GERO 593: Research Methods
Units: 4.0 Fall 2024 **Time:** Thursdays 9 am –11:50 am **Location:** GERO 124 (Auditorium)

Instructors

Tara L. Mastro, PhD
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Physical Office: GERO 231A

Office Hours: Use this link to schedule a meeting:
https://calendar.app.google/K4HGMo oaHEM9bW8fA

Or email me three times you are available and let me know whether you would like to meet in person or online. We will pick one of those times to meet.

Physical Office: GERO 231E

Office Hours: Weds 1-4 pm

Or email me three times you are available and let me know whether you would like to meet in person or online. We will pick one of those times to meet.

Communication

Email or Brightspace messaging are the preferred communications. Email the entire instructional team with general questions to ensure the best and quickest response. When

emailing outside Brightspace, you must put the class you are messaging about in the subject line (e.g., GERO 593: subject).

Welcome!

Welcome to the class, everyone! This class provides a broad overview of research methods used in social, natural, and biomedical science disciplines. I know we are all coming at this with 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 with stronger skills for their careers and everyday lives.

We also want to let you know that we are here for you! Not only are we instructors, but we are a resource and champion of your learning experience. We believe in the power of "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. Suddenly, we find ourselves in the iterative process of learning and refinement. Our narrative becomes, "This experiment isn't working **yet**," and "I just don't understand this **yet**." Our addition of yet has yielded 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 they do, we will point them out during class or through announcements.

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

Important Academic Calendar Dates!

Monday, August 26, 2024	First day of classes
Friday, September 13, 2024	Last day to add
Friday, September 13, 2024	Last day to change to Pass/No Pass
Friday, September 13, 2024	Last day to drop without a mark of "W" and receive a refund
Friday, October 11, 2024	Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade
Friday, November 15, 2024	Last day to drop with a mark of "W"

Friday, December 6, 2024	Last day of classes
Thursday, December 12, 2024	Finals Meeting 11 am-1 pm

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

Your Feedback is Important! (Student Course Evaluations)
Gerontology collects evaluations from students in the middle of the semester during the fall and spring semesters. Learning Experience Evaluations are also sent out at the end of the semester. 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 us about it.

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 10-12 hours a week on the class lectures, readings, and assignments. Studying for the midterm and final exams and writing the term paper will require additional work hours in addition to the general course demand. Please make sure to allocate time in your schedules for the needs of this course.

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

The first half of the course will provide an overview of the scientific method, including research principles and a discussion of various methods used to explore questions in gerontology. The

second half will introduce statistical techniques commonly employed in gerontological research and other fields.

Learning Objectives

Upon completion of this course, students are expected to:

1. Become more informed consumers of scientific research communicated in scientific and lay (popular) media outlets.

2. Develop a general understanding of the scientific method and general methods of research design and analysis, focusing on methods used in 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 aging-related problems and successes 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 using 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 at the USC Bookstore, as well as paperback, digital purchase, or online rental (e.g., http://www.dealoz.com, http://www.amazon.com). The course website will display electronic copies of additional course readings and resources. Assigned readings are the central focus of class discussion. Therefore, completing the reading before viewing or attending lectures will be beneficial. I always suggest reading it once before the lecture, attending the lecture, and rereading it. This repetition and evolving context is a powerful catalyst for learning.

Technology Requirements

- Brightspace: Get access now if you don't already have it. Get Brightspace 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 Brightspace 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 the 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 choice of assignment format, you may need more technology than this.
  - Check out the software you can access as a USC student.

Course Communication

Please contact us through email or Brightspace messaging. When emailing outside Brightspace, you must put 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 possible because messages can get lost, and we may not have gotten your message. We will communicate about the course primarily through Brightspace announcements and email, so please ensure you can check these messages daily.

Class Format

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

Student Hours and Meetings

We will be available before and after class for quick discussions. Please message us to arrange a time for a more lengthy meeting. Additionally, you can find Dr. Nash in his office on Wednesdays from 1 to 4 pm. To schedule a timed meeting with Dr. Mastro, please use this link: https://calendar.app.google/K4HGMooaHEM9bW8fA

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. 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 submit assignments.

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

Assignment	% of Grade
Brightspace 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.

Letter grade	Corresponding numerical point range
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

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 the Power of Paraphrasing

There is great power in paraphrasing. Paraphrasing will allow you to absorb and digest information and 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 reading your source, digesting the information, and then delivering it in your own words. ***You will lose points in this course if you quote large blocks of information from your source.*** Please also cite using in-line citations (author, year). Generally speaking, in scientific writing (and as a good practice for any technical writing genre), 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

everyone in your audience widely knows and accepts 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. We encourage students to use tools such as Grammarly and language translation software to improve academic success. 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 critical to allow for full transparency. Transparency is vital in research and one of the lessons learned in this course.

Assignment Descriptions

Table 3 - Point distributions are displayed in the table below. The expectation is that you will need to commit about 10-12 hours a week to this course, including class time, study time, and assignments.

	Item	Points Each	Count	Total Points	Percentage of Total Grade Each
Formative Assignments	In-class work/ Homework	4	13	52	1.15 each (15% for all)
	Discussions	4	13	52	1.15 each (15% for all)
Summative Exams	Midterm 1	100	1	100	25%
	Midterm 2	100	1	100	25%
Summative Term Paper	Term Paper Draft	10	1	10	2 %
	Term Paper Peer Review	10	1	10	2 %
	Term Paper Final	70	1	70	14 %

	Summative 2-min talk about paper	10	1	10	2 %

In-Class Work/ Participation

The class format will be interactive, with students completing in-class work during the second half of the lecture period. The total classwork grade for each period will be based on the classwork turn-in, which must be turned in to Brightspace by 11:59 p.m. on the following Wednesday.

Discussion Boards

Students will post a primary discussion board post and a response to at least one of their classmates each week. 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 is of interest or they have no questions, they will not receive points. In the response post, students will answer a question from one of their peers. Answering a peer question may require more research. A post stating that the student has the same question and thus also needs to know the answer will not receive points. Three points will be awarded for the primary post and 1 point for the response. Please note that some weeks will follow an alternative post format described on the discussion board. Discussion boards will open at 11 am on the lecture day and be due the following Wednesday at 11:59 pm.

Term Paper and Final Summative Assignment

The final paper allows students to choose from one of three options: an Evaluation Proposal, a Research Proposal, or an Empirical Analysis Paper / Systematic Review. Descriptions and guidelines for each paper are below.

The term paper must be on a topic that is connected to gerontology. Most topics can be connected to gerontology in your introduction. Please contact us if you need clarification on your topic. We want it to be something that interests you!

General formatting guidelines for an APA-style paper can be found in the course page's Course Tools menu bar item in Brightspace. We gave a general guideline on total length and section length, but this only demonstrates the relative magnitude of content that should be given to these sections and the overall level of detail used. No points are awarded or deducted for the actual length.

The term paper consists of four assignments worth 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 draft
- Term paper peer review
- Final term paper
- Term paper 2-minute talk

Seventy points are awarded for the paper. Eight points are awarded for the two-minute elevator talk or abstract reading. Two 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 final 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-minute talk. 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

Point Value	Description	Page Length Suggestion
2.5	State the Program Goal	0.5
2.5	State the Program Objectives	0.5
5	Write the Program Description that details how the program operates and is implemented.	2
20	List the Program Evaluation Questions and the justification for asking them. For example, are your questions evaluating the need for the program, doing a cost/benefit analysis, creating a structure description of the program, or determining and measuring the program outputs, impacts/outcomes?	1
5	List the Sources of Evaluation Data. What data will you collect, and from whom?	1
20	Describe the Methods of Data Collection. When will you collect data, and how will you measure the variables of interest?	1.5
5	How will information on program evaluation be presented, and why this makes sense? Who are you trying to inform (donors, the public, or government). Will you produce graphs, charts, pamphlets, and online	1

	reports? (You do not produce these in this paper; you only describe them.)	
10	Provide references as a reference section and in-text citations as needed for all facts or paraphrasing or quoting outside information.	

Research Proposal Paper: This paper will require you to develop your own research idea! 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 your questions. You must also develop an analysis plan and expected results from those analyses. The expected results should be, in part, based on your background reading or pilot studies.

Point Value	Description	Page Length Suggestion
15	Introduction and Background, which may contain preliminary data.	2
5	Hypothesis or Objective statement.	One or two sentences.
5	Aims clearly defined.	0.5
10	Approach and Analysis for Aims.	1 each aim
15	Expected results.	0.5 each aim
10	Potential Pitfalls and Solutions.	0.5 each aim
10	Provide references as a reference section and in-text citations as needed for all facts or paraphrasing or quoting outside information.	

Empirical Analysis Paper / Systematic Review: This paper will focus on developing a literature critique. Focus on one paper from your review and critique the methodology and analyses of that particular paper. Finally, reflect on the literature and develop a potential study to address the holes you may have found. The structure of the paper should include:

Point Value	Description	Page Length Suggestion
10	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, and total number of papers found and included/excluded.	0.5 - 1
20	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
15	Choose one paper from your review and critique the methodology and analyses of that paper.	1-2
15	This section will review the limitations of the literature as a whole and offer some indication of where future studies should go.	1
10	Provide references as a reference section and in-text citations as needed for all facts or paraphrasing or quoting outside information.	

Midterms (100 points Each)

Two midterms are designed to be classic multiple choice and free response exams. Exams 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 multiple-choice section of the exam, and the highest score will be kept. Please note that the questions will be different between exam attempts and between students. This means you will likely see new questions on the second exam attempt covering the same content area. **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 total exam is timed for 3 hours but will be split between the multiple choice and free response sections, so make sure you are prepared before opening it. You will not have time to look up every answer. Ensure you have a stable internet connection and 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 and then completing the in-class work. If 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

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

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.

Support Systems:
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.

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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) 740-2500*
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 11:59 pm.		
	Class Date	**Topics/Daily Activities**	**Readings**
1	Thursday, August 29, 2024	Course Intro & Scientific Reasoning (TLM & PN)	Syllabus & Schutt Chapter 1 - Science, Society, and Social Research
2	Thursday, September 5, 2024	IRB & Ethics in Research (PN)	Schutt Chapter 3 - Research Ethics

3	Thursday, September 12, 2024	Literature Searches, Anatomy of a Research Paper, and Reference Management Tools (PN)	Schutt Chapter 2
4	Thursday, September 19, 2024	Research Design (TLM)	Schutt Chapter 6 - Research Design and Causation
5	Thursday, September 26, 2024	Conceptualization & Measurement (PN)	Schutt Chapter 4 - The Process and Problems of Social Research
6	Thursday, October 3, 2024	Population/ Demographic Research (TLM)	Schutt Chapter 5 - Sampling and Generalizability
7	Thursday, October 10, 2024	Midterm 1 (Weeks 1-6) - Open Thursday, Oct. 3rd @ 11:59 pm until Wednesday Oct. 16th @ 11:59pm	
8	Thursday, October 17, 2024	Data Description Using Excel (TLM)	Schutt Chapter 9 - Quantitative Data Analysis; Optional: Argyrous

			p.174-187; 191-198; 206-219
9	Thursday, October 24, 2024	Writing a Research Proposal – NIH Guidelines (TLM)	Brightspace Readings
10	Thursday, October 31, 2024	Program Evaluation (PN)	Schutt Chapter 12 - Evaluation and Policy Research
11	Thursday, November 7, 2024	Survey Research (TLM)	Schutt Chapter 8 - Survey Research
12	Thursday, November 14, 2024	Qualitative Data & Research (PN - Recorded- No in-person meeting)	Schutt Chapter 10 and Chapter 11
13	Thursday, November 21, 2024	Data Analysis I (TLM)	Brightspace Resources and Schutt Chapter 9 - Quantitative Data Analysis; Optional: Argyrous p.225-250

		Term Paper Draft Due Tuesday, November 26th
14	Thursday, November 28, 2024	Thanksgiving
15	Thursday, December 5, 2024	Data Analysis II (TLM)	Brightspace Resources; Optional: Argyrous p. 322-331; 350-364; 366-381
		Peer Review Due Wednesday, December 5th
		Final Term Paper due Tuesday, December 10th @ 11:59pm
		Midterm 2 (Weeks 8-15) - Open Thursday, Dec. 5th @ 11:59 pm until Wednesday Dec. 11th @ 11:59pm
Final Exam	Thursday, December 12, 2024	2-minute Talk about the term paper; Mock conference speed-talk