USC | School of Social Work

SOWK 562
Section #60697R

Social Work Research

3 Units

Spring 2012

Instructor:	Devon Brooks		
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Telephone:	(213) 821-1387	**Course Time:**	5:30-8:20pm
Office:	MRF 307 & UPC	**Course Location:**	OCAC
Office Hours:	By appointment		

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Introduction to research methods, including conceptualization of research problems, literature review, research design, sampling, measurement, data collection and data analysis.

III. COURSE DESCRIPTION

This foundation course is designed to provide an introduction to research methods and to produce an appreciation of the research process. It will explore general issues related to the conduct of social work research as applied to social work practice and service delivery in complex, urban environments as well as program evaluation, and policy development.

In this course, students will review the characteristics and logical processes of social work research and understand the applicability of scientific and scholarly inquiry in advancing professional knowledge and improving social work practice to diverse clientele in numerous settings. Students will gain a conceptual and operational understanding of the various quantitative and qualitative methodologies used in the conduct of social work related research. Students will be prepared to participate in a range of research activities including (a) conceptualization of research problems; (b) review of the literature; (c) evaluation of research design; (d) sampling; (e) selection of measurement tools; (f) data collection; (g) interpretation of data analyses and (h) ethical considerations in the conduct of research with human participants. Attention will also focus on how racial, ethnic, gender, and lifestyle issues impact each stage of the research process.

Students are not expected to carry out an actual study; however, they will complete a series of assignments intended to help prepare them to utilize research as professional social workers. Students are coached to achieve a level of disciplined conceptual and analytical thinking in the process of developing their assignments and critiquing existing empirical literature.

IV. COURSE OBJECTIVES

1. Teach basic research principles and concepts within the framework of ethical practice of professional social work. Identify the ethical issues involved in professional social work research, including informed consent, confidentiality, use and abuse of sensitive data, the issue of withholding treatment to control groups, and the honest disclosure of findings.

2. Provide opportunities for students to increase awareness of and be sensitive to issues in the research process as they relate to various diverse populations such as gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups.

3. Teach and demonstrate the importance of the role of social work empirical research and evidence-based practice research as they apply to social work practice and policy. The principles of evidence-based practice research will be presented and students will have opportunity to apply the principles to evidence search, review of the literature, evidence appraisal and assessing the strengths and limitations of published research, and implementation of evidence in the context of individuals, groups or communities.

4. Present foundation-level research concepts and build student skills including the use research terms and vocabulary, the skill of identifying relevant social work research questions and hypotheses, identifying independent, dependent and other variables, the measurement of variables including describing the concepts of reliability and validity, methods for sample selection, the exploration of research design options and key foundation-level statistical concepts including descriptive and inferential statistics.

5. Provide students with the opportunity to solidify their skills and knowledge by developing introductory level reviews of the literature that follow a professional writing style and prepare students for analytic writing in the concentration year.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Two primary formats and instructional methods will be used in class: (1) critical discussion, interaction, and transaction among the instructor and students in small and large group formats, and (2) didactic presentation by the instructor and students. Please note that it may be necessary for the instructor to adjust the syllabus and/or course during the semester.

VI. STUDENT COMPETENCIES & LEARNING OUTCOMES

Student learning for this course relates to one or more of the following foundation-year core social work competencies. Further, competencies relate to one or more course objective, as presented in the following table.

	Competencies	SWK 562	Course Objective
1	Professional Identity		
2	**Ethical Practice**	*	**1**
3	**Critical Thinking**	*	**3-5**
4	**Diversity in Practice**	*	**2**
5	Human Rights & Justice		
6	**Research Based Practice**	*	**1-5**
7	Human Behavior		
8	Policy Practice		
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate		

* Indicates core competencies highlighted in this course

The table below presents the core competencies for the course, along with the values, knowledge and/or skills that comprise the competencies. The table also presents corresponding learning outcomes and methods for assessing whether the outcomes have been achieved.

Competencies *Knowledge, Values and/or Skills*	Student Learning Outcomes	Methods of Assessment
ETHICAL PRACTICE — Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	1. Apply strategies of ethical reasoning to identify ethical issues that are present in research contexts and be able to discuss strategies that could be used to address ethical concerns. Standards of the National Association of Social Workers Code of Ethics and Belmont principles will serve as frameworks for considering ethical issues.	All
CRITICAL THINKING — Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information.	2. Distinguish, appraise, and integrate multiple sources of knowledge to conduct an up-to-date literature review on any social work research, practice, or policy topic, informed by research based-knowledge and practice wisdom.	Assignments 1 & 2
	3. Demonstrate effective oral and written communication by accurately and consistently utilizing foundation-level research terms in both speaking and writing.	All
	4. Identify key elements, interpret, and describe the meaning of results presented in research tables utilizing foundation-level statistical concepts.	Final Exam

Competencies *Knowledge, Values and/or Skills*	Student Learning Outcomes	Methods of Assessment
	5. Identify specific strengths and limitations in published research (e.g., journal articles, reports, and other communication forms) and describe how such issues affect interpretation of findings.	Assignment 2
DIVERSITY IN PRACTICE — Engage diversity and difference in practice. Social workers competent in Diversity in Practice: ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. ▪ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	6. Utilizing an understanding of the fact that culture can shape the power structures faced by individuals and groups, articulate and promote attention to issues in the research process as they relate to diverse populations, such as racial and ethnic minorities, gays and lesbians, women, and a range of other groups.	Assignment 1
RESEARCH-BASED PRACTICE — Engage in research-informed practice and practice-informed research. Social workers competent in Research Based Practice: ▪ Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. ▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.	7. Articulate, orally and in writing, reasoned and relevant conclusions based on research findings that can inform practice, policy, and/or further research. This includes the ability to describe the relevance of research to the discipline of social work.	All
	8. Identify and accurately describe the purpose of foundation-level research concepts and techniques utilized in published research. This includes the ability to: *a. Identify research questions and related hypotheses.* *b. Identify independent and dependent variables and describe how the concepts of reliability and validity*	Quizzes, Final Exam & Class Participation

Competencies *Knowledge, Values and/or Skills*	Student Learning Outcomes	Methods of Assessment
	affect the measurement strategies chosen. c. *Identify and describe other foundation-level research techniques used in research such as methods for sample selection and research design options.*	
	9. Utilize foundation-level research concepts and techniques (as in student learning outcome 8) to develop introductory level research reviews of the literature that follow a professional proposal development style. This includes the ability to discuss how theoretical or conceptual frameworks inform research choices.	Assignment 2

VII. COURSE ASSIGNMENTS, DUE DATES & PERCENT OF FINAL GRADE

Assignment	Due	% of Final Grade
Assignment 1 – Client Problem & Case Plan	Week 4	10%
Assignment 2 – Literature Critique & Presentation (Group)	Week 9	15%
Assignment 3 – Assessment Plan	Week 12	15%
Assignment 4 – Evaluation OR Research Plan	Week 15	15%
Quizzes (2)	Week 7	10%
	Week 11	10%
Final Exam	Finals Week	20%
Class Participation	Ongoing	5%

Assignments for the course include 3 individual written assignments, 1 group presentation, 2 quizzes, a final exam, and class participation. All assignments are designed to relate to and build on one another. As such, it is imperative that you complete the assignments by their due dates.

Assignment 1 – Client Problem & Case Plan (10%) (2-4 pages double-spaced)

Assignment 1 consists of two distinct but interrelated components, each worth 5% of the final course grade (for a total of 10%). These components including the following:

1. An intercultural assessment of the strengths and needs of one of your clients (5%) and

2. A multidisciplinary case plan for that client (5%).

Your client should be an actual client from your field placement. If a client is not available or if you do not have a field placement, you are expected to propose an alternative client to the instructor by the 2nd week of class. Your client may be at the individual, family, or group level.

For this assignment, you will complete both the intercultural assessment and multidisciplinary case plan.

This assignment will form the basis for Assignments 3 and 4. Consistent with ecological theory and a systems approach to social work practice, after conducting your assessment and developing a case plan at the micro level (i.e., at the level of the individual client), you will prepare a plan for assessing your case plan (Assignment 3) and a plan for investigating the implementation and effectiveness of your proposed approach at EITHER the mezzo (i.e., agency or community level) OR macro (i.e., societal) level (Assignment 4).

Assignment 1 is due Week 4. It should be emailed to the instructor at devon.brooks@usc.edu by the end of the day.

Assignment 2 – Literature Critique & Presentation – Group Project (15%)

Professional social workers are expected to be critical consumers of social work and other related literature. The ability to read and evaluate the methodology and conclusions from an empirical article is a key skill you will need to develop. The purpose of this assignment is to read and synthesize the literature related to Assignment 1 (i.e., your client problem and/or case plan) and to carry out a critical analysis of the literature, including the status of existing knowledge, knowledge gaps, and implications for you and your group (with respect to the remaining assignments). Please not that this is a group project; all members of the group will receive the same grade. The grade will be based on content, professional presentation, evidence of contributions by all group members, and evidence of group coherence and professionalism.

Assignment 2 is due Week 9. Presentation materials should be emailed to the instructor at devon.brooks@usc.edu by the end of the day.

Assignment 3 – Assessment Plan (15%) (3-5 pages double-spaced)

Assignment 3 details your plan for assessing the implementation and effectiveness of your case plan. The assessment plan builds on Assignments 1 and 2 and provides the foundation for Assignment 4. Assignment 3 includes a detailed assessment plan for establishing the degree to which your case plan (Assignment 1) can be implemented as intended, in most instances, over the course of NO LESS than one semester and NO MORE than one year. Additionally, you are asked to detail how you intend to assess the effectiveness of your case plan in relation to the intended outcomes for your client. As part of your assessment plan, you will be required to use and detail at least one known scale or instrument.

Assignment 3 is due Week 12. It should be emailed to the instructor at devon.brooks@usc.edu by the end of the day.

Assignment 4 – Evaluation Plan or Research Plan (15%) (3-5 pages double-spaced)

Assignment 4 builds on all previous assignments and requires you to describe a detailed evaluation or research plan related to your client problem and case plan. You may choose whether to prepare an evaluation or research plan.

If you choose to prepare an evaluation plan (at the mezzo level), you will prepare a detailed *evaluation* plan for replicating the Assessment Plan presented in Assignment 3 across your field agency or community, that is, for *multiple* clients.

If you choose to prepare a research plan (at the macro level), you will prepare a detailed *research* plan on your topic beyond your field agency or community AND in contexts and settings that are culturally different from your agency or community.

Assignment 4 is due Week 15. It should be emailed to the instructor at devon.brooks@usc.edu by the end of the day.

Quizzes (20%)

There will be two comprehensive, in-class quizzes, each worth 10% of the course grade (for a total of 20%). The quizzes will consist of multiple choice, short answer items and vignette-based questions.

Quiz #1 (10%) will be on Week 7 and Quiz #2 (10%) will be on Week 11.

Final Exam (20%)

Students will complete a comprehensive final exam, which will measure their ability to apply the knowledge acquired during the course. Vignettes and descriptions from published research articles will be presented and students will be asked to answer questions about specific aspects of methodology including measurement, sampling, design, ethics, analysis, and interpretation of statistical results. The exam will be administered in class during Finals Week.

Class Participation (5%)

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through active class participation. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required readings and assignments **prior** to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Failure to meet these expectations will result in the reduction of grades.

Note: Additional details and guidelines for each of the assignments will be provided and/or discussed in class.

Grading

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades is determined by the degree to which these skills

have been demonstrated by the student; (2) a grade of B+ is given to work which is judged to be very good—this grade denotes that a student has demonstrated a more-than competent understanding of the material being tested in the assignment; (3) a grade of B is given to student work which meets the basic requirements of the assignment—it denotes that the student has done adequate work on the assignment and meets basic course expectations; (4) a grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations; (5) a grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement; (6) grades between C- and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Rubin, A. & Babbie, E. (2013, 2011). *Essential research methods for social work, 3rd Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.

The textbook may be purchased from the USC Bookstore. A bundle that includes the textbook and additional writing resources is available at a discount rate. The bundle may be purchased from the Cengage Learning at: www.cengagebrain.com/micro/uscasowk562.

Guides for APA Style Formatting

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

APA formatting and style guide. (1995-2011). The OWL at Purdue. Retrieved from
http://owl.english.purdue.edu/owl/resource/560/01/
(Instructor Note: Note: this popular site for students—it is free, has switched to 6th edition.)

Winn, J. (2010). APA style: USC Lib Guides. Available at
http://libguides.usc.edu/content.php?pid=26798&sid=639172
(Instructor Note: HIGHLY RECOMMENDED.)

Recommended Websites

National Associate of Social Workers. Available at http://www.naswdc.org

National Guideline Clearinghouse™ (NGC). Available at http://www.guideline.gov [A public resource for evidence-based clinical practice guidelines]. The elements of style—A rule book for writing. Available at http://www.bartleby.com/141/. [You can read it online]

USC Guide to Avoiding Plagiarism. Available at
http://libguides.usc.edu/content.php?pid=83009&sid=616087

FQS: Forum qualitative research—An online journal of qualitative research. Available at
http://www.qualitative-research.net

Institute for the Advancement of Social Work Research. Available at
http://www.iaswresearch.org

Society for Social Work Research. Available at http://www.sswr.org

American Evaluation Association. Available at http://www.eval.org

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Details

	Week	Topics	Required Readings	Assignments
		**SECTION I – INTRODUCTION TO SOCIAL WORK KNOWLEDGE, INQUIRY & METHODS OF INQUIRY**		
1	1-12	▪ Course Introduction and Overview ▪ Social Work Knowledge & Inquiry ▪ Evidence-Based Practice	Chapters 1 & 2	
2	1-19	▪ Methods of Inquiry Information	Chapter 3 & 4 Appendices A-C	
3	1-26	▪ Conceptualization and Measurement Methods	Chapters 6 & 7	
4	2-2	▪ Measurement Methods – con'td ▪ Qualitative Methods	Chapters 8-9, & 14	**Assignment 1 Due:** Social Work Client Problem & Case Plan
5	2-9	▪ Sampling & Design Methods	Chapters 10 & 11	
6	2-16	▪ Design Methods – cont'd **NO CLASS – ALL SCHOOL DAY**	Chapter 11	
		**SECTION II - APPLYING METHODS OF INQUIRY TO IMPROVE PRACTICE AND POLICY: ASSESSMENT, EVALUATION AND RESEARCH**		
7	2-23	▪ Develop Goals of Inquiry ▪ Locating, Reviewing & Synthesizing Existing Knowledge	Chapter 5	**Quiz #1**
8	3-1	▪ Assessment ▪ Single-Subject Designs	Chapter 12	
9	3-8	▪ Evaluation & Research	Chapters 13	**Assignment 2 Due:** Literature Critique & Presentation
	3-15	**NO CLASS – SPRING BREAK!!**		
10	3-22	▪ Research	Chapter 11	
11	3-29	▪ Ethical & Cultural Issues ▪ Culturally Competent Inquiry	Chapters 16-17	**Quiz #2**
12	4-5	▪ Qualitative Data & Analysis	Chapter 19	**Assignment 3 Due:** Assessment Plan
13	4-12	▪ Quantitative Data & Analysis	Chapter 18	
14	4-19	▪ Secondary Data & Analysis	Chapter 15	

15	4-26	■ Using Data & Inquiry to Improve Social Work Practice and Policy	**Assignment 4 Due:** Evaluation or Research Plan
		EXAM WEEK	**Final Exam**

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (devon.brooks@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

> To leave a message, call (213) 740-8311

> For additional university information, please call (213) 740-9233

> Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th & Olive)	**Orange County**	**Faculty Parking Lot**
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIV. POLICY ON LATE OR MAKE-UP WORK

Assignments are due on the day and time specified. Late assignments may be accepted by the instructor for review and feedback, but will not be graded.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus and/or course during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the sequence, Michael Hurlburt, at hurlburt@usc.edu. If you do not receive a satisfactory response or solution, contact your academic advisor.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!