USC Leonard Davis
School of Gerontology

GERO 593: Research Methods
Units: 4.0 Spring 2023 **Time:** Thursdays 9am – 11:50am **Location:** GERO 124 (Auditorium)

Physical Office: GERO 231A
Virtual Office: Meeting ID 584 300 7840, Passcode 208617

Office Hours: By appointment. Please send three times you are available and whether you would like to meet in-person or online. We will pick one of those times to meet.

Communication : Email or Blackboard messaging are the preferred communications. Make sure to email the entire instructional team with general questions to ensure the best and quickest response. When emailing outside of Blackboard you must but the class you are messaging about in the subject line (e.g., GERO 593: subject).

Tara L. Mastro, PhD
Email: mastro@usc.edu

Welcome!

Welcome to the class everyone! This class is a broad overview of research methods used in social, natural, and biomedical science disciplines. I know that we are all coming at this from different levels of experience and comfort in these subjects and I assure you that it will be manageable. Everyone will come out of this course having stronger skills for their careers and their every day life.

I also want to let you know that I am here for you! Not only am I an instructor, but I am a resource and champion of your learning experience. To share a little more about myself and my perspective I want to talk about the word "yet."

"Are we there yet?" *Yet* is a powerful word and perspective. When we feel the most frustrated and impatient about our journey (either in a car or in discovery), reminding ourselves to rephrase our expectations is powerful. For example, I may think that "*this experiment isn't working*" or "*I just don't understand this*;" but when we apply "yet" to the process, it changes. All the sudden we find ourselves in the iterative process of learning and refinement. Now our narrative becomes, "this experiment isn't working *yet*," and "I just don't understand this *yet*." This is a much more powerful perspective than before.

Learning is a journey that we never actually complete. We are always figuring something new out, carrying that experience with us, and applying it to our lives and perspectives whether we realize it or not.

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.

Technical help: Jim Alejandre, jalejand@usc.edu, tech support lead.

Important Academic Calendar Dates!

Monday, January 8th	First Day of Class
Friday, January 26th	Last Day to Add Class, Refunds, Pass/No Pass Grading
Friday, February 23rd	Last Day to Drop without a "W", Change grading basis to letter grade
Friday, March 29th	Last day to withdraw with a "W"
March 10th – 17th	Spring Break – No Classes
Friday, April 26th	Last Day of Classes
April 27th – 30th	Study Days
Tuesday, May 7th, 8-10am	Final Exam Period

Table of Contents (with hyperlinks – this is a long document!)

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

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
- Turnitin: This will be used for the term paper. Please review instructions and help topics here.
- Access to IBM SPSS or USC Cloud Apps to use IBM SPSS.
- Access to Microsoft Office Products, specifically Excel
- 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 us through email of Blackboard messaging. When emailing outside of Blackboard you must but the class you are messaging about in the subject line (e.g., GERO 593: subject). We will respond to you in 24 hours. If we do not respond in this time frame, please resend the message as soon as you can because messages can get lost, and we may not have gotten your message. We will communicate about the course primarily through blackboard announcements and email so please make sure you have access to check these messages daily.

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

We will be available before and after class for quick discussions. If you need a more lengthy meeting please message us to arrange a time. Please suggest three times that work for you and whether you would like an in-person or online meeting. We will try out best to select one of your suggested times.

Grading and Late Assignments
Late work is accepted for up to 2 weeks past the due date. However, a 2% penalty is assessed per day that it is late. Exceptions to the policy can be made in the case of family care, work, medical, or career development opportunities. Make sure to contact the instructor about an exemption within two weeks of the assignment being due. 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
TOTAL	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."

Incomplete
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, AI, 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).

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, in general using generative AI tools is prohibited in this course. However, there will be some assignments in which we intentionally use these tools to enhance knowledge and education. If a student uses tools such as Grammarly or Language translation the student must acknowledge the use of the tool and state the specific tool. Make sure to keep a copy of the text you have input into the tool and the output of the tool in addition to your final copy. Keeping these steps is important to allow for full transparency. Transparency is of great importance in research and one of the lessons learned in this course.

Assignment Due Dates and Descriptions

Table 3 - Due dates and point distributions compared in the table below. 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.

	Important Assignment Due Dates	Item	Points Each	Count	Total Points	Percentage of Total Grade Each
Formative Assignments	Wednesdays @11:59pm	In-class work/ Homework	4	13	52	1.15 each (15% for all)
	Wednesdays @11:59pm	Discussions	4	13	52	1.15 each (15% for all)
Summative Exams	February 28th @11:59pm	Midterm 1	100	1	100	25%
	April 25th @ 11:59pm	Midterm 2	100	1	100	25%

	March 20th @ 11:59pm	Term Paper Outline	5	1	5	1%
	April 24th @ 11:59pm	Term Paper Draft	10	1	10	3%
Summative Term Paper	April 29th @ 11:59pm	Term Paper Peer Review	15	1	15	3%
	May 6th @ 11:59pm	Term Paper Final	70	1	70	11%
	May 7th 8-10am	Summative 2-min talk about paper	10	1	10	2%

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.

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.

Term Paper and Final Summative Assignment

The final paper gives students the opportunity to choose from one of three paper options: Evaluation Proposal, Research Proposal, or Empirical Analysis Paper / Systematic Review. There are descriptions and guidelines for each paper below.

General Formatting guidelines for an APA style paper can be found in the term paper folder of Blackboard.

The term paper consists of five assignments are worth a total 20% of the course grade. These assignments are designed to build on each other so that the final submission of the term paper is of excellent quality.
- Term paper outline
- Term paper draft
- Term paper peer review
- Final term paper
- Term paper 2-minute talk

70 points are awarded for the paper and 8 points are awarded for the two minute elevator talk or abstract reading and 2 points are awarded for participation in this experience either by attending live or commenting on the discussion board. 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. Asynchronous online students will record their 2-minute talks and post them to the finals meeting discussion board and provide feedback for classmates on the discussion board.

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.

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 (0.5 pages)
2. **(2.5 points)** State the Program Objectives (0.5 pages)
3. **(5 points)** Write the Program Description (2 pages)
    1. Details of how it works and is being implemented.
4. **(20 points)** List the Program Evaluation Questions and justification for asking them (1.5 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 (1 page)
    1. What data will you collect and from who.
6. **(20 points)** Describe the Methods of Data Collection (1.5 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? (1 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 (2 pages)
2. **(5 points)** Hypothesis (0.25 pages)
3. **(5 points)** Aims clearly defined (0.2 pages)
4. **(20 points)** Approach and Analysis for each aim (2-4 pages each)
5. **(15 points)** Expected results (0.5 - 1 pages per aim)
6. **(10 points)** Potential Pitfalls and Solutions (0.5 – 1 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. **(10 points)** Description of the methods for the literature review. Mention the search parameters (e.g., key terms), search tools used, inclusion and exclusion criteria used in literature search, total number of papers found and included/excluded.
2. **(30 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 (5 pages).
3. **(15 points)** Choose one paper from your review, and critique the methodology and analyses of that paper (2 pages).
4. **(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 will have approximately six days to complete the exam. Students will have two attempts to do the exam and the highest score will be kept of the two. Please note that the questions will be different between exam attempts and between students. This means you will likely see new questions that cover the same content area on the second attempt of the exam. **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 for 3 hours so make sure you are prepared before opening it. You will not have time to look up every answer. Make sure you have a stable internet connection and you save your answers frequently. Using Safari or Firefox as a browser is discouraged. These browsers have a history of failing during the exam. 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
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. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Schedule with Assigned Reading and Due Dates

Week	In-Class Work and Discussion Boards are due the following Wednesday at 11:59pm.		
	Class Date	**Topics/Daily Activities**	**Readings**
1	Thursday, January 11, 2024	Course Intro & Scientific Reasoning	Syllabus and Schutt Chapter 1
2	Thursday, January 18, 2024	IRB & Ethics in Research	Schutt Chapter 1
3	Thursday, January 25, 2024	Literature Searches, Anatomy of a Research Paper, and Reference Management Tools	Schutt Chapter 3
4	Thursday, February 1, 2024	Conceptualization & Measurement	Schutt Chapter 4
5	Thursday, February 8, 2024	Research Design	Schutt Chapter 6
6	Thursday, February 15, 2024	Population/ Demographic Research	Schutt Chapter 5
7	Thursday, February 22, 2024	Data Description Using Excel (TLM)	Schutt Chapter 9; Argyrous p.174-187; 191-198; 206-219
	Midterm 1 (Weeks 1-7) - Open Thursday, Feb. 22th @ 11:59pm until Wednesday Feb. 28th @ 11:59pm		
8	Thursday, February 29, 2024	Writing a Research Proposal – NIH Guidelines/ IRB	Blackboard Readings
9	Thursday, March 7, 2024	Program Evaluation	Schutt Chapter 13
10	Thursday, March 14, 2024	**Spring Break - Term Paper Outline Due March 20th @11:59pm**	
11	Thursday, March 21, 2024	Survey Research	Schutt Chapter 8
12	Thursday, March 28, 2024	Qualitative Data & Research	Schutt Chapter 10 and Chapter 11
13	Thursday, April 4, 2024	Data Analysis I (TLM)	Schutt Chapter 9; Argyrous p.225-250
14	Thursday, April 11, 2024	Data Analysis II (TLM)	Argyrous p. 322-331; 350-364; 366-381

15	Thursday, April 18, 2024	**Midterm 2 (Weeks 9-16)** - Open Thrusday April 18th @ 9am until Wednesday April 25th @ 11:59pm and
16	Thursday, April 25, 2024	**Term Paper Draft Peer Review**
Final Exam	Tuesday, May 7th, 8-10am	Term Paper Due Monday May 6th @ 11:59pm & 2-minute Talk on Term Paper Due during Finals Period