



Dana and David Dornsife
College of Letters, Arts
and Sciences
Department of Psychology

Psychology 316L (52536)

Non-Experimental Research Methods

Spring 2021

Lecture: Zoom ID: 973 5705 0299 (Links Located on Blackboard)

Days and Time: Monday & Friday; 12:00 p.m. to 1:20 p.m.

Lab: Zoom Links Different than Lecture! (Links located on Blackboard *Lab Sections*)

Lab Day and Times: Tuesday, 10:00 a.m. to 11:50 a.m.; Wednesday, 12:00 p.m. to 1:50 p.m.

Online portion at <http://blackboard.usc.edu>

Instructor Information

Dr. Clayton L. Stephenson

Office Location: Home ☺

Assistant Professor (Teaching) Psychology

Office Hours: By Appointment; Email to Schedule

clstephe@usc.edu

I'm more than happy to meet with you one-on-one!

TA Information

Me!

Syllabus

Course Description

Non-experimental research methods in psychology. Observational, survey, and data analysis exercises.

My Course Summary

Psychology is a science. Although most psychological scientific inquiry uses experimental research procedures, there are other methods of inquiry we can use to create knowledge and even promote social change. This course will provide you with additional methodological tools and skills to help you become a better critical thinker and psychological scientist. The primary goal of the course is for you to learn new data collection techniques while working together as if you were members in a lab. You will learn about interpretive frameworks; qualitative approaches; analyzing qualitative data derived from interviews, observations, and documents; and write a qualitative research paper adhering to the Publication Manual of the American Psychological Association.

Prerequisites

PSYC 100 (Introduction to Psychology)

PSYC 314 (Experimental Research Methods)

Teaching Objectives

- 1) Provide students with the fundamental knowledge of interpretive frameworks for qualitative research.
- 2) Facilitate students' fieldwork experience while using qualitative research methods.
- 3) Guide and mentor students in analyzing qualitative data and drawing sound conclusions.

Student Learning Objectives

After successfully completing this course, students will be able to . . .

- 1) describe, discuss, and debate the interpretive frameworks in science.
- 2) critically analyze articles using qualitative and/or mixed methods.
- 3) collect qualitative data using multiple methods.
- 4) analyze and interpret qualitative data.
- 5) write a qualitative research paper adhering to the APA Publication Manual requirements.

Required Texts

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Thousand Oaks, CA: Sage Publications.

NOTE: You *must* have the 4th edition of Miles, Huberman, and Saldaña (2020). There are critical differences between the 3rd and 4th edition. Creswell textbook is abbreviated as (CRES) in the schedule. Miles, Huberman, and Saldaña textbook is abbreviated as (MHS).

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC: American Psychological Association.

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. R. (2016). *An easy guide to APA style* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Supplemental Readings. (Various dates). *Posted on Blackboard.*

NOTE: Texts are available at the bookstore or online.

Assessment	Focused Learning Objective(s)	Due Date	Percent of Final Grade: Points
Ten Self-Reflective Journal Entries	1, 4	Each Tuesday starting February 2 nd by 11:59 p.m.	10% (individual grade): 10 points each
Three Observations	3	March 5 th , 11 th , and 19 th by 11:59 p.m.	15% (individual grade): 10 points each
Research Proposal	1, 2	March 26 th by 11:59 p.m.	15% (individual grade): 100 points
Two Transcribed Interviews	3	April 2 nd and 16 th by 11:59 p.m.	10% (individual grade): 50 points each
Final Research Paper	2, 3, 4, 5	May 7 th by 11:59 p.m.	20% (individual grade): 100 points
Lab Assignments	1, 2, 3, 4, 5	Continuous	20% (individual or group): 10 – 30 points
Participation in Lecture	1, 2, 3, 4	Continuous	10% (individual or group): 10 points

Self-Reflective Journal Entries

Part of collecting qualitative data is being self-reflective about how the research process changes you and vice versa. It is also a chance to provide additional data to your project. Self-reflection

journals can be used as data in your project. More importantly it allows you to develop an understanding of how you may be influencing the data collection and data analysis process as a result of your point of view, experience, and what has been referred to as a person's "baggage." This is also an important part of piecing together all the bits of information you will acquire. Prompts will be provided for each week you submit a journal. ***Journal entries will be completed on Blackboard and are due each Tuesday by 11:59 p.m. starting February 2nd.***

Research Proposal & Final Research Paper

You will write a research proposal throughout the first half of the semester. Please note you will collect data as you write the proposal. The research proposal is an important process in providing a clear statement of the problem, an argument for the purpose of your study using appropriate sources, how previous research relates to your study, a formal statement of problem or research questions, a full methods section, and a detailed data analysis plan. The final research paper will be the result of your semester's lab work and a demonstration of your ability to apply your knowledge so that you have a real qualitative study to report. You will work in groups of three or four to complete the project, but you will write the proposal and final paper individually. ***Please Note: These two papers are 35% of your grade, so be diligent in writing your paper and getting help from your lab instructor or me immediately if you have any problems. The research proposal is due March 26th by 11:59 p.m. and the Final Research Paper is due May 7th by 11:59 p.m.***

Weekly Observations

You will turn in weekly observation notes from your observation sessions throughout the data collection process for your qualitative research project. The notes must be detailed, typed, and demonstrate your ability to write high quality observation notes to collect substantive qualitative data. Everyone's notes will be available to the class to use in their data analysis! ***Observation notes are due by 11:59 p.m. on March 5th, 11th, and 15th.***

Two Transcribed Interviews

You are required to conduct a minimum of two interviews for your qualitative project. You will transcribe your interviews and turn in the audio file and the transcription on Blackboard. You will be graded on the quality of your interview and the clarity of your transcription by sticking to proper formatting for transcribing interviews. ***The first interview is due by 11:59 p.m. on April 2nd. The second interview is due by 11:59 p.m. on April 16th.***

Weekly Lab Assignments

The lab assignments are designed for you to acquire the necessary skills, knowledge, and tools to complete your research proposal and final research paper. Labs are also designed for you to acquire, at the minimum, a working knowledge of the different types of non-experimental methods psychologists use such as observations, interviews, and non-experimental quantitative studies. ***Lab assignments are due five days after the lab day at 11:59 p.m. More specifically, Tuesday's labs are due Sundays by 11:59 p.m. and Wednesday's labs are due Mondays by 11:59 p.m.***

Participation in Lecture

Reading the assigned material and completing the assignments before class and lab are important to understanding the lecture topics and to participating in the discussions. Participation will be assessed through documents you turn in that contain your in-class exercises, activities, and/or discussion. Exercises may occasionally be assigned in class in order to help you to understand the course material. Some exercises will be worked on in class while others may be worked on in class *and* on your own time. **Participations are due by the beginning of the next class session. Your lowest THREE participation points will be dropped from the calculation of your overall grade.**

EXTRA CREDIT: Participate in Research Studies and Worksheets

Part of understanding the research process is being a participant in a study. You may participate in research studies conducted in the psychology department to earn extra credit. All points will be applied to your Final Research Paper. However, you *cannot* earn more than 100 points on your Final Research Paper, and any leftover extra credit points *will not* be applied to any other assignments. You can view and sign up for studies through the SONA system at <https://usc.sona-systems.com/>. You may complete 6 points of credit on SONA. Please note that your participation in research is voluntary and you have the right to NOT participate in research studies. If you do not want to participate in studies, then you may complete the alternative, which is writing three two-page papers on three separate topics, which are also posted on Blackboard. **All credits and/or papers are due by 11:59 p.m. on April 29th. No exceptions!**

Grading Scheme

Please Note: I do NOT curve the grade. Whatever grade you have on Blackboard is your grade in real-time that you earned to that date. I do round up (e.g., 93.45 = 93.5%) for your final grade. Finally, it is NOT appropriate for you to ask to make up an assignment at the end of the semester that was due past what is outlined in the late policy (see p. 10) or to ask for extra credit beyond what is described above, so please do NOT ask for either.

A = 100 - 93.5%; A- = 93.4 - 89.5%; B+ = 89.4 - 86.5%; B = 86.4 - 83.5%; B- = 83.4 - 79.5%; C+ = 79.4 - 76.5%; C = 76.4 - 73.5%; C- = 73.4 - 69.5%; D+ = 69.4 - 66.5%; D = 66.4 - 63.5%; D- = 63.4 - 59.5%; Below 59.5% = F

Instructor Student Communication and Blackboard

Blackboard (Bb) will be used to post announcements, send e-mails, and post all grades and course materials, so it is the student's responsibility to frequently visit the course on Blackboard (website: <http://blackboard.usc.edu>). Bb transactions will follow the below guidelines.

- 1) **Grades**: All grades and points will be posted on Bb one to two weeks after the completion of the exam, assignment, or activity. Grades will not be announced in class, via e-mail, or during office hours.
- 2) **Course Materials**: The syllabus, lab assignments, and supplemental reading material can be viewed and printed from Bb.
- 3) **Announcements**: Class announcements will be posted on Bb, as well as broadcasted in class.

- 4) Email: Any email communications from the instructor or TA will be sent via Bb or through the USC's email service. USC requires that all e-mail communication between the instructor and students be sent via an official USC e-mail address. *Any student communication delivered from a non-USC e-mail address will be automatically discarded.*

Tentative Schedule of Topics and Assignments

	Topic	Reading	Deliverables
Friday 01/15/2021	➤ Overview of course	➤ Syllabus	N/A
WEEK 1			
Monday 01/18/2021	➤ No Class! ➤ Martin Luther King Jr. Day!	➤ None	N/A
Friday 01/22/2021	➤ Defining non-experimental research ➤ Philosophical Assumptions	➤ Chapter 1 (CRES) ➤ Chapter 2 (CRES) pp. 15 – 22	➤ None
WEEK 2			
Monday 01/25/2021	➤ Interpretive Frameworks	➤ Chapter 2 (CRES) pp. 22 – 41	➤ None
Friday 01/29/2021	➤ Interpretive Frameworks (cont.) ➤ Approaches to Qualitative Research	➤ Chapter 4 (CRES) ➤ Chapter 1(MHS)	➤ In-class project
WEEK 3			
Monday 02/01/2021	➤ Approaches to Qualitative Research (cont.) ➤ Example Studies	➤ Frank (2006) ➤ Chapter 5 (CRES)	➤ Discussion ➤ Short Presentations
Friday 02/05/2021	➤ Designing a Project ➤ Sampling ➤ Gaining Access ➤ Using Recording Devices	➤ Chapter 3 (CRES) pp. 42 – 56 ➤ Chapter 2 (MHS) ➤ Beitin (2012); on Bb	➤ In-class exercises

WEEK 4

Monday 02/08/2021	➤ Ethical Issues in Qualitative Research	➤ Chapter 3 (CRES) pp. 56 – 60 ➤ Brinkmann & Kvale (2012); on Bb	➤ In-class group work and exercises
Friday 02/12/2021	➤ Creating a Proposal	➤ Chapter 3 (CRES) pp. 61 – 68	➤ In-class exercise

WEEK 5

Monday 02/15/2021	➤ No Class! ➤ President's Day!	➤ None	➤ N/A
Friday 02/19/2021	➤ Conducting Observations	➤ Angronsino (2005); on Bb ➤ Chapter 6, Patton (2015)	➤ In-class exercise

WEEK 6

Monday 02/22/2021	➤ Conducting Observations (cont.)	➤ Chapter 6; Patton (2015)	➤ In-class exercise
Friday 02/26/2021	➤ Conducting Observations (cont.)	➤ Chapter 6; Patton (2015)	➤ In-class exercise

WEEK 7

Monday 03/01/2021	➤ Conducting Interviews	➤ Wang & Yan (2012); on Bb	➤ In-class activity
Friday 03/05/2021	➤ Conducting Interviews (cont.)	➤ Chapter 7; Patton (2015)	➤ In-class exercise and group activity

WEEK 8

Monday 03/08/2021	➤ Conducting Interviews (cont.)	➤ Chapter 7; Patton (2015)	➤ In-class exercise and group activity
Friday 03/12/2021	➤ No Class! ➤ Wellness Day!	➤ None	➤ N/A

WEEK 9

Monday 03/15/2021	➤ Conducting Interviews (cont.)	➤ Chapter 7; Patton (2015)	➤ In-class exercise and group activity
Friday 03/19/2021	➤ Writing Qualitative Research	➤ Chapter 9 (CRES) ➤ Chapter 12 (MHS)	➤ In-class activity

WEEK 10

Monday 03/22/2021	➤ Proofing and Revising Paper	➤ None	➤ Bring in a FULL DRAFT of Proposal
Friday 03/26/2021	➤ Revisiting Your Observations	➤ Observations	➤ In-class activity ➤ Research Proposal Due March 26th by 11:59 p.m.

WEEK 11

Monday 03/29/2021	➤ Preparing to Analyze Data ➤ Creating & Modifying Codes	➤ Chapter 4 (MHS)	➤ In-class exercise
Friday 04/02/2021	➤ Creating & Modifying Codes	➤ Chapter 4 (MHS)	➤ In-class exercise

WEEK 12

Monday 04/05/2021	➤ Designing Matrix and Other Visual Displays	➤ Chapter 5 (MHS)	➤ In-class activity
Friday 04/09/2021	➤ Exploring Your Data	➤ Chapter 6 (MHS)	➤ In-class exercise

WEEK 13

Monday 04/12/2021	➤ Reviewing Your Interviews ➤ Describing What Happened	➤ Interviews ➤ Chapter 7 (MHS)	➤ In-class activity
Friday 04/16/2021	➤ Ordering Events & Processes	➤ Chapter 8 (MHS)	➤ In-class exercise

WEEK 14

Monday 04/19/2021	➤ Revisiting Your Interpretive Framework and Approach	➤ Chapters 2 & 3 (CRES)	➤
Friday 04/23/2021	➤ Analyzing through Explaining	➤ Chapter 9 (MHS)	➤ In-class exercise

WEEK 15

Monday 04/26/2021	➤ Drawing and Verifying Conclusions	➤ Chapter 11 (MHS)	➤ Group exercise ➤ Discussion
Friday 04/30/2021	➤ No Class! ➤ Wellness Day!	➤ None	➤ N/A

WEEK 16

Friday 05/07/2021	Consultation Hours: 11:00 a.m. to 1:00 p.m. Qualitative Research Paper Due TODAY by 11:59 p.m.		
----------------------	-----------------------------------------------------------------------------------------------------------	--	--

Tentative Schedule of Labs

	Topic	Reading	Lab Assignments: Due by 11:59 p.m. Five Days after Lab
WEEK 1			
LAB #1	➤ Interview Peers Create Groups	No Reading	Summary and argument
WEEK 2			
LAB #2	➤ Reading and Analyzing Qualitative Research Articles	➤ Frank (2006)	➤ Complete Questions in BGRAQ for Frank's (2006) Article
WEEK 3			
Lab #3	➤ Find Two <i>Qualitative</i> Articles	➤ Two Articles You Found	➤ Complete BGRAQ for Articles
WEEK 4			
Lab #4	➤ Find Two <i>Quantitative or Qualitative</i> Articles on Your Topic	➤ Two Articles You Found	➤ Draft of Argument with Citations Reference Section
WEEK 5			
Lab #5	➤ Ethics Certification ➤ Benefits vs. Risks	➤ Chapter 3 (MHS)	➤ PDF of ALL Ethics Certification ➤ Completed Questionnaire
WEEK 6			
Lab #6	➤ Observation Protocols	➤ Chapter 6; Patton (2015)	➤ Detailed Observation Protocol
WEEK 7			
Lab #7	➤ Interview Protocols	➤ Wang & Yan (2012)	➤ Detailed Interview Protocol
WEEK 8			
Lab #8	➤ Work on Proposal and Turn in Draft	➤ Chapter 6 (CRES)	➤ Draft of Proposal: Minimum 5 pages

WEEK 9

Lab #9	➤ Data Analysis Plan	➤ Chapter 8 (CRES)	➤ Data Analysis Plan
--------	----------------------	--------------------	----------------------

WEEK 10

NO LAB!	<ul style="list-style-type: none"> ➤ Wellness Day on Tuesday March 23! ➤ No lab for Wednesday as well! 	➤ None	➤ Reminder: Research Proposal Due March 26th at 11:59 p.m.
---------	--------------------------------------------------------------------------------------------------------------------------------	--------	------------------------------------------------------------------------------

WEEK 11

Lab #10	➤ Exploring Your Data	➤ Chapter 6 (MHS)	➤ Detailed and Coded Observation Notes
---------	-----------------------	-------------------	----------------------------------------

WEEK 12

NO LAB!	<ul style="list-style-type: none"> ➤ Wellness Day on Wednesday, April 7th! ➤ No lab for Tuesday as well! 	➤ None	➤ N/A
---------	---------------------------------------------------------------------------------------------------------------------------------------------	--------	-------

WEEK 13

Lab #11	➤ Analyzing Multiple Sources of Data	➤ Chapters 6 & 7 (MHS)	➤ Coded Observation Notes and Journals
---------	--------------------------------------	------------------------	----------------------------------------

WEEK 14

Lab #12	➤ Explaining Your Data	➤ Chapter 9 (MHS)	➤ Coded Interview
---------	------------------------	-------------------	-------------------

WEEK 15

Lab #13	➤ Analyze Qualitative Data	➤ Chapter 10 (MHS)	➤ Work on Final Paper
---------	----------------------------	--------------------	-----------------------

WEEK 16

Lab #14	<ul style="list-style-type: none"> ➤ Analyze Data ➤ Work on Final Research Paper 	➤ Chapters 9 & 11 (MHS)	➤ Work on Final Paper
---------	----------------------------------------------------------------------------------------------------------	-------------------------	-----------------------

Zoom Sessions

We are Trojans. We will uphold the academic rigor, open discussion, and have fun regardless of being online. My expertise is in principles of learning in the classroom and online learning. I will not let being online deprive you of a top notch learning experience. I ask you, my fellow Trojans, to do the following during our Zoom Sessions:

- 1) Attend as many live sessions as possible. I promise, you will get more out of it.
- 2) If you cannot attend a live session, you will have the opportunity to watch the lecture and complete the participation.
- 3) Leave your webcam on whenever possible to help create a sense of community and to help socially connect. We are physically distanced, not socially distanced. Nonverbal communication is still important!
- 4) Please mute your mic when you are not speaking. I will mute you if I have to, but I want you to take on the responsibility.
- 5) Ask questions! You may use chat, use the “raise hand” function, or even say, “Excuse me. I have a question.” I promise you, I will not get upset if you verbally interrupt me in a polite way. ☺
- 6) For chat, please private message me for personal matters. If you have a question about content, feel free to share with everyone. Having great questions in chat or verbally make this fun! Seriously, I speak from experience.

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, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Statement on Plagiarism

Plagiarism, lazy writing, and cheating are violations of the Student Judicial Affairs & Community Standards and may be dealt with by both the instructor and the university. Plagiarism is defined as, “the act of presenting the ideas and writings of another as one’s own.” Lazy writing is defined as, “using quotes or paragraphs with the proper citation, but are used in a manner that a paper is stitched together and clearly has little or no original writing.” Cheating is defined as, “the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” In instances of academic dishonesty, the instructor will take appropriate action as outlined in the Academic Integrity Review Process (SJACS 14.10). For more information on avoiding plagiarism or lazy writing, see Chapter 1, Section 1.10 in the APA Publication Manual or visit http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

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 me and to the TA as early in the semester as possible. DSP is in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Wednesday. Website and contact information for DSP:

http://sait.usc.edu/academic-support/center-programs/dsp/home_index.html; Phone: (213) 740-0776; TDD Only: (213) 740-6948; Fax: (213) 740-8216; email: ability@usc.edu.

Course Notes

- 1) **Late Assignments**: Assignments turned in late will receive a 5% reduction each day for the first two days turned in late. For the following five days (i.e., after the first two days) the late assignment will result in a 10% reduction for each day it is late. After seven days, an assignment cannot be turned in and will result in a grade of zero. Students who experience medical emergencies that prevent them from attending class on days when class exercises or assignments are scheduled need to notify me as soon as possible so arrangements can be made. *USC athletes should meet with me as soon as possible regarding their scheduled athletic events that may conflict with course requirements.*
- 2) **Email**: I typically respond to emails within 24 hours or less. However, I rarely respond to emails between 5:00 p.m. on Friday to 8:00 a.m. on Monday (i.e., the weekend). I will do my best to email over the weekend if it is urgent, but please note that I cannot guarantee it.
- 3) **Feedback**: Your lab instructor and I will make every attempt to return assignments in a reasonable time by returning them no later than two weeks after the due date.
- 4) **Appeal Process**: If you find that your answer in an assignment or exam was incorrect, but you think it is correct, you can appeal the decision in writing. The written appeal must have supporting documentation (e.g., reference to a class reading). The appeal cannot be based on your opinion or personal experience, but rather based on the course materials. Appeals must be delivered to the instructor no later than one week after the grade is posted. Appeals will not be accepted via email and no late appeals will be accepted.
- 5) **Course Participation**: Your best bet at remembering and understanding the material is to complete the required readings BEFORE class. Also, keep in mind that you may need to do *multiple* readings of the textbook to gain a full comprehension.
- 6) **University Escort Service**: If you feel that you would like to be escorted to your vehicle, bus, or campus residence after 5:00 p.m., do not hesitate to call (213) 740-4911.

Special Notes

- 1) This course is more based on applied learning and less on memorization. There are no exams, midterm, or final exam. You will, however, need to dedicate the time that you would typically spend studying for tests to conducting your research. As in any course, work of a significantly high caliber in each of the components of this course is an A (i.e., exceptional work). It is especially important that you be on time for class, have completed your reading assignments prior to class-time, and that you are prepared for discussion of these materials in class.
- 2) *All assignments in this course are expected to be word-processed and graphs/tables should be computer-generated.*
- 3) **All assignments should be completed using APA-style, including the use of a title page.** Assignments are due on predetermined due dates and should be submitted electronically

through Bb. Word processing and data management software are available in several computer labs on campus. You should consult your APA Publication Manual for all writing assignments.

- 4) All students are expected to have access to the student computer network. It is your responsibility to ensure that your access is up to date during the semester.
- 5) Tutors are available through the Learning Resource Center (LRC). If you should find that you are not doing as well in this course as you would like, please see your lab instructor or me immediately. *We will help you: It is our job!* You can also arrange short-term or long-term tutoring through the LRC. The Writing Center is also available to tutor students who are having difficulty with writing. For assistance, visit their website at <http://college.usc.edu/writingcenter/> or call (213) 740-3691.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Statement of Course Content as a Copyright

It is important to know that all material presented in class, labs, or discussion sent via email or posted on Blackboard is “all rights reserved” by the course instructor. In addition, some of it is copyrighted and distributed by a publishing corporation for in-class use only. ***You may not store, post, or distribute any course materials—on paper or electronically--for use by any student not presently enrolled in this course.*** Out of fairness to all current and future students, please do your part to protect our course content.

Syllabus as a Contract

The purpose of this syllabus is to provide a contract between the instructor and the student. By enrolling in this class, you agree that you have read, understand, and will adhere to the syllabus guidelines and complete the assignments given in the class. I reserve the right to change the schedule of topics and readings and I will give notice to you of such changes well in advance of those changes.

