

# USC Leonard Davis

School of Gerontology

## GERO 593: Research Methods

Units: 4.0 Spring2023



**Time:** Thursdays 9am – 11:50am

**Location:** GERO 124 (Auditorium)

**Instructor:** [Tara L. Mastro, PhD](#)

**Communication:**

Email: [mastro@usc.edu](mailto:mastro@usc.edu)

**Technical help:** Jim Alejandre, [jalejand@usc.edu](mailto:jalejand@usc.edu), tech support lead

*Email is the best way to contact me. I will respond within 24 hours.  
Message again if you haven't heard back. (Messages can get lost.)*

**Office Hours:** Mondays 9:30am – 10:30am and Thursdays 7:30am-8:30am (in-person) or Tuesdays and Fridays 9am-11am (Zoom), or by appointment

**Physical Office:** GERO 231A

**Virtual Office:** Meeting ID 584 300 7840, Passcode 208617

*This syllabus, schedule, and stated policies may change during the semester but if/when it does, I will point it out clearly during class and/or through announcements.*

### Important Dates!

<b>Monday, January 9, 2023</b>	First Day of Class
<b>Monday, January 16<sup>th</sup>, 2023</b>	Martin Luther King's Birthday
<b>Monday, January 27<sup>th</sup>, 2023</b>	Last Day to Add Class, Refunds, Pass/No Pass Grading
<b>Monday, February 24<sup>th</sup>, 2023</b>	Last Day to Drop without a "W", Change grading basis to letter grade
<b>March 12<sup>th</sup>-19<sup>th</sup>, 2023</b>	Spring Recess – No Class
<b>Friday, April 7<sup>th</sup>, 2023</b>	Last day to withdraw with a "W"
<b>Friday, April 28, 2023</b>	Last Day of Classes
<b>April 29 – May 2, 2023</b>	Study Days
<b>Monday, May 9<sup>th</sup>, 2023</b>	Final Exam 8-10am

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### Welcome

Hello everyone and welcome to class! I am a teaching faculty in Gerontology. I look forward to being your guide in learning new topics and challenging the way you view the world around you. I am a scientist to the core. I live my life by the scientific method and tend to frame everything in that context. My research career has taken me to many places including the study of the evolution of complex organs; the intersection of reproductive fidelity and cancer; and most recently, neuroscience. I have participated in advocacy, institutional policy creation, and survey design as well. All these experiences have shaped the way I approach research, learning, and teaching.

#### **Your Feedback is Important! (Student Course Evaluations)**

Gerontology collects evaluations from students in the middle of semester during fall and spring semester. At the end of the semester Learning Experience Evaluations are also sent out. Please take the time to participate in this as it is very helpful to hear from students. It is also great when you just directly message me about it too.

### Gerontology Inclusion Statement

The USC Leonard Davis School of Gerontology is committed to creating an inclusive classroom environment that values the diversity of all its members. The School is committed to providing a purposefully inclusive community where all members and visitors are free from all intolerant behavior (including but not limited to harassment, verbal or written abuse, threats, ridicule, or intimidation). We encourage all members within our community to embrace and learn from the diversity within our classroom, school, and university.

### Course Description

This course is a 4 unit semester long course. Please plan to spend on average 10 hours a week on the class lecture, readings and assignments. Studying for the midterm and final, and writing the term paper will require additional hours of work on top of the general course demand. Please make sure to allocate time in your schedules for the demands of this course.

This course is designed to introduce students to general methods of research design and analysis so that students can become informed consumers of the scientific literature in Gerontology. The course will also provide a foundation for additional advanced training in research design and methods.

The first half of the course will provide an overview of the scientific method, including principles of research and discussion of various methods used to explore questions in the field of gerontology. The second half of the course will provide an introduction to statistical techniques commonly employed in gerontological research.

## Learning Objectives

Upon completion of this course, students are expected to:

1. Become more informed consumers of scientific research communicated in both scientific and lay (popular) media outlets.
2. Develop a general understanding of the scientific method and general methods of research design and analysis with a particular focus on methods used in the field of gerontology.
3. Develop a rudimentary ability to operationalize concepts for empirical study.
4. Develop an understanding of key principles of ethical research.
5. Enhance mastery of oral and written communication skills in the scientific study of gerontology

The learning experience in this course will develop the following core competencies in Gerontology as described by the Academy for Gerontology in Higher Education (AGHE).

- Identify and explain research methodologies, interpretations and applications used by different disciplines to study aging.
- Identify gaps in research regarding both aging-related problems and successes in order to promote continued knowledge building.
- Generate research questions to solve problems and advance positive strategies related to older adults, their social networks, intergenerational relations and aging societies.
- Design research studies using methods and procedures that produce reliable and valid gerontological knowledge.
- Use critical thinking to evaluate information and its source (popular media and research publications).
- Recognize the strengths and limitations of reliance on either qualitative or quantitative questions, tools, methods, and conclusions.

*These learning objectives were taken from Core Competency statement 1.6 The Gerontological Society of America. (n.d.). Retrieved August 22, 2022, from [https://www.geron.org/images/gsa/AGHE/gerontology\\_competencies.pdf](https://www.geron.org/images/gsa/AGHE/gerontology_competencies.pdf)*

## Textbook and Materials

Argyrous, G. (2011). *Statistics for Research* (3rd ed.). Thousand Oaks: Sage Publications.

ISBN: 978-1849205955. **(Optional)**

Schutt, R.K. (2014). *Investigating the Social World* (8th ed.). Thousand Oaks: Pine Forge Press. ISBN: 978-1483350677.

Texts are available for purchase at the USC Bookstore or are available for paperback or digital purchase or rental online (e.g., <http://www.dealoz.com>, <http://www.amazon.com>). Electronic copies of additional course readings and resources will be placed on the course website. Assigned readings are the central focus of class discussion. Therefore, it is necessary that all assigned readings are read before attending class

## Technology Requirements

**IT Help:** For assistance with Blackboard, you can contact the USC Blackboard Help Line at (213) 740-5555, select Option 2. They are available 24 hours a day to assist you. You can also find USC's Blackboard Help for Students materials at <https://studentblackboardhelp.usc.edu/>.

- Blackboard: Get access now if you don't already have it. [Get Blackboard help here](#).
  - Used for course communication (e.g., announcements)
  - Discussion Boards
  - Reading material
  - Assignment downloads
  - General Course Content
- Zoom: We will use zoom for live streaming and recording of lectures. [Get USC Zoom help here](#).
  - Please address questions about Blackboard or other technical questions to Jim Alejandre, who leads our tech support team, at [jalejand@usc.edu](mailto:jalejand@usc.edu)
- Turnitin: This will be used for the term paper. [Please review instructions and help topics here](#).
- Access to USC Cloud Apps to use IBM SPSS.
- Word processing, image capture (camera phone), and pdf reading technologies.
  - Note that depending on your own choices for assignment formats you may need more technology than this.
  - Check out the [software](#) you can get access to as USC student.

## Course Communication

Please contact me through email ([mastro@usc.edu](mailto:mastro@usc.edu)). I am the best at checking and responding to emails. I will get back to you in 24 hours. If I do not get back to you in this time frame, please resend the message as soon as you can because messages can get lost, and I may not have gotten your message. I will communicate about the course primarily through blackboard announcements and email so please make sure you have access to check these messages.

## Class Format

The course is a blended program with both synchronous and asynchronous provision and materials provided online through Blackboard. Lecture slides and recordings will be available online **after** the in-class lecture. There is **no planned extra credit in this course**. There are multiple assessment types and opportunities to assist you in gaining the best possible grade.

## Student Hours and Meetings

I will be in my office and available for in-person meetings or online. If you want to meet online please schedule it ahead of time. I will **not** be continuously logged onto zoom during office hours. If you come to my office close to our class meeting time, I may have moved to the classroom. I am happy to meet outside of these times as well as on zoom. Send me a message to arrange it.

## Grading and Late Assignments

No late work is accepted because students have a week to turn in assignments. Please plan your time accordingly and do not wait until the last minute to turn in assignments.

*Table 1: Point breakdown of assignment types and percentage of grade*

Assignment	% of Grade
Blackboard Discussion	15
In-class Assignment	15
Term Paper	20
Midterm 1 Exam	25
Midterm 2 Exam	25
<b>TOTAL</b>	100

*Table 2 - Percentage grade to letter grade conversion.*

Grade	Range
A	93.0% or higher
A-	90.0%-92.99%
B+	87.0%-89.99%
B	83.0%-86.99%
B-	80.0%-82.99%
C+	77.0%-79.99%
C	73.0%-76.99%
C-	70.0%-72.99%
D+	67.0%-69.99%
D	63.0%-66.99%
D-	60.0%-62.99%
F	59.9% or lower

### Grade Appeals and Disputed Grades

The Policy of the University is as follows, “A grade once reported to the Office of Academic Records and Registrar may not be changed except by request of the faculty member to the Committee on Academic Policies and Procedures on a Correction of Grade form. Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student. Students are not permitted to complete course work after the semester has ended.”

### Incompletes

As defined in the Academic Policies of USC, “If an IN is assigned as the student’s grade, the instructor will fill out the Assignment of an Incomplete (IN) and Requirements for Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may complete the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit.” However, please note that the

Registrar's recommended definition of emergency is "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience."

## Citing and Power of Paraphrasing

There is great power in paraphrasing. Paraphrasing will allow you to absorb and digest information as well as demonstrate to others that you are now very knowledgeable about a subject yourself. It is easy to quote a source verbatim, put it in quotes and then cite it, but this does not give you credibility as a new "expert" on the topic. Showing knowledge and understanding of a topic requires that you read your source, digest the information, and then deliver it in your own words. If you quote large blocks of information from your source, you will lose points in this course. Please also cite using in-line citations (author, year). Generally speaking, in scientific writing (and as a good practice for any sort of technical writing) when you say a fact, you need to provide an in-line citation of where you found that information. The only exception to this rule is for "common knowledge" in the field. Common knowledge is any fact that nearly all people in your audience widely known and accept, or can be easily observed (e.g., the sky is blue – just walk outside and look up).

## Assignment Due Dates and Descriptions

**Table 3** - Due dates, predicted student work hours, and point distributions compared. Please note that the expectation is that you will need to commit about 12 hours a week to this course including class time, study time, and assignments. This is just an estimate and what you might actually need to put into the course for your success may be different. The chart below is an estimate of student effort in terms of hours that will likely be spent on each assignment. Again these are estimates to help you plan your time.

Important Assignment Due Dates	Item	How to Turn it In	Points Each	Count	Estimated Student Hours	Total Points
Wednesdays 11:59pm	Class-time / Class-Work	Blackboard	4	15	45	60
Wednesdays 11:59pm	Discussions	Blackboard	varied	13	15	60
Reviewing Notes and Readings					75	
Open: 3/2/22 9am	Midterm 1	Blackboard	100	1	12.5	100
Open: 4/27/22 9am	Midterm 2	Blackboard	100	1	12.5	100
5/9/22 8-10am	Term Paper Final	Blackboard	80	1	20	80
<b>Total</b>					<b>180</b>	<b>400</b>

### In-Class Work/ Participation

The format of the class will be interactive with students completing in class work during the second half of the lecture period. Total class-work grade for each period will be based on the class-work turn in which must be turned in by 11:59pm on the following Wednesday to Blackboard with the exception of Spring Break. In this case you will have no assignments due during that week and instead they will be due the following Wednesday at 11:59pm. 4.5 points are awarded for meeting the stated expectations of class work except on week 1 where the in-class work is a syllabus quiz worth 6 points.

### Discussion Boards

Each week students will post a primary discussion board post and a response to at least one of their classmates. The general format for most weeks is as follows. The primary discussion will describe what was interesting from our material this week and one question the student still has about the material. The expectation is that students will think critically during these posts. If a student responds that nothing was of interest or they have not questions students will not receive points. In the response post, students will answer a question from one of their peers. This may require more research and a post stating that the student also has the same question and does not know the answer will not receive points. 3 points will be rewarded for the primary post and 1 points for the response. Please not that some weeks will follow an alternative post format described on the discussion board. Discussion boards will open at 11am on the day of the lecture and be due the following Wednesday at 11:59pm. Spring break is an exception where there is no assignments due and those that would normally be due from the previous week will be due the next Wednesday at 11:59pm.

### **Term Paper Assignment**

**Please note that this assignment is due during our finals meeting. Because of that no exceptions can be made for late work even in the case of illness. If illness or emergency occurs and it is documented the student may ask for an incomplete in the course in order to do the work and receive a letter grade.**

The final paper gives students the opportunity to choose from one of three paper options.

- **Formatting:** The paper should be 4-5 pages in length (before references), be single spaced, size 12 font. You have three paper options, therefore, your paper should follow the specific guidelines below guidelines below. Please note that the individual page guidelines are suggestions to illustrate the amount of time and space relatively to give to each aspect of the paper.
- 72 points are awarded for the paper and 8 points are awarded for the finals meeting two minute elevator talk or abstract reading. Six points are awarded for the pitch and 2 points to giving feedback to others which can be done in class or on the online discussion forum. The criteria of this is that it takes no longer than two minutes and the audience clearly understands the “pitch.” Here you are developing an important skill in the professional world where you come up with simple descriptions of what you do and why it is awesome so that people want to see more of it, fund you, or collaborate.
  - In-person students will attend the finals meeting in-person to deliver their 2 min talk our read their abstract. In-person students will be able to participate in giving feedback in-person or on the online discussion board.
  - Online students will post their recorded 2 min talk or abstract to the discussion board by 9:59am on 5/3/2022 or present it during class. Students can provide feedback to peers on the discussion board or while attending online during class.

**Evaluation Proposal Paper:** The evaluation proposal paper will give you an opportunity to plan an evaluation of a program or policy utilizing the following general criteria

1. **(2.5 points)** State the Program Goal (0.25 pages)
2. **(2.5 points)** State the Program Objectives (0.25 pages)
3. **(5 points)** Write the Program Description (1 pages)
  1. Details of how it works and is being implemented.

4. **(20 points)** List the Program Evaluation Questions and justification for asking them (0.75 page)
  1. Examples: need for the program, cost/benefit analysis, description of the structure, description of the program outputs, impacts/outcomes
5. **(5 points)** List the Sources of Evaluation Data (0.5 page)
  1. What data will you collect and from who.
6. **(20 points)** Describe the Methods of Data Collection (0.75 page)
  1. When will you collect data and how will you measure the variables of interest?
7. **(5 points)** How will information on program evaluation be presented and why this makes sense? (0.5 page)
  1. Who are you trying to inform (donors, public, government).
  2. Graphs, charts, pamphlet, online report.
8. **(10 points)** Provide references and in text citations as needed.

**Research Proposal Paper:** This paper will require you to come up with a research idea of your own! First, come up with a hypothesis related to some developmental topic. You will need to come up with background and significance for this hypothesis. Then, design a study that includes sampling, measurement, and data collection approaches sufficient to answer the questions you have posed. You must also come up with an analysis plan and expected results from those analyses. The expected results should be, in part, based on your background reading or pilot studies.

1. **(15 points)** Introduction and Background (1 pages)
2. **(5 points)** Hypothesis (0.125 pages)
3. **(5 points)** Aims clearly defined (0.25 pages)
4. **(20 points)** Approach and Analysis for each aim (1-2 pages each)
5. **(15 points)** Expected results (0.25-0.5 pages per aim)
6. **(10 points)** Potential Pitfalls and Solutions (0.25 – 0.5 pages for each aim)

**Empirical Analysis Paper / Systematic Review:** This paper will focus on delving into a critique of the literature. Focus on one paper from your review and critique the methodology and analyses of that particular paper. Finally, spend some time reflecting on the literature, and come up with a potential study that could be done to address the holes you may have found in the literature. The structure of the paper should include:

1. **(40 points)** An evaluation of the literature on your topic (both theoretical and empirical). Provide a cohesive look at the studies that have already been completed on your topic (2.5 pages).
2. **(15 points)** Choose one paper from your review, and critique the methodology and analyses of that paper (1 pages).
3. **(15 points)** A section to review the limitations of the literature as a whole, and offer some indication of where future studies should go. (1 pages)

### **Midterms (100 points Each)**

There are two midterms designed will be classic multiple choice and free response exams. They will cover the materials for half the course. Neither of the exams is cumulative over the entire course. Students who are registered in the in-person section of the course will take the exam during class time as indicated in the schedule. Students who are registered in the online section will have a 24 hour period to take the exam starting from when it is released during lecture time and ending the following day 24 hours later. In either case you will have access to resources from this class. **Do not use other people or internet resources during the exam. You will not receive credit for answers that are not based on the class material but instead come from online resources.** The exam is timed (2 hours and 50 minutes) so



make sure you are prepared before opening it. You will not have time to look up every answer. You have one chance for submission. Make sure you have a stable internet connection and you save your answers frequently. Avoid having multiple programs open at the same time to reduce computer errors. The exam will auto-submit at the time limit.

## Attendance and Participation

Much of your experience in this course will be shaped by active participation in class. For online students this engagement is through participating on zoom or watching recorded lectures then completing the in-class work. If you are registered for the in-person section, you are expected to attend in person unless otherwise cleared by the instructor to be on zoom.

### Religious Accommodations

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. For more information, please visit the Office of Religious Life for the full policy: <https://orsl.usc.edu/life/calendar/absences/>

## Academic Integrity

### Leonard Davis School of Gerontology Statement on Academic Integrity

The USC Leonard Davis School of Gerontology expects all students to display the utmost integrity when submitting work in classes. Students must avoid plagiarism or cheating, which are serious offenses under USC's principles of academic integrity. Plagiarism includes both submitting work authored by another person without proper acknowledgement of the source and reusing any portion of your own previously submitted work without the permission of the instructor. Cheating can include unauthorized collaboration on any assignment unless it is expressly permitted by the instructor. **When instructed by your professor**, you may work together on assignments, but you must each write your own answers individually as part of the honor policy. If you have any questions about how to properly cite your sources, or whether your conduct is permitted, please contact your instructor before submitting your work. For more information about USC's Student Community Expectations, you can review the USC Student Handbook at [USC StudentCode August2022.pdf](#).

### USC Statement on Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

## Student Resources

[\*Counseling and Mental Health\*](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[\*988 Suicide and Crisis Lifeline\*](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[\*Relationship and Sexual Violence Prevention Services \(RSVP\)\*](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[\*Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)\*](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[\*Reporting Incidents of Bias or Harassment\*](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[\*The Office of Student Accessibility Services \(OSAS\)\*](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[\*USC Campus Support and Intervention\*](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity, Equity and Inclusion** - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency** - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety** - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

**Office of the Ombuds** - (213) 821-9556 (UPC) / (323) 442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

**Occupational Therapy Faculty Practice** - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

**Statement for Students with Disabilities**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**Schedule with Assigned Reading and Due Dates**

	In-Class Work and Discussion Boards are due the following Wednesday at 11:59pm.		
	Class Date	Topics/Daily Activities	Readings
1	Thursday, January 12, 2023	Course Intro	Syllabus
2	Thursday, January 19, 2023	Scientific Reasoning	Schutt Chapter 1-2
3	Thursday, January 26, 2023	Ethics in Research & Literature Searches	Schutt Chapter 3
4	Thursday, February 2, 2023	Conceptualization & Measurement	Schutt Chapter 4
5	Thursday, February 9, 2023	Research Design	Schutt Chapter 6
6	Thursday, February 16, 2023	Population/Demographic Research	Schutt Chapter 5
7	Thursday, February 23, 2023	Survey Research	Schutt Chapter 8
8	Thursday, March 2, 2023	Midterm 1 (Weeks 2-7)	

9	Thursday, March 9, 2023	Qualitative Data & Research	Schutt Chapter 10 and Chapter 11
10	Thursday, March 16, 2023	Spring Break	
11	Thursday, March 23, 2023	Crafting a Research Paper	Blackboard Readings
12	Thursday, March 30, 2023	Program Evaluation	Schutt Chapter 13
13	Thursday, April 6, 2023	Data Description	Schutt Chapter 9; Argyrous p.174-187; 191-198; 206-219
14	Thursday, April 13, 2023	Data Analysis I	Schutt Chapter 9; Argyrous p.225-250
15	Thursday, April 20, 2023	Data Analysis II	Argyrous p. 322-331; 350-364; 366-381
16	Thursday, April 27, 2023	Midterm 2 (Weeks 8-15)	
	Wednesday, May 9, 2023	8am-10am Turn in paper and 2 minute verbal summary.	