptual Foundation
2. Data Exploration and Management
3. A Fast Introduction to Predictive Analytics

Each section culminates with a major deliverable. These deliverables will be combined and cleaned for the final project.

**Course Objectives**

* Describe, classify, and understand the concepts of data, data science, big data, datafication, data ethics, and the data science process.
* Find, clean, transform, and analyze data using RStudio and Tidyverse functions.
* Implement an exploratory data analysis that (1) wrangles data, (2) cleans data, (3) visualizes data, and (4) summarize data.
* Understand and utilize predictive analytics techniques.

**R Statistical Software**

Why R? R statistical software is an open-source statistical program often cited as one of data scientists' top two programming languages (Python being the other). R has a wide breadth of programs and a friendly online community. If you do not understand something in your R homework, you should Google it immediately. You will be surprised to find that other people long before you have had the same question.

**Texts**

This course will draw from many different textbooks. Luckily, they can all be accessed freely (and legally). You can purchase copies of the books if you desire, but the authors have provided them freely online—there is no reason to feel guilty about acquiring these books for free.

1. The Art of Data Science by Roger Peng and Elizabeth Matsui
	1. https://leanpub.com/artofdatascience
2. Exploratory Data Analysis with R by Roger Peng
	1. https://leanpub.com/exdata
3. Modern Data Science with R, 2nd Edition by Benjamin Baumer, Daniel Kaplan, and Nicholas Horton.
	1. https://mdsr-book.github.io/mdsr2e/
4. R for Data Science by Hadley Wickham and Garrett Grolemund.
	1. https://r4ds.had.co.nz/

The remaining readings can be accessed through the Canvas portal, online through the University of Idaho Library, or free online.

R-readings are course readings I assign that will help with the weekly assignments. Generally, you will not need to read these chapters as closely as the normal readings for the course. They are excellent starting points for learning about the R commands we will be working with that week.

**Canvas**

The course will have a Canvas page, which may be accessed at <https://canvas.uidaho.edu/>. It will contain this syllabus, links to or electronic versions of the reading materials, and other course content as needed.

**Grading Policy**

Students will be responsible for assigned readings, lectures, discussion board posts, section assessments, and the final project.

**Grading**

**Letter Grades**

Final letter grades will be assigned using the following criteria

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| --- | --- |
| **Grade** | **Percent** |
| A | 90-100% |
| B | 80-89.99% |
| C | 70-79.99% |
| D | 60%-69.99% |
| F | Below 60% |

**Assignments**

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| --- | --- |
| **Assignment** | **Percent of Final Grade** |
| Discussion Board Participation | 20% |
| Section 1 Assessment | 13% |
| Section 2 Assessment | 24% |
| Section 3 Assessment | 13% |
| Final Project | 30% |
| **Total** | **100%** |

**Assignment Details**

**Discussion board participation-20% of Total grade.**

Almost every week, students will be given a discussion question or questions to reply to on the discussion board. These questions will relate to the readings, videos, and R-readings assigned each week. There is no required length nor is there an expectation of perfect writing. I am looking for an honest response or reaction to the question based on the reading. As long as you try, you will receive full credit. Each discussion board post is due by Sunday night at midnight.

**R examples-Not part of your grade**

Almost every week, students will be given an example of certain code using the statistical software R. The purpose of these examples is to give students practical data skills that will translate to almost any job that utilizes data. These examples are vital building blocks to each major project in the class and should be taken seriously. I am not grading these examples, but I am highly encouraging students to work through the examples every week to help with each section assignment.

**Section Assessments-50% of Total Grade**

This course is broken up into three sections, with a final project included to bring everything together at the end of the semester. At the end of each of the three sections, students will be asked to complete a large project that combines their expertise and the data science skills taught in that section.

**Section Assessment 1 (13%):** A Report on how data science and big data are impacting the student's field of study.

Deliverables: 1 Report (3-6 pages), 1 dataset, 1 R Script

The report will be comprised of two sections. In the first section, the student will answer the following question.

* What is your field of expertise/study?
* How are big data and data science changing your field of expertise?
* What are some changes that have already occurred thanks to big data and data science?
* Speculatively, what changes do you see in the future?

For full credit, students should (1) answer every question fully, (2) cite some of the assigned readings from Section 1, and (3) cite sources outside of the assigned reading.

In the second section, students will be asked to (1) identify and download a dataset from their field of expertise, (2) Steps taken to download, clean, and check for data quality, and (3) describe the characteristics of the dataset and variables (this can be done entirely in an R script).

**Section Assessment 2 (24%):** Conduct an exploratory data analysis [EDA] on an original dataset relevant to the student's field of study or area of expertise.

Deliverables: 1 Report (4-7 pages), 1 R Script

The student will clean and explore a dataset relevant to their field of study/area of expertise. They will then write a report detailing the following:

1. A brief introduction to the dataset and its relevance to the student's field of study.
2. Articulate a research question from their area of expertise that the dataset can help answer.
3. Conduct an exploratory data analysis.
	* 1. Profile the dataset: Use univariate statistics, data visualization, and data validation checks to ensure the data are appropriate for analysis
		2. (2) Discovery: use univariate statistics, covariation, correlation, data visualization, and potentially data subsetting to extract information from the data that answers your question.
4. Relevant insights gained from the analysis and how the EDA informs the research question.

**Section Assessment 3 (13%):** Implement predictive algorithms.

Deliverables: 1 Report (3-5 pages), 1 R Script

Using the dataset from Section 2, students will create two predictive algorithms—one supervised and one unsupervised—and write a report answering the following questions:

(1) How does this predictive algorithm help your field of expertise/study and aid in answering your research question detailed in the Section 1 Assessment?

(2) What unsupervised approach did you take? What is the purpose, and what can we learn from it?

(2) What variables are you trying to predict? What variables do you include to help the predictions? Why?

(3) How did the model perform? How can it be improved in the future?

Note: This section assessment is concerned less with the model's predictive ability and instead how well you were able to execute the model in R and think through the usefulness of implementing a model.

**Final Project 30% of Total Grade**

Deliverables: 1 Report (7-10 pages), 1 R Script

The final project is a polished combination and revision of the three section assessments previously completed. There should be six sections to the final project.

(1) How data science and big data are changing the student's field of study. (Section Assessment 1)

(2) A research question and a detailed explanation of the chosen/field relevant dataset. (Section Assessment 1)

(3) A detailed description of the dataset. (Section Assessment 1)

(4) An exploratory data analysis answering the research question. (Section Assessment 2)

(5) Two predictive algorithms and how they provide some insight into the research question. (Section Assessment 3)

(6) Conclusion

Students need to revise and improve their previous section assessments for their final project. In addition, it will be important to tightly tie your research question into the six sections outlined above, so all the sections work together and reinforce each other.

**Course Calendar**

**Section 1: Data and Data Science-A Conceptual Foundation**

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| ****Week 1: What is Data Science?******Dates: Jan 12 – Jan 23** |
|  | ****Reading List Week 1****1. Overton & Kleinschmit (2021). Data Science Literacy: Toward a Philosophy of accessible and adaptable data science skill development in public administration programs. Teaching Public Administration, Online First.
2. Taylor, D. (2016). Battle of the data science Venn diagrams. KDNuggets News.
3. Donoho, D. (2017). 50 years of data science. Journal of Computational and Graphical Statistics, 26(4), 745-766.
 |
| ****R-Reading List Week 1****1. Modern Data Science for R. 2nd Edition: Appendix B
 |
| ****Assignment-Due Jan 21**** * Week 1 Discussion Board
 |
| ****Week 2: Data and Big Data******Dates: Jan 24 – Jan 30** |
|  | ****Reading List Week 2****1. Gandomi, A., & Haider, M. (2015). Beyond the hype: Big data concepts, methods, and analytics. International journal of information management, 35(2), 137-144.
2. De Mauro, A., Greco, M., & Grimaldi, M. (2015, February). What is big data? A consensual definition and a review of key research topics. In AIP conference proceedings (Vol. 1644, No. 1, pp. 97-104). AIP.
3. Becoming a Data Head: Chapter 2
 |
| ****R-Reading List Week 2****1. Modern Data Science for R. 2nd Edition: Chapter 6.4
2. R for Data Science: Chapter 11
3. R for Data Science: Chapter 20
 |
| ****Assignment-Due Jan 30**** * Week 2 Discussion Board
 |
| ****Week 3: Datafication and Dataset Exploration******Dates: Jan 31 – Feb 6** |
|  | ****Reading List Week 3****1. Sanghvi, S. (2016). Datafication – An Era of Big Data. Promptcloud
2. Iansiti, M., & Lakhani, K. R. (2014). Digital ubiquity: How connections, sensors, and data are revolutionizing business
 |
| ****R-Reading List Week 3****1. Data Validation Cookbook: Chapter 2
2. Introduction to stringr
3. Do more with dates and times in R
 |
| ****Assignment-Due Feb 6**** * Week 3 Discussion Board
 |
| ****Week 4: Data Ethics******Dates: Feb 7 – Feb 13** |
|  | ****Reading List Week 4****1. Zwitter, A. (2014). Big data ethics. Big Data & Society, 1(2), 2053951714559253.
2. Modern Data Science for R. 2nd Edition: Chapter 8
 |
| ****R-Reading List Week 4****1. None
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| ****Assignment-Due Feb 13**** * Section 1 Assessment
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**Section 2: Data Exploration and Management**

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| ****Week 5: The Data Science Process and Data Wrangling******Dates: Feb 14 – Feb 20** |
|  | ****Reading List Week 5****1. The Art of Data Science: Chapter 1
2. The Art of Data Science: Chapter 2
3. Wickham, H. (2014). Tidy data. *Journal of Statistical Software*, *59*(10), 1-23.
 |
| ****R-Reading List Week 5****1. Modern Data Science for R. 2nd Edition: Chapter 4
2. R for Data Science: Chapter 5 (Sections 5-5.5)
 |
| ****Assignment-Due Feb 20***** Week 5 Discussion Board
 |
| ****Week 6: More Data Wrangling (Plus Some Exploratory Data Analysis)******Dates: Feb 21 – Feb 27** |
|  | ****Reading List Week 6****1. The Art of Data Science: Chapter 3
2. Becoming a Data Head: Chapter 1
 |
| ****R-Reading List Week 6****1. Exploratory Data Analysis with R: Chapter 4
2. R for Data Science: Chapter 5 (Sections 5.6-5.7)
3. R for Data Science: Chapter 18
4. Apply a function (or functions) across multiple columns
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| ****Assignment-Due Feb 27***** Week 6 Discussion Board
 |
| ****Week 7: Exploratory Data Analysis******Dates: Feb 28 – Mar 6** |
|  | ****Reading List Week 7****1. Wongsuphasawat, K., Liu, Y., & Heer, J. (2019). Goals, process, and challenges of exploratory data analysis: an interview study. arXiv preprint arXiv:1911.00568.
 |
| ****R-Reading List Week 7****1. R for Data Science: Chapter 7
2. Exploratory Data Analysis with R: Chapter 5
3. Exploratory Data Analysis with R: Chapter 6
4. Exploratory Data Analysis with R: Chapter 7
 |
| ****Assignment-Due Mar 6***** Week 7 Discussion Board
 |
| ****Week 8: Exploratory Data Analysis-Odds and Ends******Dates: Mar 7 – Mar 13** |
|  | ****Reading List Week 8****1. None
 |
| ****R-Reading List Week 8****1. An Introduction to Descriptive Statistics
2. R for Data Science: Chapter 7.5
3. Exploring correlations in R with corrr
4. Modern Data Science with R. 2ndEdition: Chapter 9
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| ****Assignment-Due Mar 13***** Week 8 Discussion Board
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| ****Spring Recess******Dates: Mar 14 – Mar 20** |
| ****R-Reading List (very optional) if you are board and want to do something more advanced over the Spring Recess****1. Modern Data Science for R. 2nd Edition: Chapter 7
2. R for Data Science: Chapter 19
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| ****Week 9: Scientific Computation and Workflow******Dates: Mar 21 – Mar 27** |
|  | ****Reading List Week 9****1. Wilson, G., Bryan, J., Cranston, K., Kitzes, J., Nederbragt, L., & Teal, T. K. (2017). Good enough practices in scientific computing. *PLoS computational biology*, *13*(6), e1005510.
2. Sculley, D., Holt, G., Golovin, D., Davydov, E., Phillips, T., Ebner, D., ... & Dennison, D. (2015). Hidden technical debt in machine learning systems. In *Advances in neural information processing systems* (pp. 2503-2511).
 |
| ****R-Reading List Week 9****1. R for Data Science: Chapter 4
2. R for Data Science: Chapter 6
3. R for Data Science: Chapter 8
 |
| ****Assignment-Due Mar 27***** Week 9 Discussion Board
 |
| ****Week 10: Data Management******Dates: Mar 28 – Apr 3** |
|  | ****Reading List Week 10****1. Lincoln, M. (2018). Best Practices for Using Google Sheets in your Data Project. *Mathewlincoln.net*
2. Broman, K. W., & Woo, K. H. (2018). Data organization in spreadsheets. *The American Statistician*, *72*(1), 2-10.
 |
| ****R-Reading List Week 10****1. Modern Data Science for R. 2nd Edition: Chapter 5
2. Modern Data Science for R. 2nd Edition: Chapter 6
3. Efficiently bind multiple data frames by rows and columns
 |
| ****Assignment-Due Apr 3***** Week 10 Discussion Board
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| ****Week 11: Data Pitfalls******Dates: Apr 4 – Apr 10** |
|  | ****Reading List Week 12****1. Becoming a Data Head: Chapter 13
 |
| ****R-Reading List Week 12****1. None
 |
| ****Assignment-Due Apr 10***** Section 2 Assessment
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**Section 3: A Fast Introduction to Predictive Analytics**

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| ****Week 12: Machine Learning in Practice-Clustering******Dates: Apr 11 – Apr 17** |
|  | ****Reading List Week 13****1. The Art of Data Science: Chapter 7
2. Becoming a Data Head: Chapter 8
 |
| ****R-Reading List Week 13****1. Modern Data Science for R. 2nd Edition: Chapter 12
 |
| ****Assignment-Due Apr 17***** Week 12 Discussion Board
 |
| ****Week 13: Machine Learning in Practice-Classification******Dates: Apr 18 – Apr 24** |
|  | ****Reading List Week 14****1. Becoming a Data Head: Chapter 9
 |
| ****R-Reading List Week 14****1. Modern Data Science for R. 2nd Edition: Chapter 11
 |
| ****Assignment-Due Apr 24***** Week 13 Discussion Board
 |
| ****Week 14: Machine Learning in Practice-Classification******Dates: Apr 25 – May 1** |
|  | ****Reading List Week 15****1. Becoming a Data Head: Chapter 10
 |
| ****R-Reading List Week 15****1. Modern Data Science for R. 2nd Edition: Chapter 10
 |
| ****Assignment-Due May 1***** Week 14 Discussion Board
 |
| ****Week 15: Submit Section 3 Project******Dates: May 2 – May 8** |
|  | ****Assignment-Due May 8****1. Section 3 Assessment
 |
| ****Week 16: Submit Final Project******Dates: May 9 – May 13** |
|  | ****Assignment-Due May 13****1. Final Project
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**COVID-19 and Other Policies**

**Controversial Topics:** Consistent with the University's educational mission, this class will introduce students to controversial subject-matter and seek to ensure that students can discuss those topics knowledgeably and civilly. This class will not direct or otherwise compel students to personally affirm, adopt, or adhere to any of the tenets enumerated in Idaho Code 33-138 (H.B. 377), entitled “Dignity and Nondiscrimination in Public Education.”  Nor will this class direct or compel students to personally engage in speech or other forms of expression when that direction or compulsion would violate U.S. Supreme Court precedent or other binding legal precedent or laws — e.g., West Virginia State Board of Education v. Barnette (U.S. Sup. Ct. 1943), which holds that public school students cannot be compelled to salute the flag.

**Civility**: In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will treat each other with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will respect and remain civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with the instructor during office hours to discuss your concern.  Additional resources for expression of concern or requesting support include the College’s Associate Dean, Dr. Traci Y. Craig (208/885–6426), the University Dean of Students office and staff (208/885–6757), the UI Counseling & Testing Center’s confidential services (208/885–6716), or the UI Office of Civil Rights & Investigations (208/885–4285).

**Respectful and Inclusive Learning Environment**: As described in our College’s strategic plan, we want to protect and foster an inclusive and respectful learning environment.  This requires each of us to listen respectfully to each other’s viewpoints and to participate in discussions in a calm, professional, and civil manner.  In this course and our discussions, we will welcome and value students from all cultures, races, ethnicities, genders, abilities, lifestyles, opinions, nationalities, philosophies, sexual orientations, religious backgrounds, ages, life experiences, and identities.

**Center for Disability Access and Resources:** Students with disabilities needing accommodations to fully participate in this class should contact Center for Disability Access and Resources (CDAR). All accommodations must be approved through CDAR prior to being implemented. To learn more about the accommodation process, visit CDAR's website at [www.uidaho.edu/cdar or call 208-885-6307](http://www.uidaho.edu/cdar%C2%A0or%20call%20208-885-6307).

**Healthy Vandals Policies:** It is a longstanding tradition that Vandals take care of Vandals, and we all do our best to look out for the Vandal Family. These simple precautions go a long way in reducing the impact of coronavirus on our campuses and in our communities. With everyone engaging in these small actions, we can continue to participate in our vibrant campus culture where we are able to learn, live, and grow. Please bookmark the University of Idaho Covid-19 webpage and visit it often for the most up-to-date information about the U of I’s response to Covid-19.

• Masks are required, effective immediately, in all university buildings, regardless of vaccination status. Faculty may wear a face shield to lead classes and must maintain 6 feet of distance while wearing the shield. These requirements will be reviewed on a periodic basis and are subject to change.

• All classes are offered in the modality listed in the catalog.

• All Vandals are highly encouraged to be vaccinated.

• COVID-19 tests are not required to attend class in person.

**Additionally, faculty and students must follow the Healthy Vandal Pledge:**

1. Daily Symptom Monitoring and In-Person Class Attendance. Evaluate your own health status before attending in-person classes and refrain from attending class in-person if you are ill, if you are experiencing any of the known symptoms of coronavirus, or if you have tested positive for COVID-19 or have been potentially exposed to someone with COVID-19.
* Stay home if you experience any symptoms related to COVID 19 and that are not attributed to a non-infectious health condition regardless of how mild.
* Contact your medical provider or local Idaho Public Health District for assessment of symptoms and possible COVID19 testing. Positive COVID 19 tests should be submitted via a VandalCare Report in order to make arrangements that involve classroom absences due to illness, and/or quarantine or isolation requirements directed by a medical provider.
1. **Face Masks.** All faculty, staff, students and visitors across all U of I locations must use face masks whenever indoors at any U of I buildings. You are required to wear a face mask over your nose and mouth indoors at all times.
	* If you have a medical condition that affects your ability to comply with the face covering policy, please contact the Center for Disability Access and Resources (CDAR) to request a reasonable accommodation.
	* Failure to wear a face covering means you will be required to leave the classroom. If a disruption to the learning experience occurs due to repeated offence and/or egregious behavior, it will be referred to the Dean of Students Office for potential code violation.

NOTE: This does not need to be included in the syllabus, but this would be the procedure for faculty to respond to a student who refuses to wear a mask:

**Protocols for dealing with students who do not adhere to face mask policy:** All UI students must wear face masks while inside of UI buildings, including in classrooms. Students are not permitted to remove face masks during classes even if they are able to maintain a six-foot distance from other students.

**Step 1 –** In the event a student refuses to wear a face mask while in class, faculty member should address the behavior and request that the student put on a face mask. For example: “There is a requirement that all community members wear a face mask while in classrooms to keep us all safe and healthy. Please wear a face mask to continue to be in this space.”

**Step 2 –** If a student still refuses to wear a face mask, the faculty member should ask them to leave the classroom.

**Step 3** – If the student refuses to leave the class you should contact Campus Security (885-SAFE) to have the student removed from the classroom

Here is the recent communication from the president and provost: https://www.uidaho.edu/- /media/UIdaho-Responsive/Files/health-clinic/covid-19/memos/memo-210811-green-lawrence.pdf

***Student Resources***: The University of Idaho provides student support to ensure a successful learning experience.

[Student Resources Webpage](https://www.webpages.uidaho.edu/studentresources/)

***Library Help***: The UI Library website has many databases that will help you find relevant and reliable books, articles, images, and more. Don't hesitate to contact a librarian for research assistance.

[UIDAHO Library Website](http://www.lib.uidaho.edu/)

[Help - Reference Services](http://www.lib.uidaho.edu/help)

[Help for Distance Ed Students](http://www.lib.uidaho.edu/help/offcampus.html)

***Technology Help***: The UI Student Technology Center provides many technology related services to students.

PHONE: 208-885-HELP (208-885-4357)

Technology Help Email

[Technology Help Website](http://www.uidaho.edu/its/stc)

***Writing Support***: The UI Writing Center is dedicated to providing one-on-one assistance to student writers and other members of the campus community.

PHONE: 208-885-6644

Writing Center Email

[Writing Center Website](https://www.uidaho.edu/class/writing-center)

***Academic Honesty:*** It is the policy of the Philosophy Department to refer all instances of suspected academic dishonesty to the Student Judicial Council. For the Dean of Students' Academic Integrity site, which includes UI Policies and Student Academic Dishonesty Resources, see <http://www.uidaho.edu/DOS/academicintegrity>

***Reasonable Accommodations:*** Students with disabilities needing accommodations to fully participate in this class should contact Center for Disability Access and Resources (CDAR). All accommodations must be approved through CDAR prior to being implemented. To learn more about the accommodation process, visit CDAR's website at [www.uidaho.edu/cdar](https://www.uidaho.edu/cdar) or call 208-885-6307.

***Assignment and Grade Record-keeping:***Students are responsible for saving all graded work until final grades are recorded with the registrar and checked by the student.

***Classroom Learning Civility:*** In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern.   Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

***Vandal Food Pantry:*** The [Vandal Food Pantry](https://www.uidaho.edu/food-pantry) is a free resource stocked weekly with food, grocery bags, and various hygiene items. Its eight locations across campus are accessible during building hours and open to all. Please take what you need.

***Green Dot Safety Program:*** What's Your Green Dot? It's up to all of us to make a safer campus. Vandal Green Dot is a program that helps students learn about the power of the bystander, how to recognize potentially risky situations, and realistic ways to intervene. Together we can bring down the number of people being hurt by interpersonal violence on our campus. No one has to do everything, but everyone has to do something! Learn more and get involved by visiting [UI's Green Dot Safety Program](https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/green-dot) or emailing greendot@uidaho.edu.

***Firearms:*** The University of Idaho bans firearms from its property with only limited exceptions. One exception applies to persons who hold a valid Idaho enhanced concealed carry license, provided those firearms remain concealed at all times. If an enhanced concealed carry license holder's firearm is displayed, other than in necessary self-defense, it is a violation of University policy. Please contact local law enforcement (call 911) to report firearms on University property. University of Idaho leadership remains committed to maintaining a safe work, living and learning environment on campus. We will not tolerate any threatening use of firearms or any other weapons. While authorized license holders may have familiarity and be at ease carrying a loaded firearm, we ask that they be aware that many people are not familiar with handguns and are uncomfortable in their presence.

**\*\*Instructor maintains the right to change the syllabus at anytime throughout the semester\*\***