

**SPRING 2018
COMMUNICATION 398
COURSE SCHEDULE**

**STUDENTS, I VALUE DIVERSITY OF VOICES, THOUGHTS, & CREATIVITY
THEORY + APPLICATION= LEARNING!**

Instructor: Dr. Tara B. Perry

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“What I hear, I forget. What I see, I remember. What I do, I understand” (Confucius).

Communication Channel: The most efficient way to communicate with Dr. Perry is face-to-face (i.e. during office hours and class time). There will be no drop-ins outside of office hours without a scheduled appointment. Please do not rely on email for all communication (please see course policy for email professional etiquette).

COURSE DESCRIPTION

This course is designed as an introduction to the fundamentals of research methods, both quantitative and qualitative. The content of this course will focus on research in the social sciences and the field of communication. Students will learn about the different approaches to research as well as how to carefully plan a study.

5 CREDIT HOURS EXPECTATIONS

Students are expected to study a minimum of two hours outside of class time per credit hour. This means, each student is required to study for Interpersonal Communication at least 10 hours per week outside of class time (readings, writing, team meetings, developing assignments, communicating with the professor, studying, etc.). Five credit formula: 10 hours a week x 10 weeks in the quarter= 100 hours outside of class time per quarter. “Western Washington University has established the following credit load for undergraduate students: (a) the standard load per quarter for undergraduates is 15 credits...; (b) an employed student is expected to reduce his or her academic program and credit load accordingly” (WWU Catalog, 2007-2008, University Academic Policies, pp. 34-35). If you believe you will be unable to meet these study hour requirements, consider taking this class during a more suitable quarter.

ARRANGED 5TH HOUR ARRANGED COMPONENT

This class consists of five credits however only four contact credits are spent in class. In order for students to earn the full five credits, an additional hour is assigned outside of class (entitled “fifth hour arranged”). In addition to the four credits spent in lecture, Dr. Perry will arrange for students to complete the remaining credit out of class. To satisfy the fifth contact hour, students will be required to complete a total of 10 hours of research related training outside of class (attend specific training sessions, have the writing studio review student papers, attended an out of class event). “A student cannot pass the course without satisfactorily completing the entire fifth-hour arranged portion of the course,” Professor, Jennifer Karchmer. According to WWU, the activity for this additional hour “must be structured and occur at regular or periodic intervals throughout the course, and faculty must supervise and evaluate students' work in this activity.” **There will be no make-ups for missed work.**

LEARNING OBJECTIVES (rationale of how students may demonstrate their learning)

After completing the course, students should be able to... by:

1. Develop Critical reflection/thinking: To achieve understanding, evaluate alternative viewpoints, solve problems, and provide justification for arguments. Have the ability to give/receive constructive feedback. Go beyond reporting findings from the text to critically examining the author's perspective and results. "Evaluate, choose, and integrate ideas from others into one's own perspective. Articulate clear lines of reasoning to explain and illustrate one's own perspective and multiple sources" (WAAWG at WWU, 2006).

2. Apply Conventions: "Document ideas and cite sources according to communication discipline. Know and apply conventions of standard edited English (paragraphing, presentation format, grammar, punctuation, and spelling)," (WAAWG at WWU, 2006).

3. Develop Rhetorical Knowledge: To develop in-depth discussion supported by communication theory, concepts, and research. "Recognize and address the needs of different audiences," (WAAWG at WWU, 2006).

4. Develop Writing Skills: "Clearly develops, examines, and communicates a reasoned perspective and argument to others (critical analysis). Understands writing as a recursive process that involves drafting, re-thinking, editing, re-conceptualizing," (Tag, S., 2003).

5. Awareness of diversity & social justice beyond tolerance: To develop an inclusive environment. To improve communication skills and become "multicultural community builders, able to sensitively interact with diverse populations" (CSU Monterey Bay, Service Learning Institute, <http://service.csUMB.edu>). Understand the role of privilege and power in society as it pertains to different marginalized groups. Understand the different ways these underrepresented groups are socially constructed (e.g. race, ethnicity, gender, sexual orientation, dis/Ability, religion, homeless).

6. Professionalism: To demonstrate appropriate behavior suitable for a classroom/professional environment (e.g. positive attitude, professional word choice, email etiquette, inclusive language, teamwork, conduct oneself with respect, etc.).

DEPARTMENT CORE LEARNING OUTCOMES

This course directly supports a number of departmental core learning outcomes such as: A full description of the learning outcomes will be made available via Canvas under the syllabus & course information link.

1. Speech: Students are able to speak proficiently in context.
2. Writing: Students are able to write proficiently at college level
3. Concepts: Students are able to apply communication concepts
4. Methodology: Students are able to understand methods for generating knowledge.
5. Critical Thinking: Students are able to employ critical thinking skills
6. Teamwork: Students are able to work cooperatively in groups.
7. Ethics: Students are able to reflect on the ethical dimensions of actions.

REQUIRED RESOURCES

- Baxter, L. A., & BaCanvasie, E. (2004). *The basics of communication research*. Belmont, CA: Thomson Wadsworth.
- *Publication manual of the American psychological association* (6th Ed). (2010). Washington, DC: American Psychological Association. (All papers must be in APA 6th edition format).
- Scheduled research meetings with WWU Writing Center and Dr. Perry's office hours. Points deducted for not attending research meetings.

REQUIRED MATERIALS FOR CLASS

- 4x6 note cards
- Folders (two-pocket folders for research paper, etc.).
- Notebook (in-class reflections and note taking).
- CANVAS: Course content will be available via Canvas. Please stay current. There will be no make-up for missed assignments. Pay close attention to how each assignment is submitted.
- WWU email account required for emailing via Canvas and other class projects.
- Positive attitude ☺ and the willingness to build a collaborative community.

RECOMMENDED RESOURCE

- The Writing Studio and other resources that emphasize writing improvement.

GENERAL COURSE POLICIES: The instructor reserves the right to make reasonable changes to the syllabus and course content as necessary to strengthen the quality of the course during the academic quarter. Students will be notified of changes. Therefore, it is important to review CANVAS announcements and content regularly. All students are required by WWU to be present throughout the quarter and finals week. The professor will not give students assignments or exams in advance to satisfy a personal departure. For questions, please contact the Office of Student Life.

Further discussion regarding course policies will be available on CANVAS. All students are responsible for reading each policy noted.

TECHNOLOGY: Students completing homework and conducting research on the web during class has been a distraction to student learning therefore in this course, laptop or cell phone use is not permitted unless noted by the instructor. Please bring the assigned reading as a printed document to underline, highlight, and make scratch notes in the margins. You may bring your reading notes to class. If you need assisted technology, let me know via office hours.

ACADEMIC DISHONESTY POLICY AND PROCEDURE

“Academic dishonesty at Western Washington University is a serious infraction dealt with severely. Students shall not claim as their own the achievements, work or arguments of others, nor shall they be a party to such claims. It is the instructor’s responsibility to confront a student and to take appropriate action if academic dishonesty, in the instructor’s judgment, has occurred (Read Appendix D, Western Washington University).” WWU academic dishonesty policy and procedures will be enforced. Consult the instructor for questions. If academic dishonesty occurs, the student will fail the assignment and the course. Plagiarism and cheating will not be accepted in this course. Also read appendix F regarding grievances. Please be aware of WWU’s integrity policy. Please review the Department’s Honor Code in detail: <https://chss.wwu.edu/communication-studies/academic-honor-code>. All students are required to review each source mentioned.

PLAGIARISM

Plagiarism is presenting someone else’s own work in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgement. Examples include but are not limited to: “(1) Using another person’s written or spoken words. (2) Using information from a World Wide Web site, CD-ROM or other electronic sources. (3) Using statistics, graphs, charts and facts without acknowledging the source of the ideas. (4) Paraphrasing, which is using someone else’s argument without acknowledging the source by imitating the argument using other words (Appendix D, WWU, Library, <https://catalog.wwu.edu/content.php?catoid=13&navoid=2832>). Students are required to use the APA 6th edition manual to make certain that she/he has not violated plagiarism rules for any written or oral assignment. If academic plagiarism occurs, the student will fail the assignment and the course.

RECORDINGS: Students are not permitted to audio record or video record content discussed by the professor without written permission. Class content may be reviewed online but cannot be altered in any way. Please review WWU copyright, intellectual property, and plagiarism.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor and Office of Student Life during the first week of class of any accommodation(s) needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved by the Director of Disability Resources. The office is located in Student Support Services, 650-3083. E-mail and Website: drs@wwu.edu, <http://www.wwu.edu/depts/drs/>.

ATTENDANCE & TARDINESS: This is a participation activity-centered class. Class activities, discussions, and group exercises constitute a major portion of the learning experience in this course. Students are responsible for all material discussed in class and all assigned readings in the text. Please be sure to come to class on time. Students are permitted to take one day off. This may not be a day when you are scheduled to present, a guest speaker is coming to class, or on another mandatory day. After the first unexcused absence, three points will be subtracted. Two points will be subtracted after the first late entrance to class.

MANDATORY DAY(S): Certain days will be noted as required class attendance. The professor will announce these days. Points are subtracted for missing such days.

ASSIGNMENTS & EMAIL: Assignments must be completed at satisfactory level to receive a passing grade. Late assignments will not be accepted. **All papers must be typed in APA 6TH edition format, 12-font Times New Roman, 1-inch margins.** It is the students' responsibility to keep copies of all graded assignments. Most assignments are accompanied by an evaluation form that students can retrieve from the professor's CANVAS Website. Students will not be able to complete assignments without having the appropriate forms or descriptions of assignments posted. Students who are granted university accommodations (see students with disability accommodation note in this syllabus) or an emergency leave of absence from the Office of Student will be accommodated. Please do not email assignment.

DEADLINES: Assignments will not be accepted after the deadline.

CLASSROOM BEHAVIOR & CELEBRATION OF DIFFERENCE: The professor, guests, and students are expected to practice respectful nonverbal and verbal communication during discussion and all communication. The goal is to have a supportive classroom climate that is open to all people and to uphold WWU's mission of cultural diversity, equity, social justice, and inclusion <http://wp.wwu.edu/equityforum/>; <http://www.wwu.edu/president/diversity.shtml>. "Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual identity/behavior, dis/ability, gender variance, nationalities, etc.," (James Fortney, 2015, Syllabus). Students who violate these ethical communication behavioral standards by being disrespectful, discriminatory, distracting, and/or unprofessional to other students, guests, and myself will be reported to the Office of Student Life and the Department Chair. If the behavior continues after the first contact, the student will be asked to leave the course.

SEXUAL HARASSMENT & DISCRIMINATION: This class has a zero tolerance of sexual harassment and discrimination. Sexual harassment is defined as unwelcome sexual advances that occur through verbal or nonverbal communication. Such harassment can occur on or off campus between student peers, team/group work, coworkers, employers, teachers, etc. Discrimination occurs when someone experience prejudice based on protective categories such as religion, disability, race, sexual orientation, ethnicity, etc. If you experience sexual harassment or discrimination, please contact the WWU Equal Opportunity Office for further questions 650-3307, Old Main 345.

COMM. MAJORS ONLY: "If you have not yet taken or are currently taking Comm. 498, then you should know that Comm. 498 has implemented a video element into your final capstone project as "evidence" that you know how to eloquently present a speech by the end of your WWU experience. I suggest that you record your class presentations. You may ask a peer in the audience to record you. If you are presenting as a team, have the videographer zoom the camera while you present. On the day of your final presentation in this class, be sure to bring a camera and tripod (digital cameras and smartphones that take videos work too) and make sure that it will be good enough quality to put on a DVD," Dr. Karen Stout.

EVALUATION CRITERIA & ASSESSMENT:

GRADING

All assignments given to the professor must be stapled or paper-clipped. The professor will not be responsible for unstapled papers. It is the students' responsibility to keep extra copies of all turned-in and graded assignments. Most assignments are accompanied by an evaluation form that students need to retrieve from the professor's CANVAS Website. Students will not be able to complete assignments without forms or descriptions of assignments posted. Points will be subtracted for spelling, grammatical errors, uncorrected rough drafts, failure to use APA, etc.

EVALUATION CRITERIA & ASSESSMENT:

All students will be held to the outlined academic performance standard provided. To be evaluated is an important way to improve one's performance. For students' future success, my aim is to assign the grade that was earned. For example, a below average performance does not result in an average grade (below average also refers to not meeting all of the basic outlined criteria), an average performance will not result in above average grade (average refers to meeting the outlined basic criteria), etc. If students aim to meet the minimum criteria, the grade would result in a C. If students aim to exceed the basic/minimum requirements, a B may be earned, and so forth. The scale is to assist students in clearly understanding my evaluation process. Overall, the grading standard for performance evaluation:

A: is for outstanding performance - significantly exceeded the minimum requirements in MANY significant ways. A's are reserved for excellent, outstanding, and superior performance.

B: is for above average performance – exceeds the minimum requirement for successful completion of the outlined assignment. The assignment is goes beyond the based requirement.

C: is for average performance - met the minimum requirements at a satisfactory level. A C is not a punishment however it demonstrates that the student has performed at an acceptable level.

D: is for below average performance - failed to meet some basic criteria and the performance is substandard.

F: is given for unsatisfactory performance - failed to meet the majority of the assignment requirements. Did not follow or meet the assignment guidelines or requirements.

GRADE DISTRIBUTION (TOTAL POSSIBLE POINTS)

A= 290-276 (100%-95%)	A-=275-261 (94%-90%)	
B+=260-253 (89%-87%)	B=252-244 (86%-84%)	B-=243-232 (83%-80%)
C+=231-224 (79%-77%)	C=223-215 (76%-74%)	C-=214-203 (73%-70%)
D+=201-195 (69%-67%)	D=194-186 (64%-66%)	D-=185-174 (63%-60%)
F= 173-0 (59% and below)		

EVALUATED ASSIGNMENTS

Communication current topic/video presentation	8
Specialty Homework: Ethics (5), photo (1), others	10
Theory presentation	12
Participation, attendance, homework, etc.	20
Online reading responses & 4x6 daily note cards	35 (20+15 note cards)
Quizzes	50
Comprehensive Exam	75
Paper (68) & Presentation (12)	80
Research Rationale	
Research Prospectus/Proposal	
Peer Review	
Research paper presentation	
Attend all library workshops	
Total Points:	290

GRADE APPEAL POLICY

Please check the Grade Appeal Policy Form at the end of the course policies regarding instructions for disputing grades.

ASSIGNMENTS/DESCRIPTIONS

Please see description of class assignments and individual forms developed by the professor for more descriptive guidelines. There are no make-up assignments. All assignments are available via Canvas.

*Student may lose points for not following assignment direction and content. In addition to Canvas, some important class updates will be emailed to students therefore please be sure to check your WWU email account.

GROUP MEMBER ISSUES

***Peer Dismissal/Fire**

Teams are responsible to adjust to group issues just as you would in any class/job environment, but if a particular member(s) continues to be a problem and/or social loafer please notify the professor immediately. If the problem continues after the issue has been discussed with the member, conduct a meeting with the professor, team, and member. Teams may fire a member if he/she has violated the team contract as well as course guidelines. A team member may not be fired in the last two weeks of the quarter. The goal is to contact the Dr. Perry in as soon as possible. Read the team member fire policy process before contacting Dr. Perry. (See Canvas).

Assigned Readings: Article readings, videos, online work, and assignments will be placed via CANVAS by the professor for student review. Students are responsible for reading and/or reviewing as stated via CANVAS announcements. These assignments may be posted Via CANVAS and/or Announced in Class. There will be no make-up for missed assignments. Each assignment will be given a score. (See Canvas)

Participation: The class relies heavily on collaborative learning therefore students must take part in daily discussions, verbal/written constructive feedback (give love), past & personal experiences relating to the content (theories and concepts), activities, etc. Due to the nature of this class, punctual attendance is important both in and out-of-class meetings. Be sure to read the participation evaluation rubric. (See Canvas)

Reading Responses: Students will complete a reading response for each assigned reading. This assignment will permit students to critically evaluate the readings. Students will be asked to apply the concepts

Exam/Quizzes: Exams may be in the form of traditional or non-traditional formats. They will focus on integration, application, theory, and concepts learned through reading, in-class discussions, handouts, movie viewings, and all aspects of the course. You may use any resource by talking with classmates etc., but must develop your own unique responses on the exam. Therefore, the key is to read the text, apply the questions, and prepare in advance. By the time students receive the exam, each will be familiar with the concepts and theories.

Online Discussions & 4x6 Note cards: As part of the course, students will be required to engage in conversations about the readings. The quality of each student's contribution will be evaluated. Discussions will be held on CANVAS and other online formats. All students are required to take part in various online discussions, be professional, and open to diverse ideas. Students will respond to questions posed as well as respond to posts from classmates each week. Students will also be responsible for responding to questions on 4x6 note cards and bring them to class daily. Note cards will be collect unannounced. (See CANVAS)

Critical Reaction Papers/free write: Students may be asked to attend a critical cultural consciousness event or training session at WWU, complete an in-class writing activity, and/or conduct observations regarding organizational communication at work. After the viewing, students will write a reaction paper. (See CANVAS)

Paper: Students will write a research proposal about the issue of difference with an emphasis on marginalized social identities in America and beyond. This paper is designed to give you the opportunity to explore an issue, theories, and/or idea. The professor will provide the class with a theme and detailed outline of paper guidelines and ideas for expansion. As communication researchers, you will investigate the issue. Use class theories directly from the readings to analyze the issue. (See CANVAS)

Theory presentation: Students will select a relevant communication theory and present it in class. This theory may be integrated into the student paper. They will examine how researchers apply the theory. (See CANVAS)

Current topic/video presentation: Students will research a current topic in the field of Communication. Each student will locate a journal article from either 2012 to 2016 in a recognized scholarly Communication Journal. They will present the topic and locate a short supporting video clip. (See CANVAS)

COURSE OUTLINE: ****The course syllabus, policies , and class schedule will be located via CANVAS***

It is the students' responsibility to review and bring all assignments to class, review the syllabus, and check updated notes on Canvas. Keep in mind that chapters are not read in order. Pay close attention to detail and read everything. Please turn off your cell phones before entering the classroom. Students are not permitted to use cell phones during the class period. Hence, students may use their cell phones before or after class)

“This syllabus and schedule are subject to change as necessary to adapt to class size, student performance, and unexpected circumstances” (Stout, 2007, p. 3 syllabus). In addition Canvas content may be subject to change.

Class Readings: Read assigned chapters/articles before class. Additional readings, video viewings, and course content will be assigned and posted via CANVAS. Students are required to have read all course materials by dates indicated in the syllabus and via CANVAS.

Class Assignments and Presentations: All assignments are due at the beginning of the class period. This includes the correct evaluation forms, chapter reflections, etc. Any assignment that is printed and turned in after the class begins, will receive a zero. The professor will not bring extra forms to class, therefore please be sure to download the appropriate assignments. Therefore, give yourself enough time to turn in your work.

Lecture Notes: Students are required to read the textbook and other assigned readings. Please be sure to take written notes. Lecture notes may only be available before the exam. Keep in mind that information not discussed in lecture is still important for the students to know.

Class Strategy: The goal to completing your tasks is to work “SMART, not HARD”. Pay close attention to detail, read everything, come to class prepared, and stay ahead.

Syllabus & Course Policies: See CANVAS.

**SPRING 2018
COMMUNICATION 398
COURSE SCHEDULE**

	Due	Looking Ahead Assign/Homework	Discussion Topics
WEEK 1 Module 1 4/3 (T)	<input type="checkbox"/> No items due <input type="checkbox"/> *Note: <u>personal reading notes are due daily and throughout the quarter.</u>	<input type="checkbox"/> CANVAS review <input type="checkbox"/> Reflect on two topics related to difference/marginalized groups <input type="checkbox"/> Locate two Communication Journals. <input type="checkbox"/> Research the impact of negativity on college student/individual health <input type="checkbox"/> Develop 4x6 note card	<input type="checkbox"/> Class orientation & CANVAS use <input type="checkbox"/> Community building/engagement <input type="checkbox"/> Two topics related to difference/social identity. Intro Civil Rights Act of 1964. <input type="checkbox"/> Review homework <input type="checkbox"/> NCA introduction & website <input type="checkbox"/> Paper theme overview <input type="checkbox"/> The impact of negativity & positivity article search. <input type="checkbox"/> Assigned readings
4/5(R)	<input type="checkbox"/> Specialty Assigned Reading: Difference & Other Important Matters by Brenda Allen (reading posted via CANVAS), have completed 4x6 note card <input type="checkbox"/> Ch 1 complete <input type="checkbox"/> Have read CANVAS <input type="checkbox"/> Two current topics related to the issue of difference/social identity in the U.S. & beyond <input type="checkbox"/> Upload photo/image to CANVAS by 9:30 a.m.	<input type="checkbox"/> Review syllabus, policies, and CANVAS <input type="checkbox"/> Review current issue/video <input type="checkbox"/> Paper overview & research rationale <input type="checkbox"/> Reading(s) <input type="checkbox"/> NCA website Prep current topic/journal article link/video: Pair discuss	<input type="checkbox"/> Class orientation <input type="checkbox"/> Community building <input type="checkbox"/> 4x6 Note card <input type="checkbox"/> CH 1 <input type="checkbox"/> Pair sign up <input type="checkbox"/> Specialty Chapter: Difference & Other Important Matters <input type="checkbox"/> Online chapter reflections (NCA) website <input type="checkbox"/> Current topic/journal article link/video: Pair discuss
WEEK 2 Module 2 4/10 (T)	<input type="checkbox"/> NCA website findings <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Two Communication Journals <input type="checkbox"/> Ch 2 Basic Building Blocks	<input type="checkbox"/> Research rationale <input type="checkbox"/> Quiz Prep <input type="checkbox"/> Reading(s) <input type="checkbox"/> Research & writing guide	<input type="checkbox"/> Ch 2 Basic Building Blocks <input type="checkbox"/> Paper overview & research rationale <input type="checkbox"/> Current issue presentation <input type="checkbox"/> Research & Writing workshops and guest visits (required attendance, -3 points for absence). <input type="checkbox"/> LIT Tutorial 4x6 note card. <input type="checkbox"/> Quiz #1 review <input type="checkbox"/> Research rationale/paper <input type="checkbox"/> Quarter sign ups
4//12 (R)	<input type="checkbox"/> Ch 3 Paradigms <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Students post current topic/Comm. Journal article link/video to CANVAS <input type="checkbox"/> Begin current issue presentations <input type="checkbox"/> LIT Tutorial: Getting Started, complete a 4x6 note card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m. <input type="checkbox"/> Specialty reading: Perceiving Others, complete a 4x6 note card	<input type="checkbox"/> Scholar presentation <input type="checkbox"/> Research rationale <input type="checkbox"/> Reading(s) <input type="checkbox"/> Select one peer reviewed article related to your topic from a Communication journal (be sure that research exists within the Comm. field) <input type="checkbox"/> Paper overview	<input type="checkbox"/> Paper #1 (Intro, Lit, Ref) <input type="checkbox"/> Theory/scholar presentation & sign up <input type="checkbox"/> Ch 2 Basic Building Blocks <input type="checkbox"/> Select one peer reviewed from a Communication journal <input type="checkbox"/> Ethical behaviour training <input type="checkbox"/> Perceiving Others <input type="checkbox"/> Ch 3 Paradigms of Knowing

WEEK	Due	Looking Ahead Assign/Homework	Discussion Topics
WEEK 3 Module 3 4/17 (T)	<input type="checkbox"/> Quiz #1 <input type="checkbox"/> Research & Writing workshop at library TBA for the quarter <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Research rationale <input type="checkbox"/> Have selected 1 digital peer reviewed article related to your topic. <input type="checkbox"/> Ethical behavior training post by 9:30 a.m. <input type="checkbox"/> Ch 5 Ethics	<input type="checkbox"/> Reading(s) <input type="checkbox"/> LIT Tutorial	<input type="checkbox"/> Quiz #1 <input type="checkbox"/> LIT Tutorial “Getting Started” <input type="checkbox"/> Peer review process <input type="checkbox"/> Ethical Behavior Training <input type="checkbox"/> Reading discussion continued <input type="checkbox"/> Research rationale <input type="checkbox"/> Ch 5 Ethics
4/19 (R)	<input type="checkbox"/> Reading Procrastination <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Post theory presentation content to CANVAS by 9:30 p.m. <input type="checkbox"/> Theory/scholar presentations begin <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Procrastination <input type="checkbox"/> Paper & peer review <input type="checkbox"/> Theory presentations begin <input type="checkbox"/> Ethical behavior training
WEEK 4 Module 4 4/24 (T)	<input type="checkbox"/> Paper #1 due for peer edit. <input type="checkbox"/> LIT Tutorial, Finding & Evaluating Sources, <input type="checkbox"/> Complete a 4x6 note card <input type="checkbox"/> Ch 6 Conceptualization & Operationalization	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 6 Conceptualization and Operationalization <input type="checkbox"/> LIT Tutorial, Finding & Evaluating Sources
4/26 (R)	<input type="checkbox"/> Ch 4 Logic <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Library visit TBA this week <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Continue, Ch 6 Conceptualization and Operationalization <input type="checkbox"/> Ch 4 Logic Systems & Theory
WEEK 5 Module 5 5/1 (T)	<input type="checkbox"/> Research & Writing workshop at library TBA <input type="checkbox"/> LIT Tutorial, Drafting & Citing, <input type="checkbox"/> Complete 4x6 card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.		<input type="checkbox"/> Finding and Using Sources: “Search Terms and Search Tips” <input type="checkbox"/> Peer review process <input type="checkbox"/> LIT Tutorial, Drafting & Citing, complete 4x6 card

WEEK	DUE	Looking Ahead Assign/Homework	Discussion Topics
WEEK 5 Cont. 5/3 (R)	<input type="checkbox"/> Quiz #2 <input type="checkbox"/> Specialty reading: Recognizing and Overcoming Privilege by Parker & Sager. <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Lit Tutorial, Proofreading & Editing, complete 4x6 note card	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Quiz #2 <input type="checkbox"/> Specialty reading: Recognizing and Overcoming Privilege by Parker & Sager. <input type="checkbox"/> Lit Tutorial, Proofreading & Editing.
WEEK 6 Module 6 5/8 (T)	<input type="checkbox"/> Ch 14 Qualitative <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 14 Qualitative Interviewing
5/10 (R)	<input type="checkbox"/> Paper #2 due to library and peers via CANVAS by 1:30 p.m. <input type="checkbox"/> Ch 8 complete 4x6 note card	Reading(s) & writing	<input type="checkbox"/> Paper due to peers & library <input type="checkbox"/> Paper discussion continued <input type="checkbox"/> Ch 8 Survey Research
WEEK 7 Module 7 5/15 (T)	<input type="checkbox"/> Ch 7 Sampling <input type="checkbox"/> Complete 4x6 note card	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 7 The logic of Sampling
5/17 (R)	<input type="checkbox"/> Paper peer edit feedback due <input type="checkbox"/> Ch 9 Experiment <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Library day TBA <input type="checkbox"/> LIT Tutorial, Documenting & Citing, complete note card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 9 Experiments <input type="checkbox"/> Final paper <input type="checkbox"/> Final presentation <input type="checkbox"/> Begin discussion of participant observation <input type="checkbox"/> LIT Tutorial, Documenting & Citing
WEEK 8 Module 8 5/22 (T)	<input type="checkbox"/> Dr. Perry Conference <input type="checkbox"/> Research & Writing workshop at library TBA <input type="checkbox"/> Ch 10 Ch Quantitative <input type="checkbox"/> Complete note card	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 10 Quantitative Text Analysis <input type="checkbox"/> Final presentation
5/24 (R)	<input type="checkbox"/> Ch 13 Participant Observation <input type="checkbox"/> Specialty Reading: Public Advocacy <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 13 Participant Observation <input type="checkbox"/> Specialty Reading: Public Advocacy

WEEK	DUE	Looking Ahead Assign/Homework	Discussion Topics
WEEK 9 Module 9 5/29 (T)	<input type="checkbox"/> Continue Class Work Final Paper Due		<input type="checkbox"/> Continue Class Work Final presentations prep
WEEK 9 Cont. 5/31 (R)	<input type="checkbox"/> Comprehensive Exam	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Final Campus Presentations <input type="checkbox"/> Final Paper <input type="checkbox"/> Mandatory week
WEEK 10 Module 10 6/5 (T)	<input type="checkbox"/> Mandatory week (-5 points for absence) <input type="checkbox"/> Paper presentation		<input type="checkbox"/> Paper presentation prep
6/7(R)	<input type="checkbox"/> Paper Presentations <input type="checkbox"/> Mandatory week (-5 points for absence)		<input type="checkbox"/> Paper Presentations
WEEK 11	<input type="checkbox"/> Students are required to be present during final exam week. We will wrap-up class work during this week if needed.		<input type="checkbox"/>