

Sociology 318: Sociological Research Methods
Fall 2020
University of Montana

Instructor: Jake Hammond Ph.D. (*Please refer to me as Dr. Hammond or Mr. Hammond*)

When: Tuesdays and Thursdays, 2:00-3:20 pm

Course Structure: Classes are conducted in-person Tuesdays and Thursdays but are also streamed via Zoom. Classes are recorded and posted to Moodle. Students can choose to attend in-person, via Zoom, or watch the recording.

Classroom: Social Sciences 352

Online Stream: To stream the class live via Zoom, use this link:

<https://umontana.zoom.us/j/93347841845?pwd=d2ZzRVE3ZGQ2VmVjaGVVS0ROWUhLdz09>

Meeting ID: 933 4784 1845

Passcode: 674477

Office Hours: Wednesdays and Fridays 2:00-4:00 pm MT (or by appointment)

Note: I will be conducting office hours via Zoom. Please email me to arrange a meeting time.

Email: jacobs.hammond@mso.umt.edu (please put "Soc 101, Section 1" in subject line)

Office phone: 406.243.5863

Preceptor: Rachana Harris

Email: rachana.harris@umconnect.umt.edu

Welcome! I look forward to having you in class this semester!

Explanation of our Hybrid Course Structure

Our course will be taught using a hybrid model, with both in-person and online components. In addition to holding regular face-to-face classes on Tuesday and Thursday, each class meeting will also be streamed live online via Zoom and recordings will be posted on our Moodle course site. Therefore, on days you do not attend in-person you can either attend the class live via Zoom or watch the recording after the class concludes.

To clarify, attending in-person is not mandatory, and you will not be penalized if you do not attend. I will take attendance each day, but this is purely for administrative reasons related to the pandemic. Whether you choose to attend or not will not influence your grade. All assignments and assessments will be turned in online.

For those attending via Zoom, you can ask questions or contribute comments by typing them in the chat (select the send 'to everyone' option). My preceptor Rachana will monitor the Zoom feed and alert me to your question or comment at an appropriate juncture.

Attending In-Person: COVID-19 Protocols***

Due to the ongoing Covid-19 pandemic, it is critical that all of us follow UM protocols to protect each other and our family and friends. It is also my duty to enforce protocols. Anyone who is intentionally disregards these guidelines will be asked to leave class and may receive further discipline.

Upon entering our class, make sure that everyone from the previous class has left prior to entering the classroom. Please avoid congregating outside of classrooms prior to and after classes.

I will establish a seating chart for our class. Please sit in your designated seat. This is necessary to facilitate contact tracing in the event of a positive test.

UM will clean classrooms. However, UM asks that students and faculty clean their classroom seating spaces before they begin every class.

Our voluntary attendance policy is intended to encourage mindful action regarding class attendance in the context of COVID-19. It is very important that you self-monitor for signs of COVID-19 each day before attending class. If you have any symptoms, do NOT attend class. Common signs and symptoms can include:

- Fever
- Cough
- Tiredness

Other symptoms can include:

- Shortness of breath or difficulty breathing
- Muscle aches
- Chills
- Sore throat
- Loss of taste or smell
- Chest pain

To help with self-monitoring, Mayo Clinic has a brief [COVID-19 Self-Assessment tool](#) available online.

Face masks or face coverings are required for all students when attending in-person classes. This is a University policy. Also be advised that the mask or cloth face covering is not a substitute for social distancing. The University will provide two reusable cloth masks to students. Please follow this link for information on where you can pick up your masks: <https://www.umt.edu/news/2020/08/081220kits.php>.

Attending Remotely via Zoom

Each class meeting will also be streamed online live via the Zoom online video-conferencing system. Here is a link to a brief tutorial which covers the basics of how to use Zoom: <https://www.youtube.com/watch?v=5iap0Ff15Lg>. You can find additional tutorials on the Zoom website at: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>.

I have posted the link and codes that you will use to attend class via Zoom in the header at the top of this syllabus. Upon entering the meeting, please turn off your video and mute your microphone unless you are speaking. For everyone's benefit, please join the class from a quiet space. You can ask questions or make comments by typing them into the chat.

Course Description

Of all the subjects available for thought and study, few are more interesting than the examination of society. By systematically studying society and its component parts, we have the opportunity to understand structures and processes that are instrumental in shaping who we are and what we experience in life. This course will introduce you to the basic research methods commonly employed by sociologists in order to study society scientifically.

Why study society scientifically? The main reason is to get a more "objective" view of society, one that can be "verified" by careful observation. We all have biases, vested interests, and deeply rooted values. While our unique, individual perspectives are important, they can also make it difficult for us to see clearly the world around us. A scientific approach is worth implementing because we can learn about features of social life that we did not see before. Hopefully, you will finish this course not only with new insights about the social world you inhabit, but with new skills that help you discern structures and processes that influence your life every day. This knowledge can, in turn, help you influence the world around you.

The primary goal of this course is to introduce you to an array of concepts and procedures that social scientists employ in conducting their research. In order to facilitate your understanding of the research process, you will be designing a research proposal to answer a social research question that is of interest to you. You should not expect to be able to undertake independent social research without further study. However, this course will provide you with the skills to assess the adequacy of a social research project and the validity of its results. This course will also provide you with the basic skills required to learn more about a specific methodological topic, should you desire to pursue further studies.

Course Readings

(Required) Schutt, Russell. 2020. *Understanding the Social World: Research Methods for the 21st Century, 2nd Edition*. Thousand Oaks, CA: Sage Publishing.

Supplementary readings will be posted on our Moodle course page.

Moodle Help

You will need to use Moodle to track course activities, access course materials, take online exams, keep tabs on your grade, and submit papers. If you have difficulty accessing the Moodle page for this course or with any of these processes, please email: umonline-help@umontana.edu, or call: 406. 243.4999.

Grading

Non-Term Paper Assignments (45%)

Exam 1	15%
Exam 2	15%
Exam 3	15%
	(+ extra credit)

Reflection Papers (10%)

Research Paper Assignments (45%)

Designing a Social Research Question	5 %
Literature Review and Hypotheses	10 %
Identifying Variables	10 %
Sampling Methods	10 %
<u>Research Design</u>	<u>10 %</u>

Total 100%

Exams (45%)

You will complete three exams during the course worth a combined 45% of your final grade. Exam 1 will cover Chapters 1-5, Exam 2 Chapters 6-9, and Exam 3 Chapters 10-11 (and a supplementary Schutt chapter on mixed methods that I will post on Moodle). In addition to these chapters, exams will cover supplementary readings and in-class material covered during class. In other words, Exam covers material from the first third of the course, Exam 2 the second third of the course and Exam 3 the last third. Please note that, while supplementary readings will often be covered in detail in the course, textbook chapters will only receive partial coverage in class. I will provide an overview of chapter readings and discuss some key points, but I will not provide comprehensive coverage. Therefore, it is your responsibility to keep up with these readings and raise questions in class if you do not understand something from the readings. One week in advance of the exam, I will post a study guide on Moodle which will include topics to be covered, exam structure and preparation tips.

Research Paper Assignments (45%)

Research paper assignments will require you to use your developing sociological research skills to analyze a social research question of your choosing. You will be utilizing peer-reviewed research articles and course material to discuss a social research question. There are several assignments throughout the semester that will take you through each step of the research design process. The assignment topics include: (1) Designing a Social Research Question; (2) Literature Review and Hypothesis; (3) Identifying Variables; (4) Selecting a Sampling Method, and the (5) Research Design. Detailed instructions for each assignment and a grading rubric will be posted on Moodle.

Reflection Papers (10%)

At a number of points throughout the course you will be asked to write reflection papers in response to course material. Deadlines for these papers are listed in the course calendar. Papers will be submitted via drop boxes on Moodle, and these drop boxes will contain assignment details, such as questions to respond to, formatting details, etc. The purpose of these papers is to help you to think and engage more deeply with course content. It is not necessary for you to demonstrate full mastery of course material to get credit for these assignments, though submissions which demonstrate that course assignments have not been completed will not receive credit. In general, these assignments are graded based on effort, thoughtfulness, specificity and the degree to which they demonstrate an earnest engagement with course material. These assignments are graded on a 1-5 scale (5= well done, 4 = good, 3 = needs improvement, 2 = does not meet assignment criteria, 1= very limited submission, 0 = no submission). Assignments will generally not receive written feedback. If you would like to review your assignment you can schedule an appointment with me, Dr. Hammond, during office hours to do so. Additional reflection paper assignments may be announced at some point during the semester. In this instance, details and deadlines will be emailed to the entire class.

Extra Credit

Extra credit opportunities will be offered occasionally throughout the course. Each extra opportunity will show up under the Exam category on Moodle and can be tracked there.

Academic Honesty

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. Cheating on an exam, helping someone else cheat on an exam or plagiarizing material on a written assignment **will result in an F for the course!** All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code (see http://life.umt.edu/vpsa/student_conduct.php).

Email Policy

Despite the many advantages that email offers, it also presents certain pitfalls, particularly when used in professional contexts. Learning to use email in a professional manner is an important skill which will help prepare you for future endeavors. When you use email, please remember to write formally and clearly. Imagine that you are speaking directly to your recipient when you write an email and monitor the content and tone of your message accordingly. Messages with misspellings and incorrect grammar reflect poorly on the sender. If it is difficult for you to send formal messages from your phone, I suggest waiting to send the message from a computer.

Before sending an email, please make sure that your message meets the following criteria:

- 1) Include a greeting and a signature. This is a professional norm and a sign of respect that will serve you well at UM and beyond.
- 2) Double-check that the question you are asking is not already answered on the syllabus, on assignment prompts, or on any other materials that have been distributed in class or via a course email.
- 3) Check with a classmate to see if they have an answer for your question before emailing me.
- 4) Evaluate whether the question you are asking is better saved for office hours. Typically, **email is best suited for simple yes or no questions**. Feedback for major assignments, clarification of prompts, and explanations for grading needs to happen in person.
- 5) Double check that your email does not contain misspellings or incorrect grammar.

If your email does not meet the above criteria, I will note this and decline to answer. If your email meets the above criteria, I will answer. I try to respond to emails in a reasonable amount of time (24-48 hours, except for over the weekend). However, I only access email when I am in my office at work. In general, I check and respond to emails between 8 am and 4 pm Monday through Friday. If you email me outside of these hours, I will not see your email until I arrive back at my office. Also, I tend not to check email over the weekend.

Late and Missed Assignments and Assessments

Due dates for each assignment and directions for submission are listed on the course calendar. Late assignments will receive a grade deduction. Assignments submitted 0-24 hours after the deadline will receive 50% of earned credit. Assignments submitted more than 24 hours after the deadline will receive no credit.

If you missed an assignment, submitted an assignment late or missed an assessment, and this was due to external factors beyond your control, you can submit an appeal to me. Details are listed below.

Appeal for Makeup Assessment or Assignment Extension

If you missed an exam or need an extension on an assignment, you may submit a written appeal for a makeup or extension. In order to be considered, the appeal must be typed, and must be written in formal language. If you are not sure what constitutes formal writing, please see: http://www.word-mart.com/html/formal_and_informal_writing.html. Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation.

Your written appeal must respond to the following questions: 1) What assessment or assignment is your appeal in regard to? Be specific. 2) Why did you miss the assessment or need an extension on an assignment? 3) At what point did you first become aware that you would likely miss the assessment or need an extension. Again, be specific. Identify a day, date and time. 4) Why do you feel you should be allowed to make up the missed assessment or assignment? If you are appealing for an extension, how long of an extension are you asking for, and why do you feel like this extension should be granted? Explain in detail and support your argument with

evidence. Evidence might be constituted by facts about circumstances beyond your control, a doctor's note, a university-excused absence form, etc.

Type your appeal, review it to make sure it meets the guidelines above, and then submit it via email to me at jacobs.hammond@mso.umt.edu.

Appeal for a Grade Review

If you wish to have a graded assignment re-evaluated by me, you will need to complete the Appeal for a Grade Review process, which is detailed below. First, you must allow 24 hours to pass after you receive the grade before contacting me or submitting your appeal. Once these 24 hours have passed, you must provide me with a written appeal for a Grade Review. In order to be considered, the appeal must be typed, and must be written in formal language (see link in the section above). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. Submit your letter to me via email.

Your written appeal must respond to the following questions: 1) What assignment would you like to have re-evaluated? 2) Where do you feel an error was made in grading (i.e. if the assignment received multiple scores, which component of the assignment do you feel was not graded accurately). 3) Provide a summary of your original work. 3) What grade did you receive? 4) Explain why your work deserves a higher score and support your assertion with evidence. Evidence, in this case, is constituted by citing information from appropriate course materials which support your argument. When citing course materials, you should either provide direct quotes or paraphrase. In either case, you must use appropriate in-text citation (see ASA citation guide at: <https://libguides.sjsu.edu/c.php?g=230332&p=1528264>). Materials not assigned as part of the course will not be considered as evidence. 5) Finally, please explain what grade you believe your work deserves. Please be advised that reconsideration of an assignment grade may result in the original grade being lowered if additional flaws are found in the assignment during re-evaluation.

A Note on Free Thinking

Social issues are inherently contentious. I carefully select materials that are supported by empirical evidence and are in step with accepted understandings in the social science community. Still, throughout the course, you may find yourself disagreeing with the conclusions of assigned readings, videos, or lectures. That is perfectly acceptable. To the variability of human experience, a certain amount of disagreement is to be expected. I do not expect unthinking compliance or adherence to the perspectives raised by social scientists or even myself. Rather what I do expect, and will evaluate as the basis of your grade, is the degree to which you are able to demonstrate a thorough comprehension of material that is presented. That means being able to articulate the foundational components of readings, videos and lectures. In other words, I encourage you to feel comfortable to offer opposing perspectives. However, it is critical that any remarks offered are delivered in a courteous and productive fashion.

Expectations for Conduct

I expect that all students attending this course follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. It is your prerogative to attend class. However, when you attend you are making the commitment to be attentive and courteous. Because we will be dealing with controversial contemporary social issues, an open mind and a mature attitude are important requirements for this course. Students are expected to be polite and courteous at all times. Disruptive behavior of any kind will not be tolerated. All persons who enter this classroom will be treated with dignity and respect regardless of age, race, sex, social class, religion, politics, sexual orientation, and/or lifestyle. There will be zero tolerance in this classroom for any form of ageism, racism, sexism, sexual harassment, or any other form of discrimination or bigotry.

A Note on Lecture Outlines

Our class contains a balance of lecture and other activities such as discussions and videos. When I lecture, I will provide an outline of the content to be covered on the projector screen. I do not use lecture slides. I have made this decision based on years of experience teaching both with and without slides. I have come to the conclusion that slides, unless they are extremely artfully constructed, are often sub-optimal in terms of how they impact student cognition and interaction patterns in the classroom. I am aware that the use of lecture slides has become normalized and that some students find it to be an adjustment to follow a lecture without them. This is why I provide the lecture outline. The outline provides a cue that a lecture will be taking place and signposts the content that will be covered. However, your notetaking process is inherently different with a lecture outline versus slides. You will need to develop your own methods for taking notes and to exercise personal discretion regarding what you jot down. That said, this is a highly transferrable skill that will serve you well in many future endeavors.

Electronic Devices Policy

Your cell phone must be silenced and stowed out of sight during class time. Laptops or other electronic devices may not be used during in-person attendance. The only exception to this policy is if I give express permission for the class to use electronic devices for an activity.

Disability Services

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Discrimination and Harassment

The U.S. Department of Education's Office for Civil Rights enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in

education programs or activities that receive Federal financial assistance. All employees at The University of Montana are considered mandatory reporters, which requires them to report incidents of gender-based discrimination (e.g., sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of UM, including instructors and teaching assistants, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator Alicia Arant (Alicia.arant@mso.umt.edu, 243-5617, University Hall - Room 006), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination. Confidential Resource: The Student Advocacy Resource Center (SARC) provides free and confidential support and brief counseling services for students who have experienced gender-based discrimination. SARC is located in Curry Health Center, Room 108, and their number is 243-4429. Students are also welcome to call their 24-hour support line (406) 243-6559. Speaking with a confidential resource does not disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

Basic Needs

Any student who faces challenges securing food or housing is urged to contact any or all of the following campuses resources:

Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's [website \(https://www.umt.edu/uc/food-pantry/default.php\)](https://www.umt.edu/uc/food-pantry/default.php) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity [here: http://www.umt.edu/asum/agencies/renter-center/default.php](http://www.umt.edu/asum/agencies/renter-center/default.php) and [here: https://medium.com/griz-renter-blog](https://medium.com/griz-renter-blog). Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online [here: http://www.umt.edu/trio/apply.php#Eligibility](http://www.umt.edu/trio/apply.php#Eligibility). If you are

comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

Grade Scale

Students' final grades will be a percentage (0 to 100%). I will use the following grading scale to convert the percentage of points earned to a final letter grade. Grades with decimal remainders will be adjusted in accordance with mathematical rules of rounding. For example 89.4% is converted to 89%, B+, while 89.5% is rounded up to 90%, A-.

Letter Grade Percent

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 or below

Course Calendar

I reserve the right to alter this schedule if necessary to meet learning objectives, in the event of class cancellations or for other reasons. All changes will be announced in advance.

Readings assigned should be completed for class on the date specified.

Week #1: Aug 19-21

Thurs: Introduction

Read: This syllabus

Week #2: Aug 24-28

Tues: Science, Society and Social Research

Read: Ch 1 in Schutt

Read: Miner, "The Body Ritual of the Nacirema" (posted on Moodle)

Due: Moodle Profile, update on Moodle by beginning of class (instructions on Moodle)

Thurs: The Process and Problems of Social Research

Read: Ch 2 in Schutt

Week #3: Aug 31- Sep 4

Tues: Research Ethics

Read: Ch 3 in Schutt

Read: Milgram, "Behavioral Study of Obedience" (posted on Moodle)

Thurs: Conceptualization and Measurement

Read: Ch 4 in Schutt

Read: Valenzuela et al., "Is There Social Capital in a Social Network Site?: Facebook Use and College Students' Life Satisfaction, Trust, and Participation" (posted on Moodle)

Due: Milgram Reflection Paper, due by beginning of class, submit via dropbox on Moodle. Assignment details are attached to the dropbox. ***

Week #4: Sep 7-11

Due: Designing a Social Research Question Assignment (Reference: Ch 1 and 2). Due Monday, Sep 7th by 11:59 pm. Submit via Moodle. ***

Tues: Generalizability and Sampling

Read: Ch 5 in Schutt

Read: Valenzuela et al., "Is There Social Capital in a Social Network Site?: Facebook Use and College Students' Life Satisfaction, Trust, and Participation" (posted on Moodle)

Thurs: Exam Review

Read: None

Work on your Exam 1 study guide!

Week #5: Sep 14-18

Tues: **EXAM 1 (Ch 1-5) *****

You will complete the exam independently on Moodle during our regularly scheduled class time. I will monitor my email during this time, so if you have questions, you can reach me that way.

Thurs: Causation and Experimental Design

Read: Ch 6 in Schutt

Read: Pager, "The Mark of a Criminal Record," (posted on Moodle)

Week #6: Sep 21-25

Due: Literature Review and Hypothesis Assignment (Reference: Ch 2). Due by Monday, Sep 21st at 11:59 pm. Submit via Moodle. ***

Tues: Survey Research

Read: Ch 7 in Schutt

Read: Valenzuela et al., "Is There Social Capital in a Social Network Site?: Facebook Use and College Students' Life Satisfaction, Trust, and Participation" (posted on Moodle)

Due: Pager Reflection Paper, due by beginning of class, submit via dropbox on Moodle. Assignment details are attached to the dropbox. ***

Thurs: Survey Research

Read: Burke et al. “Social Network Activity and Social Well-Being” (posted on Moodle)

Week #7: Sep 28- Oct 2

Tues: Qualitative Methods

Read: Ch 8 in Schutt

Read: Lareau, “Invisible Inequality: Social Class and Parenting in Black Families and White Families” (posted on Moodle)

Thurs: Project Workshop

Homework: Work on Draft of Identifying Variables Assignment

Due: Lareau Reflection Paper, due by beginning of class, submit via dropbox on Moodle. Assignment details are attached to the dropbox. ***

Week #8: Oct 5-9

Due: Identifying Variables Assignment. Submit via Moodle by Monday, Oct 5 at 11:59 pm. ***

Tues: Qualitative Methods

Read: Venkatesh, “Social Organization of Street Gang Activity in an Urban Ghetto” (posted on Moodle)

Thurs: Unobtrusive Methods

Read: Ch 9 in Schutt

Read: Giardano, “The Wider Circle of Friends in Adolescence” (posted on Moodle)

Week #9: Oct 12-16

Tues: Exam Review

Read: None

Work on your Exam 2 study guide!

Thurs: **EXAM 2 (Ch 6-9) *****

You will complete the exam independently on Moodle during our regularly scheduled class time. I will monitor my email during this time, so if you have questions, you can reach me that way.

Week #10: Oct 19-23

Tues: Evaluation and Mixed-Methods Research

Read: Supplementary Schutt Chapter on Evaluation and Mixed-Methods Research (posted on Moodle)

Read: French et al., “Benefit-Cost Analysis of a Modified Therapeutic Community for Mentally Ill Chemical Abusers”

Thurs: Project Workshop

Homework: Work on draft of Selecting Sampling Method Assignment

Due: French Reflection Paper, due by beginning of class, submit via dropbox on Moodle. Assignment details are attached to the dropbox. ***

Week #11: Oct 26 -30

Due: Selecting a Sampling Method Assignment, due by Monday, Oct 26th at 11:59 pm. Submit via Moodle. ***

Tues: Evaluation and Mixed-Methods Research

Read: Hammond and Kennedy, "Power and Politics in the (Work-Life) Balance: A Mixed Methods Evaluation of the Risks and Rewards of Downshifting (posted on Moodle)

Thurs: Quantitative Data Analysis

Read: Ch 10 in Schutt

Read: French et al., "Benefit-Cost Analysis of a Modified Therapeutic Community for Mentally Ill Chemical Abusers" (Review Tables 1-4)

Week #12: Nov 2-6

Tues: Qualitative Data Analysis

Read: Ch 11 in Schutt

Read: Giardano, "The Wider Circle of Friends in Adolescence" (posted on Moodle)
(Note: This time, focus on Analysis: p. 670-686)

Thurs: Project Workshop

Homework: Work on draft of Research Design Assignment

Due: Giardano Reflection Paper, due by beginning of class, submit via dropbox on Moodle. Assignment details are attached to the dropbox. ***

Week #13: Nov 9-13

Due: Research Design Assignment. Due by Monday, November 9th at 11:59 pm. Submit via Moodle. ***

Tues: Exam Review

Read: None

Work on your Exam 3 study guide!

Thurs: **EXAM 3 (Ch 10-12) *****

You will complete the exam independently on Moodle during our regularly scheduled class time. I will monitor my email during this time, so if you have questions, you can reach me that way.

Week #14: Nov 16-18

Tues: Wrap Up