**USC⏐School of Social Work**

**Social Work 762**

**Section #60650D**

**Social Work Research Methods I**

***Fall 2019***

**Instructor: Shinyi Wu, PhD Course Day: Thursday**

**Telephone: 213-740-0296 Course Time: 8:00am – 10:50am**

**Cellphone: 310-739-6873 Course Location: SWC 118**

**E-Mail: shinyiwu@usc.edu Office Hours: 11am – 12pm and 1 – 2pm, Thursdays & by appointment**

**@ MRF 319**

#### I. Course Description

This doctoral level course is designed to develop students’ ability to understand and apply social science research methods to contemporary social work problems. 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 for diverse clientele in urban settings. By the end of the course, students will have had the opportunity to define their own research questions and utilize research knowledge and techniques learned during the course to practice the development of a systematically structured research proposal. During the course, students will learn to conceptualize a research question and locate it within a domain of inquiry. They will learn to formulate specific research hypotheses, to relate hypotheses to one or more relevant theoretical frameworks, and to discuss how knowledge accumulates in a dynamic interaction between research and theory. Students will understand and be able to select and apply research techniques applicable to the research questions they develop during the course. In developing a strong understanding of the research concepts explored during the course, students will become adept consumers of research information, able to identify strengths and weaknesses in existing research and able to propose avenues for improvement of that research.

Students will gain a conceptual and operational understanding of methodologies used in the conduct of social work related research, including: (a) conceptualization of research problems; (b) review of the literature; (c) research design; (d) sampling; (e) measurement and scaling; (f) data collection; and (g) 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.

#### II. Course Objectives

**By the end of this course, students will demonstrate advanced knowledge and skill in their ability to…**

1. Use the logic, terminology, and methods of standard social science approaches in both speaking and writing.

2. Understand the steps or phases in the research process (e.g., problem definition, concept explication, hypothesis formation, etc.)

3. Utilize a range of research resources to conduct an up-to-date literature review on any social work research, practice, or policy topic.

4. Understand and accurately describe the purpose of 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 affect the measurement strategies chosen;

c. identify and describe other core techniques used in research such as methods for sample selection and research design options.

5. Evaluate the quality of research conducted by others, including the ability to identify and strengthen weaknesses in logic and design.

6. Draw reasoned and relevant conclusions based on research findings that can inform practice, policy, and/or further research.

7. Apply ethical principles in developing research ideas, identify ethical issues that are present in research contexts, and be able to discuss strategies that could be used to address ethical concerns.

8. Utilize research concepts and techniques (as in outcome 4) to develop a soundly reasoned research proposal that follows a professional proposal development style.

10. Articulate and promote attention to issues in the research process as they relate to various populations, such as racial and ethnic minorities, gays and lesbians, and women.

## **III. Course Format**

This course will utilize a seminar style format. Although sessions will often involve short segments of lecture material, the principal course format will involve discussion among students and the faculty instructor, including discussion of assigned readings, and of course assignments. Course sessions may also involve active work on assigned research proposals and on other interactive activities that result in the students and instructor working together to actively apply knowledge acquired during the course.

At all levels, research is most often a collaborative enterprise. Colleagues share information and ideas when developing research projects. Proposals are reviewed by panels of peers, as are publications of research findings. As a doctoral level course, the format for this course will emulate the collaborative nature of the scientific enterprise with the expectation that such collaboration is at the core of developing a strong learning environment that draws upon collective knowledge and wisdom.

Please note that it may be necessary for the instructor to adjust the syllabus during the semester.

#### IV. Course Assignments

The course will include four graded components, which include in-class discussion leadership (20%), class participation (5%), quiz assignments (40%), and development of a research proposal (35%). Class participation will include coming to class prepared to engage in and contribute to class discussions, having read assigned readings. Readings are kept intentionally manageable so that all students can complete assigned readings.

Students are also expected to complete online human subjects training offered by the USC program for the protection of human research participants. A certificate documenting completion must be turned in before the final class session, otherwise 5 class points will be deducted. **The preferred date to turn in the certificate is by the second class session.**

**🗐** Discussion Leadership (2 per student) **20 points**

**🗐** Class Participation  **5 points**

**🗐** Quizzes **40 points**

**🗐** Research Proposal **35 points**

**100 points**

**Research Proposal**

The primary written assignment for this course is the development of a scholarly research proposal, suitable for submission to a federal agency for funding. In preparing to develop the proposal, we will discuss several different kinds of funding mechanisms, including pre-doctoral fellowship awards and small grant proposal mechanisms (e.g., R03). Students are asked to write a proposal for this course in order to provide them with experience thinking about the logic, organization, and specific requirements of research proposals. In the process of developing the research proposal, students will have the opportunity to think through and develop research questions in a topical area of personal interest and to develop a research plan that addresses a specific research question and hypotheses in that area of interest. By the end of the course, students will have experience with the process of articulating a defined research question, linking it clearly with existing knowledge, and proposing a systematic data collection plan that would allow for further advancement of knowledge in that topical area.

To encourage your learning, I will provide feedback on each step of the process, and the proposal development will be iterative. My expectation is that you address the comments received at each stage of submission, in addition to the new content required in that time period. The second half of the semester will include examining proposals developed by me as well as your mentors throughout the School. I highly recommend you turn in drafts of your work for review and comment to both your faculty mentors *and* myself prior to the due dates.

An outline for the proposal is as follows:

I. Abstract Week 13

II. Specific Aims Week 5

III. Significance Week 7

IV. Innovation Week 9

V. Approach Week 12

1. Overview and Hypotheses
2. Sampling/Participants
3. Research Design
4. Measurement
5. Data Analysis (preliminarily addressed first semester)
6. Strengths and Limitations to Approach
7. Project Timeline

VI. References Week 13

Details of requirements for the overall proposal will be provided to students in a separate document.

#### V. Course Grading

Course grades will be based on the following:

3.85 – 4 A

3.60 – 3.84 A-

3.25 – 3.59 B+

2.90 – 3.24 B

2.60 – 2.87 B-

2.25 – 2.50 C+

1.90 – 2.24 C

Final grades for the course will be determined on the basis of points earned on each assignment and on course participation.

93 – 100 A

90 – 92 A-

87 – 89 B+

83 – 86 B

80 – 82 B-

77 – 79 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:

**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 would be determined by the degree to which these skills have been demonstrated by the student.

**A grade of B+** will be 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 evaluated in the assignment.

**A grade of B** will be given to student work which meets that basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

**A grade of B-** will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

**A grade of C** would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

**Grades between C- and F** will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

**VI. Course Textbooks and Resources**

**Required Textbooks**

Rubin, A. & Babbie, E. (2017). Research Methods for Social Work, 9th Edition. IBSN-10: 978-1-305-63382-7

**Recommended resources for APA Style Formatting**

APA formatting and style guide. (2009). The OWL at Purdue. Retrieved from

<http://owl.english.purdue.edu/owl/resource/560/01/>

[Note: this popular site for students—it is free]

American Psychological Association (2009). *Publication Manual of the American*

*Psychological Association* (6th Ed.). Washington: APA.

Mendeley: <https://www.mendeley.com/>

**Recommended Websites**

The Elements of Style – A rule book for writing. You can read it online: <http://www.bartleby.com/141/>.

USC Guide to Avoiding Plagiarism: <http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm>.

**NOTE:** Additional required and recommended readings will be assigned by the instructor throughout the course, typically at the rate of 1-2 readings per course session.

VII. Attendance Policy

Students will benefit from the dynamic interactions that occur during class sessions and it is the instructor’s experience that class participation is central to developing expertise in understanding and application of material learned during the course. Students are expected to notify the instructor by telephone (310)739-6873 or email ([shinyiwu@usc.edu](mailto:shinyiwu@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days.

VIII. Academic Accommodations

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. The phone number for DSP is (213) 740-0776.

**IX. Emergency Response Information**

To receive information, call 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](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.

University Park Campus

SWC Lot B

SDAC Rear of building

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

**­­­­­­­­­­­­­­­ Course Topics and Assignments**

**Session 1 Aug 29**

**Topics:**

⏵Introductions, course overview, and expectations

⏵Shaping a science of social work: Identifying social work “problems” and areas in need of inquiry

**Required readings:**

* CITI training -- http://www.usc.edu/admin/oprs/citi.html#3
* Brekke, J. S. (2012). Shaping a Science of Social Work. *Research on Social Work Practice, 22*(5), 455-464. Retrieved from <http://rsw.sagepub.com/content/early/2012/04/03/1049731512441263>

**Session 2 Sep 5**

⏵Google Scholar search using a text mining tool, by Max Zellner (8 AM)

⏵The Scientific Approach

⏵Formulating research questions

##### ⏵Theory

⏵Hypotheses

**Required readings:**

* R&B Chapter 1, 2, 4
* Patterson, G. R., Reid, J. B., & Eddy, M. (2002). A brief history of the Oregon Model.3-21.

**Session 3 Sep 12**

**Topics:**

⏵What is Social Work Research?

⏵Literature Review

⏵Literature Search, guest lecture by USC SSW librarian Alyssa Brissett (9AM)

⏵Problem Formulation

⏵Proposal Development

**Required readings:**

* R&B Chapters 3, 7 & 23
* Grant, M.J., & Booth, A. (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. *Health Info Libr J*, *26*(2), 91-108.

**Session 4 Sep 19**

⏵ Variables: Building Blocks of Research

**Required readings:**

* R&B Chapter 8
* Goldbach, J.T., Schrager, S., & Dunlap, S., & Holloway, I. (2015). The Application of Minority Stress Theory to Marijuana Use in Sexual Minority Adolescents. *Substance Use and Misuse, 50(3);* p. 366-375. doi: 10.3109/10826084.2014.980958
* Wu, S., Ell, K., Gross-Schulman, S. G., Sklaroff, L. M., Katon, W. J., Nezu, A. M,, Lee, P.‑J., Vidyanti, I.\*, Chou, C.‑P., & Guterman, J. J. (2014). Technology-facilitated depression care management among predominantly Latino diabetes patients within a public safety net care system: Comparative effectiveness trial design. *Contemporary Clinical Trials*, *37*(2), 342–354. doi:10.1016/j.cct.2013.11.002.

**Session 5 Sep 26**

**Topics:**

⏵Ethics, Cultural Competence in Research

**Required readings:**

* R&B Chapters 5-6 ~~& 23~~
* Example F31 Proposal (Siantz)
* Example Doris Duke Charitable Foundation proposal (Finno)

**Optional readings:**

* NIH predoctoral fellowship award mechanism information (https://grants.nih.gov/grants/guide/pa-files/PA-18-671.html)
* NIH application pages describing structure for fellowship proposals (<http://grants.nih.gov/grants/funding/424/SF424_RR_Guide_Fellowship_VerB.pdf>)

**Assignment Due:**

**🗐 Quiz 1**

**🗐 Specific Aims**

**Session 6 Oct 3**

**Topics:**

⏵ Selecting Participants to Take Part in Research (Sampling)

**Required readings:**

🕮 R&B Chapter 15

**Session 7 Oct 10**

**Topics:**

⏵Causal Inference and Experimental Designs

⏵Threats to Internal Validity

⏵External Validity / Generalizability

**Required readings:**

🕮 R&B Chapter 11

**Assignment Due:**

**🗐 Significance and Revised Aims**

**Session 8 Oct 17**

Fall Break / Individual Meetings and Progress Reports

**Session 9 Oct 24**

**Topics:**

⏵Quasi-Experimental Designs

**Required readings:**

* R&B Chapters 12
* Research Design Section of Research Methods Knowledge Base Website, <http://www.socialresearchmethods.net/kb/design.php>

**Assignment Due:**

**🗐 Innovation and Revised Significance and Aims**

**Session 10 Oct 31**

**Topics:**

⏵Single Case Design

⏵Survey Research

**Required readings:**

* R&B Chapters 13 and 16

**Session 11 Nov 7**

**Topics:**

⏵Qualitative Research

**Required readings:**

* R&B Chapter 18, 19, 20
* Research Design Section of Research Methods Knowledge Base Website, <http://www.socialresearchmethods.net/kb/design.php>

**Assignment Due:**

**🗐 Quiz 2 (material since Quiz 1)**

**Session 12 Nov 14**

**Topics:**

⏵Operationalization and Measurement

**Required readings:**

* R&B Chapters 9 & 10

**Recommended readings:**

🕮 Knutson, J. F., DeGarmo, D., Koeppl, G., & Reid, J. B. (2005). Care neglect, supervisory neglect, and harsh parenting in the development of children’s aggression: A replication and extension. *Child Maltreatment, 10,* 92-107.

🕮 Roberson, Q. M. (2006). Justice in teams: The activation and role of sensemaking in the emergence of justice climates. *Organizational Behavior and Human Decision Processes, 100*, 177-192.

**Assignment Due:**

**🗐 All Components Except for Abstract and References**

**Session 13 Nov 21**

**Topics:**

⏵Research Proposal Presentation

**Assignment Due:**

🗐 **All Components of the Research Proposal Due**

**Session 14 Nov 28**

THANKSGIVING / Individual Meetings and Progress Reports

**Session 15 Dec 5**

**Topics:**

⏵NO CLASS

⏵Course Evaluations

⏵Student Final Reflection (Take-home)

**Assignment Due:**

**🗐 Final Proposal Due by Dec 5**

**Course Overview and Calendar**

| **Session** | **Topics** | **Reading** |
| --- | --- | --- |
| **1**  **Aug 29** | ⏵Introductions, course overview, and expectations  ⏵Shaping a Science of Social Work |  |
| **2**  **Sep 5** | ⏵Google Scholar search using a text mining tool  ⏵The Scientific Approach  ⏵Formulating research questions  ⏵Theory  ⏵Hypotheses | R&B Chapter 1, 2, 4 |
| **3**  **Sep 12** | ⏵What is Social Work Research? ⏵Literature Review  ⏵Literature Search, guest lecture by USC SSW librarian  ⏵Problem Formulation | R&B Chapter 3 & 7 |
| **4**  **Sep 19** | ⏵Variables: Building Blocks of Research | R&B Chapter 8 |
| **5**  **Sep 26** | ⏵Ethics, Cultural Competence in Research  ⏵Proposal Development | R&B Chapters 5-6 & 23 |
| **6**  **Oct 3** | ⏵ Selecting Participants to Take Part in Research (Sampling) | R&B Chapter 15 |
| **7**  **Oct 10** | ⏵ Causal Inference and Experimental Designs  ⏵ Threats to Internal Validity  ⏵ External Validity / Generalizability | R&B Chapters 11 |
| **8**  **Oct 17** | ⏵ Fall Break / Individual Meetings and Progress Reports |  |
| **9**  **Oct 24** | ⏵ Quasi-Experimental Designs | R&B Chapters 12 |
| **10**  **Oct 31** | ⏵ Single Case Designs  ⏵ Survey Research | R&B Chapters 13, 16 |
| **11**  **Nov 7** | ⏵Qualitative Research | R&B Chapters 18, 19, 20 |
| **12**  **Nov 14** | ⏵Operationalization and Measurement | R&B Chapters 9 & 10 |
| **13**  **Nov 21** | ⏵Research Proposal Presentation |  |
| **14**  **Nov 28** | ⏵THANKSGIVING |  |
| **15**  **Dec 5** | ⏵No Class  ⏵Course Evaluations  ⏵Student Final Reflection (Take-home) |  |

**University Policies and Guidelines**

# **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 ([shinyiwu@usc.edu](mailto:shinyiwu@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 Suzanne Dworak-Peck School of Social Work Student Handbook for additional information on attendance policies.

# **Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus*and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

# **Support Systems**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [http://www.suicidepreventionlifeline.org](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.suicidepreventionlifeline.org_&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=_36nnFETM-Q6pZ6iq9FbkRLnOqB2hAKf3hpB7emICZo&m=E2UsZJRCMqi9OEfKUeqk9Y1uY3eDgl_cjSeDni9P-3s&s=twu831aNHupJnoiSEzsXZ1lmq9yCzJvEv35V5v5dYAY&e=)

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*USC Student Health Sexual Assault & Survivor Support:*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

*USC Policy Reporting to Title IX– (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [https://policy.usc.edu/reporting-to-title-ix-student-misconduct/](https://equity.usc.edu/)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.<https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.<https://studentaffairs.usc.edu/ssa/>

*Diversity at USC –* [*https://diversity.usc.edu/*](https://diversity.usc.edu/)

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

# **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.”

# **Policy on Late or Make-Up Work**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

# **Policy on Changes to the Syllabus and/or Course Requirements**

It may be necessary to make some adjustments in the syllabus 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.

# **Code of Ethics of the National Association of Social Workers (Optional)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly* [*https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English*](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)

## Preamble

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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.

# **Academic Dishonesty Sanction Guidelines**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

# **Complaints**

Please direct any concerns about the course with the instructor Dr. Shinyi Wu first by emailing her at [shinyiwu@usc.edu](mailto:shinyiwu@usc.edu) or contacting her by mobile phone (310)739-6873. Any concerns unresolved with the course instructor may be directed to the student’s advisor and/or the Chair of your program.

# **Tips for Maximizing Your Learning Experience in this Course (Optional)**

* Be mindful of getting proper nutrition, exercise, rest and sleep!
* Come to class.
* Complete required readings and assignments BEFORE coming to class.
* BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
* Come to class prepared to ask any questions you might have.
* Participate in class discussions.
* AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
* If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
* Keep up with the assigned readings.

*Don’t procrastinate or postpone working on assignments.*