

Syllabus information may be subject to change. **Most recent update: October 9, 2021 (Schedule)**

## Mask/Social Distancing Expectations and COVID Related Matters

Students (and instructors) must follow UConn's mask and social distancing policies ([See Up-to-date campus guidelines here](#)). Repeatedly failing to follow these expectations will result in a referral to [Community Standards](#). If you need a mask, please ask for one. If an instructor is not wearing a mask, students should feel comfortable asking the instructor to put one on immediately.

Your vaccination history is your private information, and I will not ask you to divulge that information. If you share this or any other medical information with me, that information will remain confidential and will not impact your grade.

**If you have symptoms, test positive for COVID, or have been in close proximity to someone with COVID, please stay home even if you are vaccinated ([see Participation and Attendance policy below](#)).** People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever
- Cough
- Repeated shaking/chills
- Headache
- New loss of taste or smell
- Shortness of breath/difficulty breathing
- Chills
- Muscle pain
- Sore throat

Absences or tardiness due to COVID-19 are automatically excused – please contact me ASAP and stay in communication so we can work together to put a plan in place for make-up sessions and extensions for work.

Additional information including what to do if you test positive or you are informed through contact tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

Should there be a need to return to a virtual classroom this semester, Harmony 1 will retain its synchronous meeting time (MWF 8:00-8:50 AM Eastern) and transition to using Blackboard Collaborate (on HuskyCT, accessible from Day 1 to ensure a seamless transition). *The instructor may choose to use this virtual classroom at any point during the semester with advance warning given over email and announced on HuskyCT.*

**COVID-19 departmental and university-wide policies are subject to change on a day-to-day basis. Please mind your email for announcements from myself, Dr. Rice, or the UConn administration.**

**Meeting Times and Location:** MWF 11:15am-12:05pm MUSB 122

**Format:** In Person

**Professor:** Dr. Stefanie Acevedo (she/her/hers)

**Email:** [stefanie.acevedo@uconn.edu](mailto:stefanie.acevedo@uconn.edu)

**Office Hours:** By appointment ([schedule here](#))

**Class website:** HuskyCT

## COURSE OVERVIEW

### What do I need for class?

- **Recommended:** a pencil, eraser, and music notation paper ([print it from here](#)).
- **Textbook:** All readings will be provided on HuskyCT website – no textbook is required!
- **Scores:** Scores will be provided on the HuskyCT website. You are expected to have the *scores with numbered measures and an ability to annotate* (either hard-copy or tablet) for class. Merely viewing

them on your laptop during class discussion will be considered unprepared.

- **Piano:** You should have access to (at least) a 2-octave keyboard (see [UConn music facilities](#) for information on practice room/piano use).

## Software/Technical Requirements

- **Computer:** Needed to complete assignments/readings (See [UConn computer requirements](#)).
- Word Processor such as Microsoft Office (free to UConn students through [uconn.onthehub.com](#))
- Optional for drawing analytical examples - **Notation Software:**
  - [Musescore](#) (free)
  - [Finale \(\\$99 one-time fee for University/College Student\)](#)
  - [Sibelius \(free beginner version or \\$99/year academic version\)](#)

## What will I learn in this course?

MUSI 5302 provides an introduction to the examination of structure and style in various works from the 18th through 20th centuries. Within the graduate music curriculum, this course comes between MUSI 4371 Theory Review and MUSI 5354 Advanced Analysis. This course is required, or recommended, for some students on the basis of the results of the graduate theory placement examination. For other students, it may serve as an elective course.

MUSI 5354 Advanced Analysis is the recommended preparation for the general examination within the Doctor of Musical Arts (DMA) program and is required for students in the Ph.D. program. MUSI 5302 may serve as preparation for MUSI 5354 Advanced Analysis, but is not intended to serve on its own as optimal preparation for the general examination within the DMA program.

The section focuses on the analysis of excerpts from classical and popular music traditions. The analytical techniques employed will include the student's previous study of music theory, combined with terms and concepts drawn from recent scholarship on form in both popular and classical traditions.

## How am I being graded?

### Grading Scale

Grade	Letter Grade	GPA
93-100	A	4.0
90-92.99	A-	3.7
87-89.99	B+	3.3
83-86.99	B	3.0
80-82.99	B-	2.7
77-79.99	C+	2.3
73-76.99	C	2.0
70-72.99	C-	1.7
67-69.99	D+	1.3
63-66.99	D	1.0
60-62.99	D-	0.7
<60	F	0.0

More information about UConn's grading policy may be found [here](#). **Dropping a course** must be done before the ninth week of the semester and requires advisor approval. **Incomplete grades (I)** may be given under extenuating circumstances and with instructor approval. See UConn's incomplete grade policy [here](#).

The course grade breaks down into the following components:

Course Components	Weight
<a href="#">Analysis Assignments</a>	50%

<a href="#">Final Presentation</a>	10%
<a href="#">Final Paper</a>	15%
<a href="#">Class Discussion/Participation</a>	25%

All work will be completed and submitted online via [HuskyCT](#) unless otherwise specified.

## What will we do in class?

### Analyses (50% of grade)

Analysis assignments will be due throughout the semester (dates will be shown on HuskyCT).

All analyses will be graded using the following scale:

Score	Performance Level	Description of Assignment	% Grade
6	Mastery: Advanced knowledge and application.	Interpretation is technically correct and musically idiomatic. Evidence of creative engagement (if applicable).	100%
5	Proficiency: Strong knowledge, consistent application.	Interpretation is mostly technically correct, with some stylistically inappropriate or awkward elements.	89%
4	Apprentice: Basic understanding of materials.	Interpretation shows some significant technical problems, adversely affecting its communicative effectiveness.	79%
3	Novice: Limited understanding of materials, sloppy execution of skills.	Numerous significant technical problems interfere with the success of the interpretation.	69%
2	Unsatisfactory: Very limited understanding of materials, not ready to move to next level	Work marred by technical problems. Quality of work does not show good promise for future success in subject area. Foundational concepts should be reviewed and strengthened.	59%
1	Unacceptable: No demonstrated skills or understanding of knowledge	Incomplete or unintelligible work.	30%
0	No evidence of learning.	Not submitted, all answers are incorrect.	0%

### Final Presentation (10%) & Final Paper (15% of grade)

You will analyze a piece of your choosing given the techniques we discuss in class. A final class presentation and paper will reflect your analysis and will replace a final exam.

### Participation/Discussion (25% of grade)

You are expected to attend class and be punctual. You should have completed the assigned reading and analysis prior to class and be ready to follow along with, and contribute to, class discussion and analysis. You are responsible for making up work

- **Late arrivals:** If you arrive more than 10 minutes late, your participation grade will be 50% for that day.
- **Absence Policy:**
  - Communication is key: Should you need to miss class for any reason, you should email Dr. Acevedo within 24 hours of class time (unless extenuating circumstances apply, such as hospitalization).
  - Extended absences: If you have extended absences due to chronic illness, [please talk to the Center for Students with Disabilities for accommodations.](#)

## What is your policy on late work?

- Late work: Written assignments are to be submitted at the beginning of the class period during which they are due. Work that is submitted late will be marked down by 20% for each **class period** after the one on

which it is due. Work that is submitted after the last day of classes will be given a grade of zero (unless cleared by instructor).

## How do I turn work in?

Assignments will be posted online as PDFs and will be distributed as paper copies in class. You may complete them on your computer or by hand, *however all assignments must be submitted electronically as PDFs.*

### Submitting Work Electronically

1. Scan/export your work as a *single* PDF with your first and last name and assignment/project number as the file name (Example: AcevedoStefanie\_Assignment3.pdf).
2. Upload your pdf to HuskyCT under the correct assignment (should you upload under the wrong assignment or the wrong document, please contact Dr. Acevedo to have this issue corrected).

### Scanning Resources

If you do not currently own a scanner, you may use the scanners available in [Homer Babbidge Library](#). You can also use free apps for your computer and/or phone:

Free Scanning Apps for Phones:

- iPhone – “Notes” app includes scanning capabilities (see [this article](#))
- Android – CamScanner (free) or Google Drive (free - see [this article](#))

Free PDF Editors:

- [Xodo](#) - (free, PC)
- Apple Preview (free, pre-installed on Macs)
- [Sejda](#) - (free, web-based)

### Due Dates

All course due dates are identified on HuskyCT. Deadlines are in Eastern Time. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

### Weekly Time Commitment

You should expect to dedicate at least 6 hours of outside work a week to this course.

## What is academic dishonesty?

Academic dishonesty of any kind is absolutely prohibited in this course. ***If there's doubt, ASK.***

### Academic Dishonesty Includes

- **Copying or sharing** answers on homework and quizzes.
- **Consulting each other** on quizzes or exams.
- **Copying or recycling YOUR OWN** work without permission or citation. This includes submitting previously composed music for assignments or projects without express permission of the instructor.
- **Not citing or giving credit** for someone else's thoughts, ideas, or music.
- **Deceitful practices** such as using fake research/articles or modifying font sizes/page layout/etc. to meet minimum assignment requirements.
- **Submitting work that's not your own** including contract cheating (paying someone to do your work for you).

### Penalties

- Academically dishonest work will receive a failing grade and the student may be subject to: receiving a failing grade for the course, academic probation, suspension or expulsion from the University.
- Penalties will be applied to the person who copied and the person who provided the work to copy.
- All instances of academic dishonesty will be reported. The instructor reserves the right to determine proper the disciplinary penalty for any instance of plagiarism or cheating.

### Avoiding Academic Dishonesty

- Do not share your work.

- “Cross-checking” homework answers can prevent you from learning the material if you’re simply just copying the correct answer. *If you have a question about an assignment, ask me.*
- If you're helping someone, come up with a similar example to illustrate the method but never give them the answer (this is good teaching practice for music education majors!).
- Words or ideas that come from someplace or someone else must be cited (this includes music!):
  - “A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea —say so, either in a footnote, bibliography, or parenthesis” (from “Academic Honesty in the Writing of Essays and Other Papers,” Carleton College, 1990).
- For more tips and advice, see [UConn Libraries' Plagiarism Resources](#)

## CLASS MEETING SCHEDULE

A course schedule is provided below. Dates and assignment details are subject to change. Any changes will be announced in class, posted on HuskyCT, and reflected in the HuskyCT calendar.

Week	Monday	Wednesday	Friday
<b>Week 1</b>	<b>Aug 30:</b> Introduction	<b>Sep 1:</b> Review of Musical Elements	<b>Sep 3:</b> Review of Musical Elements & Elements of Style Analysis
<b>Week 2</b>	<b>Sep 6: Labor Day NO CLASS</b>	<b>Sep 8:</b> What is Form?	<b>Sep 10:</b> Formal Function
<b>Week 3</b>	<b>Sep 13:</b> The Sentence	<b>Sep 15:</b> The Period	<b>Sep 17:</b> Hybrid Themes
<b>Week 4</b>	<b>Sep 20:</b> Deviations from model themes & Compound Themes	<b>Sep 22:</b> Small Forms - Binary & Ternary Form	<b>Sep 24:</b> Small Forms - Through-composed & Blues
<b>Week 5</b>	<b>Sep 27:</b> Small Forms - AABA	<b>Sep 29:</b> Small Forms - Verse-Chorus	<b>Oct 1:</b> Small Forms - Verse-Chorus Variants
<b>Week 6</b>	<b>Oct 4:</b> Layering - EDM & Song Forms	<b>Oct 6:</b> Layering—Process as Emergent Form Sequences Review	<b>Oct 8:</b> Layering—Minimalism (and more EDM)—Review of song forms
<b>Week 7</b>	<b>Oct 11:</b> Process as emergent form Layering—Counterpoint & Fugue	<b>Oct 13:</b> Layering - Counterpoint & Fugue	<b>Oct 15:</b> Layering—African Drumming—Layering - Counterpoint & Fugue
<b>Week 8</b>	<b>Oct 18:</b> Layering - Effects of Orchestration, Minimalism	<b>Oct 20:</b> Sequences Review Layering - Minimalism, African Drumming, Javanese Gamelan	<b>Oct 22:</b> Fugue Review
<b>Week 9</b>	<b>Oct 25:</b> Sonata Form Overview	<b>Oct 27:</b> Sonata Form Expositions	<b>Oct 29:</b> Sonata Form Expositions

<b>Week 10</b>	<b>Nov 1:</b> Sonata Form Developments	<b>Nov 3:</b> Sonata Form Recapitulations & Paragenic Spaces	<b>Nov 5: NO CLASS</b>
<b>Week 11</b>	<b>Nov 8:</b> Sonata Form - Sonata Disputes	<b>Nov 10:</b> Rondo Form	<b>Nov 12:</b> Sonata-Rondo Form
<b>Week 12</b>	<b>Nov 15:</b> Large Ternary Forms	<b>Nov 17:</b> Concerto Form	<b>Nov 19:</b> Concerto Form
<b>Thanksgiving Break (Nov 22-26)</b>			
<b>Week 13</b>	<b>Nov 29:</b> Improvisation - Jazz	<b>Dec 1:</b> Improvisation - Raga	<b>Dec 3: NO CLASS - Individual Meetings</b>
<b>Week 14</b>	<b>Dec 6:</b> Final Presentations	<b>Dec 8:</b> Final Presentations	<b>Dec 10:</b> Final Presentations
<b>Week 15</b>	<b>Finals Week – Final Paper Due (No Exam)</b>		

## GENERAL CLASSROOM GUIDELINES

### How do I succeed in this class?

#### Good Habits

- **Keep a calendar:** Pre-schedule a set time to work on homework and assignments.
- **Stay organized:** Set up a folder for all class files and materials.
- **Don't procrastinate:** Read and take notes before coming to class, start your work early in the week so that you can ask questions before the weekend.
- **Come to office hours:** If something's not clicking, we can work one-on-one to get the subject to make sense in a way that works for you.

#### Attitude

- **Participate in class:** Focus (close down that social media!!), ask questions, take notes.
- **Keep an open mind:** If something doesn't make sense, try a new way to understand it. If something doesn't seem applicable, get creative and try something new in your musical practice.
- **Be curious and challenge yourself:** Read beyond the course materials, dig deeper, ask questions, try to apply what we've learned in your musical life beyond the classroom.
- **Communicate:** Feel free to email me or talk to me after class. I will work with you or help you find solutions but I cannot do so if you don't communicate!

#### Minimum Required Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics, or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open, access, and create PDF files.
- Adjust audio settings on your computer.
- [See Technical or Academic Help section below for technical resources](#)

### How do I get help with this course?

- Dr. Acevedo's Office Hours: Sign up for an appointment to meet with me [here](#).

- [Music Theory Tutoring](#): Free online tutoring for music theory basics from the Journal for Music Theory Pedagogy

## What are your classroom expectations?

As a student in this class, you are expected to:

- Attend class and actively engage by taking notes, asking questions, and participating in class discussion and analysis.
- Be prepared for class by doing the readings and assignments on time, and bringing necessary materials to class.
- Be considerate and limit materials or actions that others might find distracting, such as conversations, work from other classes, newspapers, video games, etc.
- Take ownership and responsibility for the conduct of the class.
- Always treat class members with respect.
- Be prepared to contribute to group and class discussions in a courteous, substantive, and thoughtful manner.

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#).

## Discrimination or Misconduct

UConn as an institution, and the Music Department as an integral part of it, are not immune to problems encountered by BIPOC, LGBTQ, or otherwise marginalized students. As a community we have been forced to become more conscious of issues of racism, inequality, and sexual harassment and misconduct. I strive to make the classroom a welcome place of inquiry, exploration, and critical thinking. I encourage you to ask questions, make comments, challenge ideas, and participate fully in the class. My guiding principle is mutual respect for and between all students and faculty.

If you experience or observe any acts of discrimination or misconduct, we encourage you to speak out about this. There are numerous avenues for doing so, including but not limited to:

- Myself as an instructor: Please come to me if you ever feel uncomfortable with situations or materials we encounter in class.
- [The Music Department Head](#)
- [The School of Fine Arts Dean](#)
- [The Dean of Students](#)
- [The Office of Institutional Equity](#) (for discrimination, harassment, and interpersonal violence)
  - [Report a Bias Incident](#)
- [Title IX Office](#) (for sexual harassment or violence, relationship violence, or stalking)
- [Student Health Services](#) (for questions about mental or physical health issues)
- [Student Care Team](#) (for concerns with threatening, harming, or disruptive student behavior)
- [UConn Residential Life](#) (for incidents occurring within the residence hall area)
- [UConn Public Safety](#) (in case of emergency, dial 911)

***Unsure of where to go? Use InForm to find the appropriate office to contact***

## Electronic Devices

You may use electronic devices to take notes and participate in class discussion as needed. Please be respectful and mindful of students around you: Put your phones on silent and do not engage in online activities that are distracting to those sitting near you (watching videos, texting, social media scrolling, etc.). As participation in class is crucial, the instructor bears no responsibility for any choices that you may make regarding the use of electronic devices in class. Recordings may be taken with instructor permission only.

## How do I get an accommodation?

This course is designed with accessibility in mind. However, (dis)abilities range in severity, timescale, and visibility. A variety of situations may necessitate accommodation, from chronic health conditions and impairments (including anxiety and depression) to temporary conditions such as pregnancy, concussions, or broken bones. A [variety of accommodations](#) (academic, residential, or other) may be available depending on your individual situation.

If you think you may require an accommodation, please contact the Center for Students with Disabilities (CSD):

**Location:** Wilbur Cross Building Room 204

**Phone:** (860) 486-2020

**Website:** <http://csd.uconn.edu/> (includes online accommodation request)

***If you have an accommodation letter provided by CSD, please provide it to me as soon as possible so that I can accommodate you accordingly (via [MyAccess](#)).***

## Retroactivity

Disability accommodations cannot be retroactively applied. As such, you should contact CSD as soon as you are able to. I cannot assist with accommodation as I am not a medical professional, and FERPA/HIPAA guidelines forbid me from engaging in certain matters without your consent/permission. Once CSD is contacted, they will provide guidelines for accommodation.

## Print Materials and Alternate Media

If you need assistance accessing print material including textbooks and electronic material such as PDF documents, please review the CSD website information about alternative media <https://csd.uconn.edu/alternate-media-2/>.

*I will provide printouts of class materials as needed even without an accommodation notice. Please let me know in advance.*

## Online Standards

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

## How do I get religious accommodations?

If religious observance impedes your ability to participate fully in classroom activities or a principal holiday from your religious tradition occurs during the semester and conflicts with class meetings or activities, please contact Dr. Acevedo immediately to determine a reasonable accommodation.

## What are our privacy and intellectual rights?

Some class sessions may be recorded. I will let the class know at the beginning of a session if I plan to record the session. In order to protect student privacy and intellectual property rights, students are prohibited from recording any portions of the class unless given prior permission.

At my discretion and in accordance with University policies and guidelines, I may share one or more of the recorded sessions with the class to provide students with an additional opportunity to review course content. The sharing of any recorded content without my written permission is prohibited. Please alert me to any concerns so that I may take steps to help ensure that you are not recorded. Please remember that the unauthorized recording or sharing of course content may be considered a violation of the law, University policy, and/or The Student Code.



Recordings are the sole use of the students enrolled in this course. Any other use of these class videos or any pictures or derivatives of the class videos without the written consent of the course's professor is prohibited.

The lectures, notes, handouts, and displays shown in this class are protected by state common law and federal copyright law. They are my own original expression (unless otherwise cited). Students are authorized to take notes in class; however, this authorization extends only to making a set of notes for your own personal use, but no other use. If I give permission to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

*NOTE: This course has NOT been designed for use with mobile devices.*

## UNIVERSITY SERVICES

### How do I get technical or academic help?

[Academic & Student Life Support Page](#) provides a guide to academic assistance.

#### University Matters & Academic Coaching

- [iCenter](#) Central hub for help with administrative duties and general UConn information
- [The Uconn Academic Coaching Center](#) helps you with time management, note-taking, transitioning to college life, and other ways to succeed academically.
- [Center for Academic Programs](#) provides support for low-income or first generation students.
- [Student Athlete Success Program](#)

#### General Tutoring

- [Uconn Advising Academic Support](#): Links to various tutoring programs on campus
- [Quantitative and Second Language Course Support](#)
- [Writing Center](#): Uconn's online tutoring and resources for writing
- [Quantitative Learning Center](#): Uconn's tutoring and resources for quantitative courses - check tutoring for PHYS1075Q (Physics of Music) for help with acoustics

#### Husky Study Groups

Are you interested in forming a study group with other students in the class? There is a [study group application in Nexus](#) that can help you get started.

#### Help with HuskyCT

This course uses the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

#### Student Technology Training

Student technology training is now available in a new HuskyCT short course created by students for

students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at [https://lms.uconn.edu/ultra/courses/ 80016 1/cl/outline](https://lms.uconn.edu/ultra/courses/80016_1/cl/outline) .

## How can I borrow materials?

### Library Resources

[Babbidge Library](#) provides various resources, including technology lending (computers, chargers, etc.), scanning/copying services, and much more.

## How do I get mental health help?

If you or someone you know is experiencing a mental health emergency, contact the following:

- Dial 911 for an emergency or 211 in Connecticut to get connected to critical health/human services.
- National Suicide Prevention Lifeline: 1-800-273-8255
- Crisis Text Line: 741741

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office.

- [Consultation and Support Program Drop-ins](#)
- **Location:** Storrs on the main campus in the Arjona Building, 4th Floor
- **Phone:** (860) 486-4705
- **Website:** <https://studenthealth.uconn.edu/>

*Mental health services are included as part of the university's student health insurance plan partially funded through university fees. Most major insurance plans are also accepted.*

## How do I get help with basic needs?

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can contact the [Dean of Students](#) to request support:

**Email:** [dos@uconn.edu](mailto:dos@uconn.edu)

**Phone:** 860-486-3426

**Hours:** Monday-Friday, 8:00am - 5:00pm

[Make an appointment via Nexus](#)

### General Health

- [Student Health Center](#): mental and physical health, many services covered by your student fees.
- [GloveBox](#): Free safe-sex supply box delivery from student health.
- [Rainbow Center](#): LGBTQ+ resources including testing, safe-sex supplies & a gender-inclusive restroom map.
  - **Two gender-inclusive bathrooms are located in the Music library (RR2A & RR2B).**

### Financial Emergencies

- Contact the Dean of Students office for information about:
  - [Short Term Emergency Loan](#) (STELF) - Available to Storrs undergraduate degree-seeking students.
  - [Student First Fund](#) - Fund for students experiencing an unanticipated hardship.
- Contact Financial Aid about [American Rescue Plan Emergency COVID-19 Grants](#).
- International Students: [UConn Financial Hardship Application for Employment Authorization](#)

## Food & Housing Services

- Contact Dean of Students for [UConn Swipes program](#): access to free campus dining hall meals (scroll to bottom for more information)
- Area Food pantries: [Mansfield Food Programs](#), [My Brother's Keeper](#), [Congregational Church Food Pantry](#)
- [UConn Off-Campus and Commuter Student Services](#) (General information and resources)
- [CT 211.org database of services](#)
- [Hartford Courant List of Covid-19 Aid Services \(includes food, housing, utilities, etc.\)](#)

## Immigration-Related

- [UConn undocumented student resources](#)
- [UConn International Student & Scholar Services](#)
- [UConn English Language Support Services](#)

## Minority/Affinity Communities

- [UConn Office of Career Development: Affinities communities](#)
- [UConn Office for Diversity & Inclusion peer mentorship programs](#)
- [UConn Mental Health Resources for BIPOC/AAPI/ LGBTQ+ Communities](#)
- [UConn Cultural Centers](#) (AFAM, Asian-American, Latin American, Rainbow Center, Women's Center, Native American)
- [UConn Veterans Affairs and Military Programs](#)

## Parenting

- [UConn OIE Pregnant and Parenting Resources for Undergraduate Students](#)
- [UConn Lactation/Wellness Rooms Directory](#) (PDF) - **One lactation room is located in NKT 802**
- International Students: [UConn ISSS Child Clothing Donations](#)

## How can I give feedback about the course?

To share feedback about the course, please contact me at any time! Additional informal formative surveys may be administered within the course.

You will be given an opportunity to provide feedback on your course experience and instruction using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.