Quantitative Research Design
Department of Sociology
University of Colorado Boulder

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Classroom: CHEM 133
Class hours: Tuesday 3:30-6:00pm
Credit Hours: 3
Office Hours: by appointment

Course Description

The purpose of this course is to introduce students to the core forms of quantitative research designs and techniques used in contemporary sociological inquiry. Our primary goal is to understand and appreciate the logic and practices sociologists use to study and explain the social world. We will be covering and collectively discussing a wide range of issues that researchers will confront when crafting and investigating questions about social phenomena that are to be answered using quantitative methods.

The course is generally organized into three overarching conceptual themes:

(1) how factors are related to one another—causality, and its essential forms;
(2) how factors are represented in studies—the conceptualization and measurement of variables;
(3) how inferences are made—sampling and generalization.

Coinciding with these conceptual themes is a practical focus on the craft of sociological research, namely, the nuts and bolts of knowledge production using quantitative methods. Emphasis is placed on preparing students to do the kinds of quantitative research reported in mainstream sociological journals, presented at conferences, and found in dissertations and final reports to funding agencies. This includes:

(1) asking a research question in a manner that can be empirically tested and identifying data and methods that can address the question;
(2) developing a conceptual model through a theoretical framing that establishes the importance of a research question and its contribution to the literature;
(3) writing a methodology section that demonstrates to readers that your work is analytically sound and should be trusted.

The aim of this course is not to provide complete coverage of quantitative methods. To be sure, this course should not be viewed as a substitute for specialized methodological training. Although students will be exposed—via the readings and classroom discussion—to a wide range of quantitative methods (e.g., linear and generalized linear regression, social network analysis, meta-analysis, mixed effects modeling and its variants), proficiency in these topics will either require extended reading or a specialized course.

Finally, class meetings are viewed as a collaborative exercise—there will be some lectures (albeit, brief), but our time together as a class will consist of focused discussions pertaining to the readings, hands on activities, and student presentations. Active participation is absolutely mandatory.

Course Requirements

Students will be assessed in four ways, and final grades will be determined as follows:

    (1) research proposal paper (30%)
    (2) research proposal presentation (10%)
    (3) class participation (30%)
    (4) final exam (30%)

Research Proposal Paper

       Journal articles are the "currency of the business" in the sciences, and sociology is no exception. Students are required to develop a research proposal that is the equivalent—in terms of content, quality, and structure—to a refereed journal article. The overall goal of this assignment is for students to use the research proposal as a launch point for a journal article, conference paper, chapter in an edited volume, fellowship proposal, or dissertation. The topic can be anything sociological, with the lone requirement being that the proposed study uses a quantitative research design. The research proposal should include the following sections:

    (1) an introduction to the issue and the research questions under investigation;
    (2) a discussion of theory and prior research with which your study is situated;
    (3) a methods sections that explains the data that are to be used and the dependent and independent variables included in the study,
    (4) the analytic strategy you intend to employ and the analyses that are to be carried out should the study advance.
    (5)

As a research *proposal*, there will be no formal analysis conducted or results presented. Accordingly, the final paper should read like a refereed journal article from introduction to analytic strategy.

       The research proposal will be developed over the course of the semester in four phases that are to be thought of as building blocks, as follows:

    (1) Phase #1: the pitch. Think of this as an introduction or an extended introduction section, using the "inverted pyramid" approach: What's the issue? What's the gap? What's the solution?
    (2) Phase #2: the framework. Here you will submit the "front end" of your proposal—a revised introduction, along with the theoretical framework and review of prior research. The latter two can be organized in a variety of ways (as we will discuss in class), but what is most important is that it effectively motivates your empirical core. Research questions and hypotheses must be very clear.
    (3) Phase #3: the methods, part one. This portion of your research proposal will provide a comprehensive discussion of the data that you will use (Who collected it? When was it collected? What was the sampling strategy? Who does it represent? What are the response rates? etc.) and the variables included in the study (How are they scaled? What coding decisions did you make? What are the psychometric properties of constructs? etc.)
    (4) Phase #4: the methods, part two. The final portion of your methods section will communicate to readers the analytic strategy you will use to answer the research questions you have proposed. There is a need to be very specific of which method you will use and why you will use it (e.g., choosing negative binomial over Poisson over ordinary least squares regression).

All four of these phases are preliminary and are designed to elicit feedback from your classmates and me. As such, each week students will exchange papers (at random) at the time of submission and responses will be provided within a week. The purpose of this approach is not evaluation; rather, it is to lead to a conceptually and methodologically sound research proposal. Students should approach feedback to colleagues as they would an anonymous referee. Civil. Informative. Unassuming. Thoughtful. Judicious.

Research Proposal Presentation

The research proposal presentation will consist of a short, 15-minute (maximum) in-class presentation of your project, and should be structured comparable to an ASA presentation. Powerpoint or other presenter software (e.g., Prezi) should be used. Rather than presenting a results and discussion section, students will present (1) the theoretical and policy implications of their findings depending on whether hypotheses are supported or rejected, and (2) the roadmap to advance the research proposal, including the intended next steps and a timeline for completion.

Class Participation

As a graduate seminar, classroom participation is absolutely mandatory each week. Students are expected to come prepared to class. Readings should be completed prior to class. Notes and questions about these readings should be jotted down. One student will be the weekly "steward" of the readings, leading (with me) the classroom discussion. Each student will likely assume this position twice.

Each week we will work to deconstruct or dissect one quantitative article, termed the "model article," which will coincide with the weekly readings. Five things you could be thinking about as you read this article (and the other readings):

(1) What did you think the researchers did well?
(2) What did you think the researchers did poorly? And, what could they have done differently?
(3) What aspects of the research did you find confusing or hard to follow?
(4) How well did the front end motivate the empirical core?
(5) What are the ways in which the research could be extended or advanced?

Taking notes on these five questions alone should generate plenty of classroom discussion on the readings.

Although attendance is not mandatory, if you plan to miss class due to a planned or unforeseeable circumstance, please have the courtesy to inform me via email beforehand.

Final Exam

A comprehensive final exam will be given on the last day of class (May 5). The purpose of this exam to gauge student knowledge and proficiency on matters related quantitative research design. This exam will be given in-person and will consist of a series of questions related to the topics we have covered over the course of the semester. Answers will be hand written. No notes will be allowed. I recognize that this stands in contrast to how academia and research operate. More details on exam will be provided toward the end of the semester.

Communication

Please direct all communication to me via email (David.Pyrooz@colorado.edu). Please ensure that SOCY 5031 is in the subject line, as it will prioritize your email for a more prompt response.

Schedule of Topics and Assignments

Date	Class #	What substantive topics are covered?	What practical topics are covered?	What's due?
12-Jan	1	Overview and introduction to quantitative research design		
19-Jan	2	Asking research questions and finding data to answer them	Where's the data?	
26-Jan	3	The basics of causal inference and the complexity of causal mechanisms	Using (not reviewing) the lit Organizing the lit—Zotero	
2-Feb	4	Causal inference with experimentation	Develop an experiment	
9-Feb	5	Causal inference with approximations of experimentation	Pitch your proposal	Phase #1
16-Feb	6	Conceptualization and operationalization of variables across units of analysis	Ethics in research	
23-Feb	7	Scale development—internal and external reliability and validity	Brief introduction to Stata (part 1)	
2-Mar	8	Dependent variables	Brief introduction to Stata (part 2)	Phase #2
9-Mar	9	Model development, mediation, and moderation	The journal article	
16-Mar	10	Sampling theory, sampling, and generalization		
23-Mar		No class		
30-Mar	11	Missing data in sociological inquiry	Brief introduction to Stata (part 3)	
6-Apr	12	Survey development and survey research	Critique a survey	Phase #3
13-Apr	13	A potpourri of quantitative methods		
20-Apr	14	Meta-analysis and the organization of quantitative knowledge	Identify sociological topics in need of quantitative synthesis	Phase #4
27-Apr	15	Student presentations		
5-May	16	Final exam		Final paper

Schedule of Readings

Book: Royce Singleton and Bruce Straits. Approaches to Social Research (we will be using the 4th edition from 2004, but feel free to purchase the 5th edition if you so desire).

*** refers to the "model article" which we will be discussing for the first 15-30 minutes of the class

12-Jan (class #1): Overview and introduction to quantitative research design

- No assigned readings—secure a copy of the Singleton/Straits book, think about your research proposal ideas

19-Jan (class #2): Asking research questions and finding data to answer them
- ***Stark, Rodney, and Laurence R. Iannaccone. 1994. "A supply-side reinterpretation of the" secularization" of Europe." *Journal for the Scientific Study of Religion* 33: 230-252.
- Singleton/Straits, chs. 1 (introduction) and 2 (the nature of science)
- Merton, Robert K. 1987. "Three fragments from a sociologist's notebooks: Establishing the phenomenon, specified ignorance, and strategic research materials." *Annual Review of Sociology* 13: 1-29.
- Polsby, Nelson W. 1993. "Where do you get your ideas?" *PS: Political Science & Politics* 26: 83-87.
- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. "The science in social science," *Designing Social Inquiry*, pp. 1-33
Where's the data?
- Singleton/Straits, ch. 11 (research with existing data).
- Consult the Inter-university Consortium for Political and Social Research, or ICPSR https://www.icpsr.umich.edu/icpsrweb/landing.jsp

26-Jan (class #3): The basics of causal inference and the complexity of causal mechanisms
- *** Pager, Devah. 2003. "The mark of a criminal record." *American Journal of Sociology* 108: 937-975.
- Singleton/Straits, chapter 6 (experimentation)
- Baumer, Eric P., and Kevin T. Wolff. 2014. "Evaluating contemporary crime drop(s) in America, New York City, and many other places." *Justice Quarterly* 31: 5-38.
- Sampson, Robert J. 2010. "Gold standard myths: Observations on the experimental turn in quantitative criminology." *Journal of Quantitative Criminology* 26 (4): 489–500.
- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. "Causality and causal inference," *Designing Social Inquiry*, pp. 75-114.

Using the literature
- Becker, Howard S. 1986. "Terrorized by the literature" in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*, pp. 135-149. Chicago: University of Chicago Press.

2-Feb (class #4): Causal inference with experimentation
- *** Besbris, Max, Jacob William Faber, Peter Rich, and Patrick Sharkey. 2015. "Effect of neighborhood stigma on economic transactions." *Proceedings of the National Academy of Sciences* 112: 4994-4998.
- Singleton/Straits, chapter 7 (experimental designs)
- Aronson, Elliot, Timothy D. Wilson, and Marilynn B. Brewer. 1998. "Experimentation in Social Psychology" in The Handbook of Social Psychology, edited by D. T. Gilbert, S. T. Fiske, and G. Lindzey. Boston, MA: McGraw-Hill. [pdf to be provided]
- Clampet-Lundquist, Susan, and Douglas S. Massey. 2008 "Neighborhood effects on economic self-sufficiency: A reconsideration of the Moving to Opportunity experiment." *American Journal of Sociology* 114: 107-143.
- Ludwig, Jens, Jeffrey B. Liebman, Jeffrey R. Kling, Greg J. Duncan, Lawrence F. Katz, Ronald C. Kessler, and Lisa Sanbonmatsu. 2008. "What can we learn about neighborhood effects from the Moving to Opportunity experiment." *American Journal of Sociology* 114: 144-188.
- Sampson, Robert J. "Moving to inequality: Neighborhood effects and experiments meet structure." *American Journal of Sociology* 114: 189-231.

9-Feb (class #5): Causal inference with approximations of experimentation
- *** Harding, David J. 2003. "Counterfactual models of neighborhood effects: the effect of neighborhood poverty on dropping out and teenage pregnancy." *American Journal of Sociology* 109: 676-719.
- Singleton/Straits, ch. 15 (multivariate analysis)
- Apel, Robert J., and Gary Sweeten. 2010. "Propensity score matching in criminology and criminal justice." In Handbook of Quantitative Criminology, edited by David Weisburd and Alex R. Piquero, 543–62. New York: Springer.
- Kirk, David S. 2009. "A natural experiment on residential change and recidivism: Lessons from Hurricane Katrina." *American Sociological Review* 74(3): 484-505.
- Levitt, Steven D. 1997. "Using electoral cycles in police hiring to estimate the effect of police on crime." *The American Economic Review* 87:270-290.
- Levitt, Steven D. 2002. "Using electoral cycles in police hiring to estimate the effects of police on crime: Reply." *American Economic Review* 92: 1244-1250.

Pitch your proposal
- Singleton/Straits, ch. 3

16-Feb (class #6): Conceptualization and operationalization of variables across units of analysis

- ***Grasmick, Harold G., Charles R. Tittle, Robert J. Bursik, and Bruce J. Arneklev. 1993. "[Testing the core empirical implications of Gottfredson and Hirschi's general theory of crime](#)." *Journal of Research in Crime and Delinquency* 30: 5-29.
- Singleton/Straits, ch. 4 (measurement), pp. 76-90
- Robinson, W. S. 1950. "[Ecological correlations and the behavior of individuals](#)." *American Sociological Review* 15: 351-357.
- Hipp, John R. 2007. "[Block, tract, and levels of aggregation: Neighborhood structure and crime and disorder as a case in point](#)." *American Sociological Review* 72: 659-680.
- Hirschman, Charles, Richard Alba, and Reynolds Farley. 2000. "[The meaning and measurement of race in the US census: Glimpses into the future](#)." *Demography* 37: 381-393.

Ethics

- Singleton/Straits, ch. 16 (research ethics)
- Singal, Jesse. 2015. [The case of the amazing gay-marriage data: How a graduate student reluctantly uncovered a huge scientific fraud](#). *NYMag*.
- Campos, Paul. 2015. [Alice Goffman's implausible ethnography](#). *The Chronicle of Higher Education*.
- Cohen, Philip N. 2012. [One case of very similar publications, with some implications and suggestions](#). *Family Inequality Blog*.

23-Feb (class #7): Scale development—internal and external reliability and validity

- ***Black, Dan, Gary Gates, Seth Sanders, and Lowell Taylor. 2000. "[Demographics of the gay and lesbian population in the United States: Evidence from available systematic data sources](#)." *Demography* 37: 139-154.
- Singleton and Straits, ch. 4 (measurement), pp. 90-107
- Reisig, Michael D., Jason Bratton, and Marc G. Gertz. 2007. "[The construct validity and refinement of process-based policing measures](#)." *Criminal Justice and Behavior* 34: 1005-1028.
- Curry, G. David. 2015. "[The logic of defining gangs revisited](#)." In *The Handbook of Gangs*, edited by Scott H Decker and David C. Pyrooz, 7–27. Chichester, West Sussex: John Wiley & Sons. [pdf to be provided]
- Sweeten, Gary. 2012. "[Scaling criminal offending](#)." *Journal of Quantitative Criminology* 28: 533–57.
- Hwang, Jackelyn, and Robert J. Sampson. 2014. "[Divergent pathways of gentrification racial inequality and the social order of renewal in Chicago neighborhoods](#)." *American Sociological Review* 79: 726–51.

2-Mar (class #8): Dependent variables

- ***Mollborn, Stefanie, Benjamin W. Domingue, and Jason D. Boardman. 2014. "[Norms as group-level constructs: Investigating school-level teen pregnancy norms and behaviors](#)." *Social Forces*, 93: 241–267.
- ***McNulty, Thomas L., and Paul E. Bellair. 2003. "[Explaining racial and ethnic differences in serious adolescent violent behavior](#)." *Criminology* 41: 709–747.
- ***Mears, Daniel P., Eric A. Stewart, Sonja E. Siennick, and Ronald L. Simons. 2013. "[The code of the street and inmate violence: Investigating the salience of imported belief systems](#)." *Criminology* 51: 695–728.

Introduction to Stata Part 2

- Long, Scott. 1997. Regression models for categorical and limited dependent variables. Thousand Oaks, CA: Sage. [pdfs to be provided]
- Long, Scott L., and Jeremy Freese. 2001. *Regression models for categorical dependent variables using Stata*. College Station, TX: Stata Corporation. [pdfs to be provided]

9-Mar (class #9): Model development, mediation, and moderation

- ***Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and violent crime: A multilevel study of collective efficacy." *Science* 277: 918–924.
- Howard S. Becker, "Becoming a marihuana user," *American Journal of Sociology* 59: 235-242.
- Baron, Reuben M. and David A. Kenny. 1986. The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51: 1173-1182.
- MacKinnon, David P., Jennifer L. Krull, and Chondra M. Lockwood. 2000. "Equivalence of the mediation, confounding and suppression effect." *Prevention Science* 1: 173-181.
- Burt, Callie H., Ronald L. Simons, and Frederick X. Gibbons. 2012. "Racial discrimination, ethnic-racial socialization, and crime: A micro-sociological model of risk and resilience." *American Sociological Review* 77: 648–677.
- Ross, Catherine E., John R. Reynolds, and Karlyn J. Geis. 2000. "The contingent meaning of neighborhood stability for residents' psychological well-being." *American Sociological Review* 65 (4): 581–97.
- Sampson, Robert J., Christopher Winship, and Carly Knight. 2013. "Translating causal claims." *Criminology & Public Policy* 12: 587-616.

The journal article

- Hamby, Sherry. 2015. "On scientific writing in the information era: Tailoring papers for internet searching and other 21st century realities." *Psychology of Violence* 5: 103–111.

16-Mar (class #10): Sampling theory, sampling, and generalization

- Singleton/Straits, ch. 5 (sampling)
- Cohen, Jacob. 1992. "A power primer." *Psychological Bulletin* 112: 155-159.
- Gelman, Andrew. 2014. Was it really necessary to do a voting experiment on 300,000 people? Maybe 299,999 would've been enough? Or 299,998? Or maybe 2000?" *Statistical Modeling, Causal Inference, and Social Science Blog*.
- McCloskey, Deirdre N., and Stephen T. Ziliak. 1996. "The standard error of regressions." *Journal of Economic Literature* 34: 97–114.
- Gelman, Andrew. 2009. How does statistical analysis differ when analyzing the entire population rather than a sample? *Statistical Modeling, Causal Inference, and Social Science Blog*.
- Cumming, Geoff. 2014. "The new statistics: Why and how." *Psychological Science* 25 (1): 7–29.
- Blount-Hill, Kwan-Lamar, and Jeffrey A. Butts. 2015. "Respondent-driven sampling: Evaluating the effects of the Cure Violence model with neighborhood surveys." New York: John Jay College of Criminal Justice, Research & Evaluation Center.
- Berk, Richard A. 1983. "An introduction to sample selection bias in sociological data." *American Sociological Review* 48: 386-390.

23-Mar: No class

30-Mar (class #11): Missing data in sociological inquiry

- ***Wadsworth, Tim, and John M. Roberts. 2008. When missing data are not missing: A new approach to evaluating supplemental homicide report imputation strategies. *Criminology*, 46: 841–870.
- Brame, Robert, Michael G. Turner, and Ray Paternoster. 2010. "Missing data problems in criminological research." In *Handbook of Quantitative Criminology*, edited by Alex R. Piquero and David Weisburd, 273–88. Springer New York.

Introduction to Stata, part 3

Humphries, Melissa. n.d. "Missing data & how to deal: An overview of missing data." University of Texas, Population Research Center.

6-Apr (class #12): Survey development and survey research
- ***Reisig, Michael D., and Travis C. Pratt. 2011. "Low self-control and imprudent behavior revisited." *Deviant Behavior* 32: 589–625.
- Singleton/Straits, chs. 8 (survey research) and 9 (survey instrumentation)
- Tourangeau, Roger, and Ting Yan. 2007. "Sensitive questions in surveys." *Psychological Bulletin* 133 (5): 859.

Critique a survey
Use a publicly available survey or one provided to you in class.

13-Apr (class #13): A potpourri of quantitative methods
- Boardman, Jason D., Benjamin W. Domingue, and Jason M. Fletcher. 2012. "How social and genetic factors predict friendship networks." *Proceedings of the National Academy of Sciences* 109 (43): 17377–81.
- Papachristos, Andrew V., David M. Hureau, and Anthony A. Braga. 2013. "The corner and the crew: The influence of geography and social networks on gang violence." *American Sociological Review* 78: 417–47.
- Pyrooz, David C. 2014. "'From your first cigarette to your last dyin" day': The patterning of gang membership in the life-course." *Journal of Quantitative Criminology* 30: 349–372.
- Bjerk, David. 2009. How much can we trust causal interpretations of fixed-effects estimators in the context of criminality? *Journal of Quantitative Criminology* 25: 391–417.
- Esbensen, Finn-Aage, D. Wayne Osgood, Dana Peterson, Terrance J. Taylor, and Dena C. Carson. 2013. "Short- and long-term outcome results from a multisite evaluation of the G.R.E.A.T. program." *Criminology & Public Policy* 12 (3): 375–411.

20-Apr (class #14): Meta-analysis and the organization of quantitative knowledge
- ***Pyrooz, David C, Jillian J. Turanovic, Scott H. Decker, and Jun Wu. 2015. "Taking stock of the relationship between gang membership and offending: A meta-analysis." *Criminal Justice & Behavior*. Online First: 1–33.
- Wrzus, Cornelia, Martha Hänel, Jenny Wagner, and Franz J. Neyer. 2013. "Social network changes and life events across the life span: A meta-analysis." *Psychological Bulletin* 139 (1): 53.
- Pratt, Travis C. 2010. Meta-analysis in criminal justice and criminology: What it is, when it's useful, and what to watch out for. *Journal of Criminal Justice Education*. 21: 152–168.
- Ferguson, Christopher J. 2007. The good, the bad and the ugly: A meta-analytic review of positive and negative effects of violent video games. *Psychiatric Quarterly* 78: 309–316.
- Furner, J. (2003). "Little book, big book before and after little science, big science: A review article, part I." *Journal of Librarianship and Information Science*, 35: 115–125.

Exercise
Identify sociological topics in need of quantitative synthesis

27-Apr (class #15): Student presentations

5-May (class #16): Final exam

Discrimination

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the OIEC website. The full policy on discrimination and harassment contains additional information.

Late Policy

Arrive prior to 3:00pm. Late arrivals may be considered absent for that class period.

Classroom Code of Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code.

Electronic Device Policy

Non-disruptive occasional use of cell phones is permitted. Device sound alerts must be turned off during class. Tablets and laptops may be used strictly for class purposes at your my discretion. All interpersonal communication is prohibited. Audio and video recordings are not permitted. Any deviation from the aforementioned policy must be discussed with the me beforehand.

Academic Integrity Policy and Student Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the Honor Code policy can be found online and at the Honor Code Office.

Services for Students with Disabilities

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with your professor.

Writing Center

If you need help with writing, visit the CU-Boulder Writing Center. Writing tutors will work with you one-on-one at any stage of the writing process (brainstorming, generating a draft, organizing a draft, or revising a draft) for any written assignment. Consult their website for resources http://www.colorado.edu/pwr/writingcenter.html

Religious Accommodations

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See campus policy regarding religious observances for full details.

Withdrawals

Students wishing to withdraw are cautioned to follow formal procedures outlined by the University
http://www.colorado.edu/registrar/registration-grades/adddrop-courses