Course Information

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| **Class Time** | Tuesday/Thursday 9:30 AM – 10:50 AM | | |
| **Office** | CAS 134 | **Office Phone** | (903) 566 – 7432 |
| **Office Hours** | Tuesday 11:00AM – 2:00PM | **Zoom Meeting ID** | 903 566 7432 |
| **Email** | [dbailey@uttyler.edu](mailto:dbailey@uttyler.edu)  \*preferred method of contact\* | **Twitter Username** | @DrBaileyUTTyler |
| **Website** | https://sites.google.com/view/daniellebaileyphd | | |

Course Description

This course provides a basic introduction to the principles, methods, and techniques of empirical social research. Topics will include 1) the fundamentals of the scientific method and scientific inquiry, 2) ethical considerations in research, 3) basic methods of quantitative and qualitative data collection, and 4) strengths and weaknesses of various data collection methods. The course is designed to make you a more informed consumer. Through discussion, analysis, and hands-on practice, this course will teach you how to make informed decisions about research findings.

Student Learning Outcomes

This course is a required course for the Bachelor of Science in Criminal Justice at UT Tyler. Criminal Justice majors will be tested over the contents of this course during CRIJ 4355 (Senior Seminar), with the expectation that you can interpret and evaluate published research data as well as design and implement survey research on your own. For this reason, I recommend keeping all notes, readings, and assignment materials as future study aids.

Course Learning Objectives

By the end of this course, you will be able to…

1. Apply ethical guidelines to research proposals to identify potential risks such as harm to participants, lack of informed consent, and voluntary participation concerns
2. Create a real-world measurement by conceptualizing and operationalizing an abstract concept into a specific survey measure
3. Explain why research designs often deviate from ideal standards, including use of non-probability sampling, non-random assignment, lack of control groups, etc.
4. Evaluate the reliability and validity of a research study based on its research design, sampling methods, data collection instrument, and analysis technique
5. Construct a web-based survey to analyze the relationship between two variables
6. Analyze variables using univariate and bivariate methods and illustrate your findings with correctly formatted graphs and tables

Required Course Textbook

Rennison, C.M. & Hart, T.C. (2019). *Research Methods in Criminal Justice and Criminology* (1st ed.)*.* Los Angeles: Sage Publishing. ISBN 9781506347813 (Paperback) / 9781544317854 (E-Book)

Supplemental Materials

Additional instructional materials are provided for you on the Research Methods section of Dr. Bailey’s website (<https://sites.google.com/view/daniellebaileyphd>). These materials include open source e-textbooks, informational videos, and other online materials that may be helpful for you as you go through this course. Use of Dr. Bailey’s website is not required but is recommended for students seeking additional instruction or assistance with the course material.

Course Grade

The course grade will be comprised of the following assignments. Information about each assignment is provided later in this syllabus. Detailed instructions and grading rubrics will be provided for all assignments on Canvas.

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| Assignment | Points |
| Syllabus Quiz | 20 points |
| Plagiarism Certificate | 20 points |
| Chapter Vocabulary Quizzes (11 at 10 points each) | 110 points |
| Admissions Ticket (14 at 5 points each) | 70 points |
| Lecture Summaries (12 at 5 points each) | 60 points |
| Lecture Video Quiz (2 at 5 points each) | 10 points |
| Class Activities (14 at 10 points each) | 140 points |
| Practice Quiz | 10 points |
| Exams (3 at 100 points each) | 300 points |
| Group Activities (5 assignments at 10, 25, 50, and 100 points) | 235 points |
| Group Evaluation Surveys (5 at 5 points each) | 25 points |
| Total Points Possible | **1,000 points** |

Grading Scale

A 90-100% 900 points and above

B 80-89% 800 – 899 points

C 70-79% 700 – 799 points

D 60%-69% 600 – 699 points

F Below 60% 599 points or below

Course Format

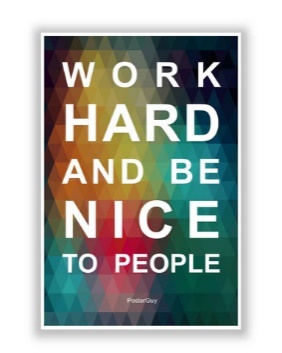
This course will be taught in a blended format. Blended learning includes a face to face component as well as virtual component. These components are intended to compliment, not replace, one another. For example, students may be asked to complete research and activities online that will then be used to facilitate in-class discussions and presentations. To help you stay organize, a detailed course schedule is provided in this syllabus that identifies the online and in-class assignments. Classes are organized into weekly modules that correspond with a specific research methods topic. This class includes both individual and group assignments.

What I Expect From You

***What do I expect from you?***

I expect you to be a PART-E student: prepared; attentive; respectful; tenacious; excited.

**Prepared:** In order to fully participate, you must come prepared to class. That means completing the assigned reading and any online assignments ahead of class as well as coming to class prepared with the textbook and any other requested material. I employ a cold call system where I may ask you at any time about your thoughts on the lecture material, reading content, or other material.

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**Respectful:** I expect students to work together in an open, honest, and respectful manner at all times. You are free to, even encouraged to, disagree with one another. However, be sure to use a respectful tone at all times, even if you are on opposite sides of a debate. Proof-read anything you write to make sure it is worded professionally and contains appropriate language/content. If you would not say it or send it to your boss, then don’t say it and/or send it to me or your classmates.

**Attentive:**As the professor, I won’t be sleeping, “resting my eyes,” doodling, texting, or checking my Twitter feed during class. I expect the same from you. This extends to situations where I’m leading the class (lecture, whole class activities, etc.) and when the class is being led by your peers (student presentations, group work, etc.).

**Tenacious:** Learning is an active process. I do not expect that you will read over the text one time and become an expert. However, I do expect you to actively seek out answers to questions you have. You can meet me during office hours, send me an email, or seek out answers from other resources available online or through the library. “I don’t know” is not an endpoint, it’s a beginning.

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**Excited:** You learn more when you are excited about the topic, and you become excited when you get to learn about something that interests you. For this reason, I have developed ways to allow student creativity and freedom in this course in order to help you find a topic you are interested in and explore it in more detail. I expect that you will bring that interest and excitement into class to help create an enthusiastic and energetic learning environment for everyone.

What You Can Expect From Me

***What can you expect from me?***

You can expect me to be a HARD professor: helpful; accessible; respectful; diligent.

**Helpful:** As your professor, I am here to help you be successful in the course. If you have questions about the material, or if you need clarification on a specific assignment, handout, requirement, etc., I am here to help. Depending on the question, I may be able to provide you with the specific answer, or I may direct you to the appropriate resources. If you are having trouble with course material, or there are external situations that may impact your ability to be successful in the course, I encourage you to visit with me to discuss your situation. I will try to help as much as possible.

**Accessible:** In order to be helpful, it’s important for you to be able to get into contact with me. My preferred method of communication is email. I try to respond to all student emails within one business day so that you get answers quickly. I also hold regular office hours each week where I can provide more detailed assistance than is possible over email. During office hours, I can go over assignments, discuss quizzes/exams, and answer any questions about course material. If you are unable to visit me during office hours and need help, please feel free to contact me via email and set up an appointment. I can set up on-campus or video-conferencing appointments as necessary.

**Respectful:** Just like my expectations of you, you can also expect me to communicate with you in an open, honest, and respectful manner at all times. I respect your right to challenge the material and discuss opposing viewpoints. You can also expect that all written communications from me will be worded professionally and contain appropriate language and content.

**Diligent:** Teaching is my job, and I am very passionate about it. Part of that job is being focused on providing you the best experience in my classroom that I can. To that end, you can expect me to go beyond the textbook during class, bringing you videos, articles, guest lectures, handouts, and other material that will enhance your learning. You can also expect me to respect your time by providing quality feedback on submitted assignments within a timely manner. I do my best to grade and return assignments within two weeks of submission so that you are provided with prompt feedback on your assignments. If there is a delay, I will keep you updated about the situation.

Dr. Bailey’s Course Policies

Class Attendance

Attendance (virtual or face to face) is crucial for success in higher education. I employ a variety of activities during our face to face time on campus as well as virtually through Canvas. Face to face activities require you to be in class in order to participate and receive points. Virtual activities will have a specified timeframe during which you may complete the activity. Completing the activity during the specified timeframe is just as important as being in class face to face. Although attendance is not graded, attendance is taken into account at the end of the semester during final grade assignment when determining border-line grades.

If you miss a class or activity, you should arrange to obtain notes from another student before the next class. This will ensure that you can fully participate during subsequent activities. I do not release copies of my lecture notes to students.

Technology in the Classroom

In my classroom, I incorporate a variety of collaborative technology including Google Apps, Flipgrid, and Padlet. Some of these technologies will be used at home from your own device, whereas others will be used in class itself to aid peer interaction and discussion. In order to ensure that you can participate in all of the activities within the course, I request that you have access to a smart device (phone, tablet, and/or computer) during class. If you do not have a smart device available to bring to class, please email me and we can arrange for a rental device for class purposes.

Please note that while technology can be very useful in the classroom, it can also be a distraction. During class, I request that you do not use smart devices for the following purposes: checking email, completing assignments for other classes, watching videos, listening to music, and any other non-classroom purposes. Students who violate this policy will be asked to put away the device for the rest of the class period, and may be subject to other penalties including, but not limited to, removal from the class and/or referrals to the Judicial Affairs Officer on campus.

Email Guidelines

Email can be a powerful communication tool. There is room, however, for misunderstanding and miscommunication, and this can reduce its effectiveness. To facilitate smooth online interactions, there are a few rules regarding the use of email that should be followed in this course:

1. When sending an email, please include a subject heading that describes the topic of the email (for instance, “Question about the first quiz”).
2. Include the course number and your name in the email. I teach multiple courses, so it’s necessary for you to identify which course you are referring to.
3. Remember that correspondence with me should remain professional. That means each email should have a greeting, a message with punctuation, and your full name at the closing. If you would not send the email to your boss, then please do not send it to me.
4. Many times email conversations require some degree of back and forth between the participants. I try to respond to all student emails within one business day, so please show me similar consideration when you respond.

Extra Credit

I offer a variety of extra credit opportunities throughout the semester. These opportunities may include one or more of the following:

* Extra credit opportunities on exams
* Extra credit writing assignments
* Extra credit for attending University-sponsored lectures, workshops, and/or activities

Please note that I do not offer ***extra*** extra credit. I will not offer last minute assignments at the end of the semester to students requesting extra points. You must take advantage of the extra credit opportunities as they are assigned.

Office Hours

I hold regular office hours each week. During office hours, I can go over assignments, discuss quizzes/exams, and answer any questions about course material. If you are unable to visit me during office hours and need help, please feel free to contact me via email and set up an appointment. I can set up on-campus or video-conferencing appointments as necessary. All video-conference appointments will take place in my personal meeting room on Zoom.  To log in, please visit zoom.us and select "Join a Meeting."  Use my office phone number as the meeting ID (903 566 7432) and it will log you into my personal meeting room.  You will need a microphone and a webcam to participate in Zoom meetings.



I may cancel my office hours if I am unable to come into the office for a particular reason. If office hours are canceled, I will inform you during class or through Canvas announcements. ***Please note***: I encourage students to come to me if they have questions or would like clarification about written assignments. However, I will not give detailed feedback through email conversations. Instead, you should plan on visiting my office during normal office hours or schedule an appointment with me to go over assignments one on one.

Assignment Submission

Most course assignments will be submitted online through the appropriate Canvas links. In order to receive full points, assignments must be submitted by **the time/date noted on the course schedule**. Please check the assignment instructions to ensure that each assignment is submitted appropriately. To avoid confusion, I do not accept assignments submitted via email.

Online submissions allow for multiple attempts, allowing you to upload a new submission if you determine that your first submission was problematic in any way. I will only grade the last submission. All previous submissions will receive an automatic zero. This means that your final submission must be complete; I will not use multiple submission attempts to reconstruct a complete assignment from portions submitted in multiple uploads.

Late Assignments

Online assignments are due at the time/date noted on the course schedule. Submission links will close at this time. No late assignments will be allowed unless there are emergency situations and documentation is provided.

BE AWARE:Technical problems, including computer access problems, computer failure, internet connection problems, browser issues, incorrect submissions, etc., often occur during the semester.We’ve all been there, even me. **Even if the technical or logistic problem is not your fault, you are not guaranteed an extension or a “do-over” for the assignment.** It is your responsibility as a diligent student to manage your time and plan ahead so that you do not miss deadlines.

I highly encourage you to start working on your assignments early. This means you should avoid cramming all of your module assignments in on the last day. Working on your assignments early ensures you have time to contact the appropriate person(s) if unforeseen technological issues impacts your ability to complete your assignment. I am not an IT expert and I do not have access in Canvas to student profiles, so please do not contact me about specific technology issues such as upload failures or login problems. Instead I have provided you with contact information for multiple support resources on the Student Resources for Success page in this course syllabus.

Make-Up Quizzes/Exams/Assignments

The *University Catalog* does not establish make-ups as a student right. I provide a detailed course schedule in this syllabus, and I expect students to arrange their schedules accordingly. Opportunities to make-up missed quizzes/exams/assignments will be provided only for exceptional reasons and must be documented (e.g., hospital records, obituaries). Vacations, regularly scheduled doctor’s appointments, and work schedules do not qualify as exceptional reasons and will not be accepted as an excused absence.

Requests for make-up quiz/exam/assignment must be made within 3 business days of the submission date. Make-up quizzes and exams will be in forms completely different from original and will be scheduled at the convenience of the instructor. Make-up assignments will be completed at the discretion of the instructor.

Military Personnel

I understand that students who are current members of the Armed Forces may have obligations that impact their ability to participate in class. In situations where service to the Armed Forces impacts course participation, students may be able to work out alterative options for completion of their assignments. In order to approve alterative options, students will need to provide me with at least 3 days’ notice and include proof of orders or a letter from their commanding officer or senior NCO detailing the student’s obligations that will impede course participation. Situations will be assessed on a case-by-case basis.

Students Working in Emergency Services

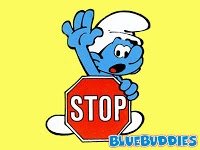
Students working in emergency services may also work out alternative options for completion of their assignments on an as-needed basis. In order to approve alternative arrangements, students must notify me within 3 business days of the situation and provide documentation from a supervisor. Situations will be assessed on a case-by-case basis.

Academic Honesty in Dr. Bailey’s Classroom

Written assignments submitted through Canvas will be will be checked using **TurnItIn** **plagiarism software**, which checks the submitted essay against other student papers, books, and online content. Papers with significant overlap in wording/content with other sources will be subject to an **automatic zero on the assignment** and may be subject to other penalties in accordance with the UT Tyler’s Standards of Student Conduct statement included in this syllabus. These penalties include, but are not limited to, failure of the course and/or referrals to a formal disciplinary hearing.

All papers submitted during this semester require APA format. References should be cited correctly in APA format and be noted in both in-text citations and reference pages. Lack of in-text citations is considered plagiarism, even if the material is not a direct quote from the resource. If you did not know the information prior to starting your research, you should include an in-text citation for it. Copying your own words from other papers is also considered plagiarism, and will result in the described penalties.

For more information, including the definitions and examples of various types of plagiarism, please visit the Purdue Online Writing Lab’s APA Formatting and Style Guide, available at <https://owl.english.purdue.edu/owl/resource/560/1/>. This link is also available through the UT Tyler Writing Center’s website.



Paraphrase Instead of Quote

APA format relies on paraphrasing instead of direct quotations. I expect that you will NOT use direct quotations from any of your references. Use of direct quotations in a submission will result in a point deduction based on the number of quotations used and the length of quoted material included. The Purdue Online Writing Lab (OWL) has a good online resource about paraphrasing, including an online paraphrasing exercise, at <https://owl.english.purdue.edu/owl/resource/619/1/>.

Module Assignments

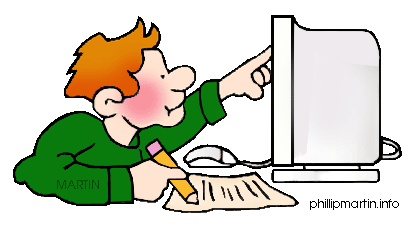
The course is organized into modules. Each module is intended to take one calendar week. Each of the following assignments corresponds to a module assignment. Due dates and delivery mode for each assignment are listed in the course schedule provided in this syllabus.

Syllabus Quiz (20 points)

My syllabus is large for a reason! It contains a lot of important and helpful information for you, and I expect that you will use it as a resource throughout the semester when you have questions about class policies, assignments, and schedules. This quiz consists of 20 multiple choice and true/false questions about the course syllabus. You may complete the syllabus quiz as many times as you would like. Only the highest score will count towards your final grade.

Plagiarism Certificate (20 points)

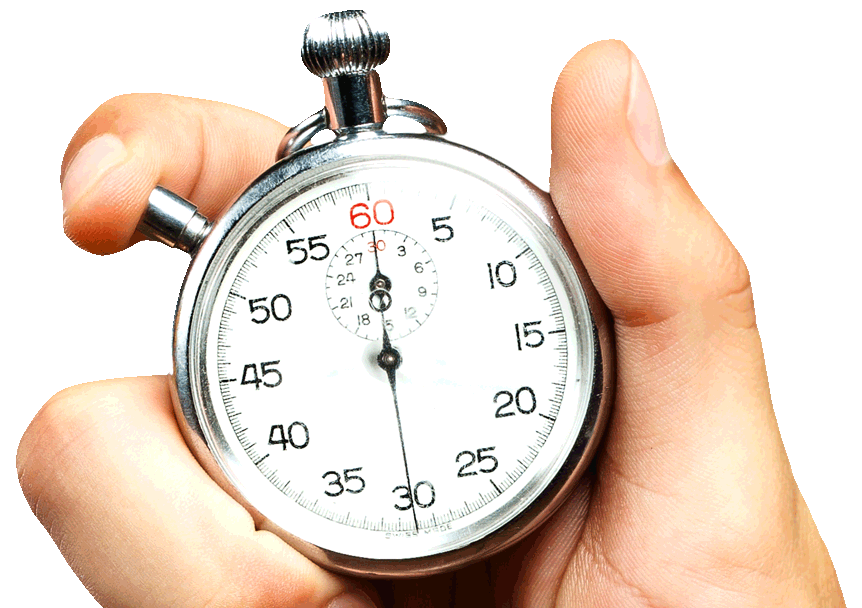
Plagiarism is a huge concern for college students. While some forms of plagiarism are intentional, often plagiarism results from lack of understanding about what constitutes plagiarism and awareness of how to avoid plagiarized material. Students will be required to complete a plagiarism course and successfully complete a plagiarism certification test before any written assignments are completed in the course.



The course is available online at <https://www.indiana.edu/~plag/>. This course covers the definition and forms of plagiarism, as well as providing examples of plagiarized material. The course is self-paced, and will take most students approximately one hour to complete. At the end of the course, you will complete a plagiarism test.

You must score 9/10 to pass the certification test. Upon successful completion, you will be emailed a copy of the plagiarism certificate. You must submit proof of this certificate to Canvas using the appropriate link by the due date noted in the course schedule. The plagiarism certificate will be graded as complete/incomplete; no partial credit will be awarded.

If you have completed the plagiarism certificate in a previous course, you can use the same certificate for credit. You do not need to redo the certification test. However, I encourage you to revisit the online course as a refresher on plagiarism concerns since you will be held to the same standard in the course regardless of the time passed since your certification test.

Lecture Summaries (5 points each; 65 points total)

Every module will include a short lecture about a specific research methods topic. To promote retention of the concepts discussed, you will complete a Lecture Summary at the end of each lecture. The goal of the summary is to help you reflect upon the important topics that you learned during the lecture as well as provide you with an opportunity to ask questions about the material. Each Lecture Summary is worth 5 points and will be graded using the rubric below. You must be in class to receive points for the Lecture Summary. In cases of documented emergencies or approved school functions, alternative arrangements may be arranged on a case by case basis with instructor approval.

|  |  |  |
| --- | --- | --- |
| **Achieves Expectations**  **5 points** | **Approaching Expectations**  **3 points** | **Unsatisfactory**  **0 points** |
| Lecture summary contains a clear, detailed summary of three key topics from the lecture. Student makes a clear effort to ensure that the summary is legible and grammatically correct. | Lecture summary contains a summary of three key topics from the lecture, but some information is incorrect and/or missing. Student tries to ensure that the summary legible and grammatical correct. | Lecture summary contains mostly incorrect data, is illegible, and/or is not submitted at the end of the class period. |

Lecture Video Quizzes (5 points each; 15 points total)

Some of the material in this course may be delivered through online lecture videos. Viewing of this lecture material is a required part of the course. To help ensure comprehension and completion of lecture videos, each lecture video will include an embedded lecture video quiz. Lecture video quizzes will include multiple choice and true/false questions. Questions are embedded directly into the video itself using PlayPosit, and will pop up at any point during the lecture video.

Lecture video quizzes will be automatically scored and entered into your Canvas gradebook when you complete the video. You may complete the lecture video quizzes as many times as you would like. Only the most recent score will be applied to your final grade. If you would like to redo the quiz, you must restart the entire lecture video starting from the beginning, as the PlayPosit software does not allow you to skip forward during the video.

Admission Tickets (5 points each; 70 points total)

Every module will also include an in-class discussion that is designed to help you critically analyze the information from your textbook. To help ensure that you are prepared to engage in the discussion, you will be asked to submit an Admissions Ticket. Admissions ticket are single page assignments that contain a short essay response to a discussion prompt posed by Dr. Bailey.

You must submit a completed Admissions Ticket before participating in the in-class discussion. If you have not completed the admissions ticket prior to the start of class, you will be asked to leave the classroom until you have finished the admissions ticket or the discussion is over. In-class discussions will last approximately 20 minutes. Admissions tickets will not be accepted once the discussion is over, so please make sure you are on time to class.

Admission tickets are worth 5 points each and will be graded based on the rubric provided below. You must be in class to receive points for the Admissions Ticket. In cases of documented emergencies or approved school functions, alternative arrangements may be arranged on a case by case basis with instructor approval.

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| --- | --- | --- |
| **Achieves Expectations**  **5 points** | **Approaching Expectations**  **3 points** | **Unsatisfactory**  **0 points** |
| Admissions Ticket is a high-quality product that shows evidence of critical thinking and applies relevant course material to the prompt provided. The submission is provided in the requested format and is easily readable. | Admissions Ticket shows basic application of course material to the prompt provided, but the response lacks critical thinking and/or careful consideration of the prompt provided. Admissions Ticket may also have legibility concerns that impact the clarity of the response. | Admissions Ticket does not reflect a good faith effort to apply course material to the provided prompt, does not address the prompt in entirety, is illegible, or was submitted after the discussion concluded. |

Class Activities (10 points each; 140 points total)

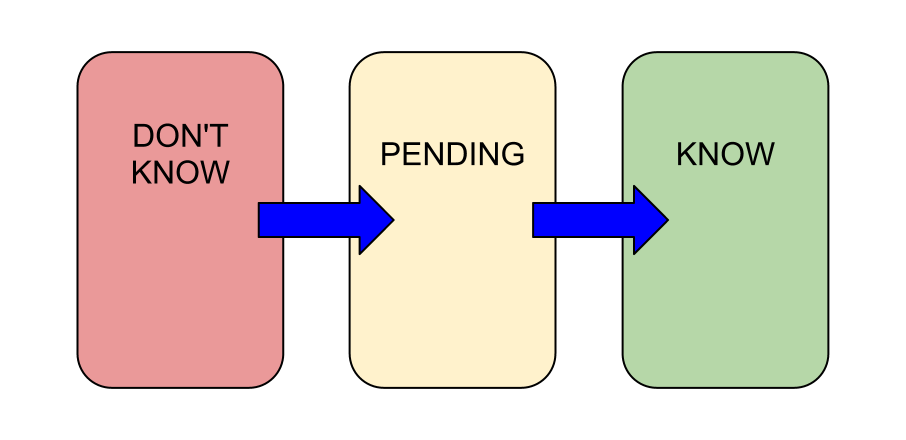
Every module, you will participate in an activity to help supplement the lecture material for that week. A diverse range of activities will be included in order to appeal to different learning styles and encourage class engagement. Depending on the topic and class format, these activities may be completed individually, in a small group, or as a whole class.

Class activities are graded according to the rubric provided below. Depending on the format, you may receive individual or group grades for the different class activities. You must be in class to receive points for the activity. In cases of documented emergencies or approved school functions, alternative arrangements may be arranged on a case by case basis with instructor approval.

|  |  |
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| **Exceeds Expectations**  **10 points** | Student performance exceeds minimum expectations. Student comes prepared to class with notes, textbooks, and any required supplementary materials needed to be successful in the activity. The student actively participates throughout the entire activity, producing a high-quality product that shows comprehension and proper application of course material. |
| **Achieves Expectations**  **8.5 points** | Student performance meets minimum expectations. Student comes prepared to class with notes, textbooks, and any required supplementary materials needed to be successful in the activity, but does not remain on task at all times during the activity and/or produces a final product that shows satisfactory comprehension of course material but could have been improved with additional time/effort. |
| **Approaches**  **Expectations**  **7 points** | Student performance approaches but does not meet minimum expectations for the activity. Student may come unprepared for class, remain off-task for a significant period during the activity, and/or produce a final product that includes errors and could have been improved with additional time/effort. |
| **Needs Improvement**  **5 points** | Student performance does not meet expectations for the activity. The student does not participate in the activity in any meaningful way and/or produces a final product that either does not show satisfactory comprehension and application of course material or is incomplete due to lack of time/effort. |
| **Unsatisfactory**  **0 points** | Student does not attend class or does not participate in the class activity at all. |

Chapter Vocabulary Quizzes (10 points each; 110 points total)

Research methods is often a challenging course due to the extensive vocabulary and cumulative structure of the course concepts. Each module the material will build on previous material, and it is important to gain familiarity with course vocabulary before moving forward. The chapter vocabulary quizzes are designed to help you review the important class vocabulary in each module in order to promote repetition and increase learning.

Chapter Vocabulary Quizzes will consist of 10 questions relating to the important terminology covered in your textbook and your lecture from that module. You will have 20 minutes to take the quiz, but you may retake the quiz up to three times. Only the highest score will count towards your final grade.

Practice Quiz (10 points)

This assignment is designed to help you prepare for the exams in this course. The Practice Quiz will include five quiz questions taken from the actual test bank for Online Exam #1. The goal of this assignment is to help you identify your level of preparation for the exams early enough to allow you to make changes to your study habits, notetaking processes, and other skills to ensure that you can be successful on the exams and the methods course overall.

Online Exams (100 points each; 200 points total)

There are two online exams given during the semester worth 100 points each. These exams will consist of multiple choice, true/false, matching, and essay questions. Online exams are not cumulative, but they will cover all material from the included modules, including information learned from assigned readings, class lectures, and module activities. Online exams will be completed online through Canvas. Online exams will be available from Friday at 12:01AM to Sunday at 11:59PM. You will have 2 hours to complete each exam.

Final Exam (100 points)

The course will conclude with a 100-point final exam. The final exam is cumulative, covering material from all modules throughout the semester. The final exam may consist of multiple choice, true/false, matching, short answer, and essay questions. The final exam will be completed in-class during the regularly scheduled final exam period during finals week.

Group Activity Guidelines

This course includes several group activities. These activities are an integral part of the course, and participation in a group is not optional. I believe that learning to work together in small groups is an integral skill for your future employment, as most careers require collaboration and partnership activities.

In order to promote a positive group environment, I will assign groups at the beginning of the semester and I will do my best to keep groups stable throughout the course. This stability allows group members to become more familiar and more comfortable working together as a team. If you have concerns at any time throughout the semester relating to your group’s progress or group member productivity, please feel free to visit with me during my office hours, before or after class, or email me with your concerns. I will do my best to address group issues by means at my discretion, including but not limited to emailing or meeting with group members as a team or individually, grade reductions, and/or group reformulations.

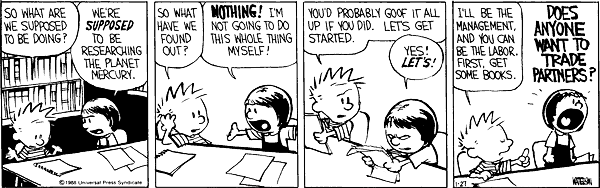
Group Member Responsibilities

In all group activities, I expect each group member to adhere to the following conditions:

1. Notify the professor and all group members as early as possible if you are unable or unwilling to participate in any part of a group activity. This includes notification if you decide to drop, withdraw, or otherwise discontinue with the course material so that your group is aware of your decision and can prepare accordingly.
2. Participate in your group to the best of your ability, including meeting outside of class time as needed to complete the group assignments. If you cannot attend on-campus meetings, you should find alternative ways to participate such as videoconferencing through Zoom, attending via a conference call, working through Google Docs, etc.
3. Split group work evenly between all group members so that all group members contribute equally to the final product. Remember that each of you brings a different talent or skill to the table, and if possible you should distribute the work so that each member’s talent is utilized.
4. Provide all requested contributions to your group before the assignment due date so that the group activity can be compiled, edited, and finalized together. Your group should decide on group deadlines together so that all of you are aware of what your contribution is and when your contribution is expected to be completed.
5. Do not wait until the deadline to bring concerns to your group members and/or the professor. If you feel that you are putting in too much effort into the project, or if you are having problems communicating with one or more of your group members, please be open about your concerns with your group members. In most cases, you may be able to correct the issue by being open and honest with your group members themselves. If you are not comfortable sharing your concerns with your group, or if you continue to have concerns, you may email or contact me directly. By reaching out for assistance earlier in the project, rather than when it is due, we can take steps to resolve the problem before the assignment is completed.
6. Bring your PART-E attitude to group meetings. Group meetings, even if held outside of regular class time, are an extension of normal classroom activities and therefore have the same expectations as normal class.

Group Member Accountability

To ensure that all group members fulfill the responsibilities outlined above, every group activity will include a Group Evaluation Survey. The evaluation survey will be completed at the end of each group activity and will allow group members to assess how the group performed overall as well as document any problems relating to group participation.



Group Activities Grading

For most group activities, all group members will receive the same assignment grade. Based on the evaluation survey feedback, I reserve the right to adjust individual grades on group projects. Grade adjustments will be assigned by applying the following percentage scale to the overall group grade: 100%, 85%, 70%, 50%, 0%. All grade reductions will be accompanied with written documentation on Canvas why the grade reduction was completed. Students who wish to appeal the grade reduction must make an office appointment with Dr. Bailey within one calendar week of the grade reduction.

Group Activities

Throughout the semester, you will work in small groups to design and implement survey-based research project. This research project will be completed in a series of small group activities. The following information provides an overview of each group activity. Due dates for each activity are listed in the course schedule provided in this syllabus, and more information, including detailed instructions, grading rubrics, and supplemental materials, is provided to you on Canvas.

Group Evaluation Surveys(5 points each; 25 points total)

The Group Evaluation Surveys are completed at the end of the group activities. The evaluation survey is intended to allow each group member to document how well the group performed as well as address individual concerns. Information that may be included on the evaluation survey includes missed deadlines, problematic work products, and lack of participation by individual group members. Surveys are worth 5 points each, and are graded on a complete/incomplete basis.

Research Topic Approval (10 points)

The first step in your research project is to select a topic. For this activity, you will provide a short introduction about the topic that you are interested in researching. This assignment is also designed to introduce you to the Canvas Collaborations page, from which you will be working throughout the semester.

Annotated Bibliography (50 points)

For this activity, you will create an annotated bibliography that summarizes and critically analyzes research about your chosen topic. Annotated bibliographies must include at least eight sources, including at least four peer-reviewed, primary research sources. This activity will be completed through Google Docs on the Canvas Collaborations page.

Research Design Plan (50 points)

At this point in the semester you have learned about experimental design, including sampling methods, design mapping, and survey construction. For this activity, your group will design a survey-based experiment for your research topic. The goal of this study will be to identify whether a treatment (independent variable) affects the respondents’ behavior, attitude, perception, or knowledge of a dependent variable. The treatment can either be an existing respondent characteristic (gender, age, major, etc.) or it can be something you can introduce to your experimental group such as a video, an article, a news clip, or an audio clip. Each group will submit a research design plan that outlines the experimental procedure and includes a 15 question post-test survey. This activity will be utilize Google Docs & Google Forms.

BE AWARE: Research Design Plans must be approved by Dr. Bailey before your group can implement your design and begin collecting data. **Any group that releases their survey without approval will be given an automatic zero on all remaining group activities.** There will be no makeup for these zeros, so please make sure you follow the correct protocols outlined on the assignment page in Canvas before implementing your research study.

Data Analysis Plan (25 points)

At this stage of the research project, your group has already begun implementing the research design. This activity is designed to help you come up with an analysis plan. Your analysis plan will include a codebook for your survey and your analysis procedures, including what variables you will analyze and what analytical techniques will be used for the analysis. This activity will be completed through Google Docs on the Canvas Collaborations page.

Research Presentation (100 points)

For this activity, your group will present your research findings in a simulated conference presentation. This presentation is important because a key part of the research process is the dissemination of our results. Without research presentations and publications, research studies could have little impact on public policy and society as a whole. Research presentations will be recorded and uploaded to Canvas.

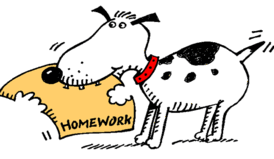
Research presentations will include both group and individual grade components. An overall group grade will be assigned based on the PowerPoint content, presentation organization, and group worksheets. Individual grades will also be assigned to each student based on the individual student’s preparation, presentation style, and professionalism during the research presentation.



Extra Credit Assignments

Breaking Social Norms Experiment (20 points)

When we enter into social interactions with others, we follow a series of unspoken, social rules that govern how we act, talk, look, and otherwise interact with other people. These social rules are called social norms. Social normal vary by location and culture. What is acceptable in one group may be unacceptable in another group, and vice versa. For this extra credit assignment, you will undertake a qualitative one-shot case study in which you will purposely violate a social norm while interacting with others in a social setting, then submit a written report describing your findings.

Homework Pass

No matter how well organized you are, sometimes life interferes with your plans and you end up missing an assignment due date or messing up on a submission. I have created the Homework Pass system for that reason. Homework passes allow you to miss one 10-point assignment without penalty or makeup. You get one Homework Pass per semester. You can apply the Homework Pass to any individual assignment in the course that is worth 10 points or less and receive full credit. You cannot apply the Homework Pass to a group activity. To apply your Homework Pass to an assignment, email Dr. Bailey and let her know what assignment you would like to apply it towards.

Final Exam Exemption

There is a reward system in place for students who work hard throughout the semester and maintain good class attendance. You are eligible to SKIP the final exam without penalty if you meet the ALL of following requirements:

1. You do not have a zero for any assignment in the course after the Homework Passes have been applied. This means you can miss one 10 point or less assignment without penalty.
2. Your total grade percentage in the course for all other assignments is 85.0% or higher. Percentages will not be rounded up to 85% for purposes of this reward system.

If you meet both of the requirements listed above, congratulations! You may choose to skip the final exam without penalty. Dr. Bailey will notify all students eligible to skip the final exam by email. If you choose to skip the final exam, your final course grade will reflect your current grade percentage in the course for all other assignments. If you decide to take the final example, your final course grade will be calculated using the grading point system on page two of this syllabus.

Netiquette @ UT Tyler

"Netiquette" is, simply, Internet etiquette, or a set of expectations that describe appropriate behaviors when interacting online. It is important to understand that you will be held to the exact same standards of UT Tyler’s Face-to-Face traditional courses when learning in an online environment. In fact, for 100% online courses, your online classroom behavior may be the only interaction you have with your faculty and classmates, therefore making your netiquette even more important. Remember, you only get to make a first impression once, irrespective of the course delivery method.



**Be courteous.** You only get one chance for an online first impression. Make it count. Do not say or do anything in an online classroom that you would not do in a face-to-face classroom. This includes not “YELLING” (typing in all caps), not “flaming” (attacking someone, such as insults and name-calling), and/or not dominating the discussion.

**Be human.** Remember there is another person on the other side of the screen. Remain patient, ask and wait for clarification if you do not understand something, and avoid assumptions and rushed judgments. Forgive mistakes, and apologize for your own errors.

**Be a good classmate.** Remember your own role as a student. Follow your instructor’s directions at all times. Be authentic and collaborative with fellow students. Be aware of cyberbullying and make every attempt to eliminate it. Appreciate the diversity and different communication styles of your peers. Remember, since this class is online, you may have classmates from all over the world.

**Be professional.** Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally-charged writing, as tone can be difficult to translate online. Profanity and offensive language will not be tolerated. Do not use abbreviations (2moro, 2T, B@U) or emoticons in your online class unless your professor approves and supports such writing styles.

**Be a responsible digital citizen.** What you post online is difficult to retract once it is published. What you post online can follow you for your lifetime. Do not share personal information you would never want public, and respect other people’s privacy. Do not share someone else’s work without their permission.

Student Resources for Success

In this course, we will rely heavily on Canvas. If you experience problems with Canvas, you have access to 24/7 support using Canvas’ Help tab. You can also contact UT Tyler IT Support by phone at 903.565.555 or by emailing [itsupport@uttyler.edu](mailto:itsupport@uttyler.edu) for help.



UT Tyler also provides a variety of student resources to help you succeed in the classroom. I encourage you to reach out as necessary to the offices below for assistance.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Resource** | **Office Location** | **Phone #** | **Email** |
| Academic Advising Center | UC 440 | 903.565.5718 | [advising@uttyler.edu](mailto:advising@uttyler.edu) |
| Campus Computing Center | BUS 101 | 903.565.5555 | [itsupport@uttyler.edu](mailto:itsupport@uttyler.edu) |
| Cashier’s Office | ADM 125 | 903.566.7227 | [cashiers@uttyler.edu](mailto:cashiers@uttyler.edu) |
| Enrollment Services | ADM 230 | 903.566.7180 | [enroll@uttyler.edu](mailto:enroll@uttyler.edu) |
| Financial Aid | ADM 230 | 903.566.7180 | [enroll@uttyler.edu](mailto:enroll@uttyler.edu) |
| Library | LIB | 903.566.7342 | [library@uttyler.edu](mailto:library@uttyler.edu) |
| Police Department | USC 125 | 903.566.7300 | [police@uttyler.edu](mailto:police@uttyler.edu) |
| Student Accessibility (ADA) | UC 3150 | 903.565.7079 | [cstaples@uttyler.edu](mailto:cstaples@uttyler.edu) |
| Student Business Services | ADM 125 | 903.566.7227 | [cashiers@uttyler.edu](mailto:cashiers@uttyler.edu) |
| University Counseling Center | UC 3170 | 903.566.5746 | [mskinner@uttyler.edu](mailto:mskinner@uttyler.edu) |
| University Crisis Line |  | 903.566.7254 | Available 24/7 |
| Veterans Resource Center | UC 2140 | 903.565.5974 | [vrc@uttyler.edu](mailto:vrc@uttyler.edu) |
| Writing Center | BUS 202 | 903.565.5995 | [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu) |

UT Tyler’s Student standards of academic conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

• copying from another student’s test paper;

• using, during a test, materials not authorized by the person giving the test;

• failure to comply with instructions given by the person administering the test;

• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

• collaborating with or seeking aid from another student during a test or other assignment without authority;

• discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit;

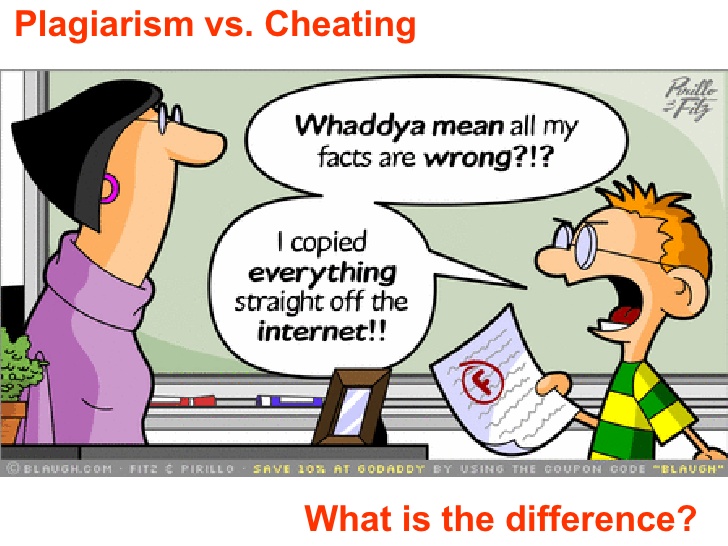
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by TurnItIn©, available on Canvas.



University of Texas Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

* + Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
  + Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
  + Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
  + Being reinstated or re-enrolled in classes after being dropped for non-payment
  + Completing the process for tuition exemptions or waivers through Financial Aid

The Census Date for the Fall 2019 semester is **Monday,** **September 9**.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability and Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Resources for Students

• UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)

• UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)

• The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

• UT Tyler Counseling Center (903.566.7254)

Course Schedule

|  |  |  |  |
| --- | --- | --- | --- |
|  | **DATE** | **DUE BEFORE CLASS BEGINS (9:30AM)** | **COMPLETE DURING CLASS** |
| **Module 1** | Tuesday, 8/27 |  | Class Lecture: Introduction to the Course  Lecture Summary *(5 points)* |
| Thursday, 8/29 | Read Course Syllabus  Complete Syllabus Quiz *(20 points)* | Admissions Ticket *(5 points)*  Class Activity: Group Icebreaker *(10 points)* |
| **Module 2** | Tuesday, 9/3 | Read Chapters 1 & 2  Complete Chapters 1/2 Vocabulary Quiz *(10 points)*  Complete Video Lecture: Introduction to Research Methods & Ethics *(5 points)* | Admissions Ticket *(5 points)*  Class Activity: IRB Proposals *(10 points)* |
| Thursday, 9/5 |  | **No Class**  Optional Extra Credit Opportunity:  Attend the [Career Success Conference](https://csc.uttyler.edu/) |
| **Module 3** | Tuesday, 9/10 | Read Chapter 3  Complete Chapter 3 Vocabulary Quiz *(10 points)*  Submit Plagiarism Quiz Certificate *(20 points)* | Class Lecture: Conducting a Literature Review  Lecture Summary *(5 points)* |
| Thursday, 9/12 | Submit Group Activity: Research Topic Approval *(10 points)*  Complete Group Evaluation Survey #1 *(5 points)* | Admissions Ticket *(5 points))*  Class Activity: Evaluating Sources *(10 points)* |

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| --- | --- | --- | --- | --- | --- | --- |
|  | **DATE** | **DUE BEFORE CLASS BEGINS (9:30AM)** | | **COMPLETE DURING CLASS** | | |
| **Module 4** | Tuesday, 9/17 | Read Chapter 4  Complete Chapter 4 Vocabulary Quiz *(10 points)*  Submit Practice Quiz *(10 points)* | | Class Lecture: Conceptualizing Variables  Lecture Summary *(5 points)* | | |
| Thursday, 9/19 |  | | Admissions Ticket *(5 points)*  Class Activity: Operationalizing in Action *(10 points)* | | |
| **Module 5** | Tuesday, 9/24 | Review Chapter 4 | | Class Lecture: Levels of Measurement  Lecture Summary *(5 points)* | | |
| Thursday, 9/26 |  | | Admissions Ticket *(5 points)*  Class Activity: Operationalizing Variables *(10 points)* | | |
| Friday, 9/27 to Sunday, 9/29 | **COMPLETE IN CANVAS BY END OF DAY ON SUNDAY (11:59PM)**  Online Exam #1 *(100 points)*  *Exam will be open between 12:00AM on Friday and 11:59PM on Sunday. Exam covers Modules 1 – 5 only.* | | | | |
| **Module 6** | Tuesday, 10/1 | Read Chapter 5  Complete the Chapter 5 Vocabulary Quiz *(10 points)* | | Class Lecture: Sampling  Lecture Summary *(5 points)* | | |
| Thursday, 10/3 | Submit Group Activity: Annotated Bibliography *(50 points)*  Complete Group Evaluation Survey #2 *(5 points)* | | Admissions Ticket *(5 points)*  Class Activity: Population Means *(10 points)* | | |
|  | **DATE** | **DUE BEFORE CLASS BEGINS (9:30AM)** | | **COMPLETE DURING CLASS** | | |
| **Module 7** | Tuesday, 10/8 | Read Chapter 7  Complete the Chapter 7 Vocabulary Quiz *(10 points)*  [Optional] Submit Extra Credit: CITI Training Certificate *(20 points)* | | Class Lecture: Survey Research  Lecture Summary *(5 points)* | | |
| Thursday, 10/10 |  | | Admissions Ticket *(5 points)*  Class Activity: Course Evaluation Survey Construction *(10 points)* | | |
| **Module 8** | Tuesday, 10/15 | Read Chapter 8  Complete the Chapter 8 Vocabulary Quiz *(10 points)* | | Class Lecture: Experimental Research  Lecture Summary *(5 points)* | | |
| Thursday, 10/17 |  | | Admissions Ticket *(5 points)*  Class Activity: Smarty Pants Experiment *(10 points)* | | |
| **Module 9** | Tuesday, 10/22 | Rough draft of research proposal and survey on Google Docs & Forms *(Required for Class Activity)* | | Admissions Ticket *(5 points)*  Class Activity: Research Design Plan Group Work *(10 points)* | | |
| Thursday, 10/24 | Submit Group Activity: Research Design Plan *(50 points)*  Complete Group Evaluation Survey #3 *(5 points)* | | Class Lecture: Quantification of Data  Lecture Summary *(5 points)* | | |
|  | **DATE** | | **DUE BEFORE CLASS BEGINS (9:30AM)** | | | **COMPLETE DURING CLASS** |
| **Module 10** | Tuesday, 10/29 | | Read Chapter 12  Complete the Chapter 12 Vocabulary Quiz *(10 points)* | | | Class Lecture: Quantitative Data Analysis, Part 1 (Univariate Analysis)  Lecture Summary *(5 points)* |
| Thursday, 10/31 | |  | | | Admissions Ticket *(5 points)*  Class Activity: Univariate Analysis Practice Worksheet *(10 points)* |
| Friday,  11/1 to Sunday, 11/3 | | **COMPLETE IN CANVAS BY END OF DAY ON SUNDAY (11:59PM)**  Online Exam #2 *(100 points)*  *Exam will be open between 12:00AM on Friday and 11:59PM on Sunday. Exam covers Modules 6 – 10 only.* | | | |
| **Module 11** | Tuesday,  11/5 | | Read Visualizing Data Readings *(provided as PDFs on Module Introduction page)*  Complete Data Visualization Vocabulary Quiz *(10 points)* | | Class Lecture: Quantitative Data Analysis, Part 2 (Multivariate Analysis & Visualization of Data)  Lecture Summary *(5 points)* | |
| Thursday, 11/7 | | Submit Group Activity: Data Analysis Plan *(25 points)*  Complete Group Evaluation Survey #4 *(5 points)* | | Admissions Ticket *(5 points)*  Class Activity: Analyzing Data Practice Worksheet *(10 points)* | |
| **Module 12** | Tuesday,  11/12 | | Read Chapter 6  Complete the Chapter 6 Vocabulary Quiz *(10 points)* | | Class Lecture: Qualitative Research  Lecture Summary *(5 points)* | |
| Thursday, 11/14 | |  | | Admissions Ticket *(5 points)*  Class Activity: Evaluating the Interview *(10 points)* | |
|  | **DATE** | **DUE BEFORE CLASS BEGINS (9:30AM)** | | **COMPLETE DURING CLASS** | | |
| **Module 13** | Tuesday, 11/19 | Read Chapter 9  Complete the Chapter 9 Vocabulary Quiz *(10 points)*  Complete Video Lecture: Unobtrusive Research *(5 points)* | | Admissions Ticket *(5 points)*  Class Activity: Personal Advertisement Case Study *(10 points* | | |
| Thursday, 11/21 |  | | **No Class**  American Society of Criminology Conference | | |
| **Thanksgiving Break – No Class [Monday 11/25 – Friday 11/29]** | | | | | | |
| **Module 14** | Tuesday, 12/3 | Read Chapter 11  Complete the Chapter 11 Vocabulary Quiz *(10 points)*  [Optional] Submit Extra Credit: Breaking Social Norm Experiment *(20 points)* | | Class Lecture: Evaluation Research  Lecture Summary *(5 points)* | | |
| Thursday, 12/5 | Submit Group Activity: Research Presentation *(100 points)*  Complete Group Evaluation Survey #5 *(5 points)* | | Admissions Ticket *(5 points)*  Class Activity: Final Exam Review *(10 points)* | | |
| **Module 15** | Thursday, 12/12 | **COMPLETE DURING CLASS**  Final Exam *(100 points)*  *The Final Exam is scheduled in accordance with UT Tyler’s final exam schedule.* ***The Fall 2019 final exam will be held on Thursday, December 12, from 9:30AM – 11:30AM in the regular classroom****. The final exam is cumulative and will cover lecture and reading material from all modules*. | | | | |