



Fall 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Introductory Social Research Methods		
<b>Course Number</b>	SOC 313 L01	
<b>Pre-Requisites</b>	Soci201	
<b>Class/Lab Dates</b>	September 7 – December 8, 2021	
<b>Class Times</b>	MWF 14:00-14:50	<b>Location:</b> ST132
<b>Lab Time</b>	R 15:30-17:20	<b>Location:</b> AD140
<b>Instructor</b>	Dr. Annette Tézli (she/her)	<b>Email:</b> atezli@ucalgary.ca
<b>Office Location</b>	SS950	
<b>Virtual Office Hours</b> (Via Zoom only)	Mondays 11:30am-1:10pm (MST) Thursdays 11:30am-1:30pm (MST); and by appointment Please book your appointment* here: <a href="https://calendly.com/atezli">https://calendly.com/atezli</a> *If you cannot keep an appointment, please cancel it to make the slot available to others.	
<b>Teaching Assistant</b>	TBA	

### Table of Contents

Course Objectives/Learning Outcomes .....	<b>Error! Bookmark not defined.</b>
Learning Resources .....	3
Methods of Assessment and Grading Weights.....	3
Final Exam Information.....	4
Grading Scale .....	4
Absences and Deferrals .....	5
Grade Reappraisal.....	5
Handing in Papers, Assignments.....	5
Course Policies.....	5
Research Ethics .....	5
Copyright Legislation .....	8
Academic Misconduct.....	8
Academic Accommodation.....	8
Libraries & Cultural Resources.....	8
Wellness and Mental Health Resources .....	8
Student Success Centre .....	9
Student Ombuds Office .....	9
Students' Union (SU) Information .....	9
Emergency Evacuation/Assembly Points.....	9
Safewalk.....	9
Thrive Priority Support Network.....	9
Important Dates.....	10
Schedule of Lectures and Readings .....	10
Lab Schedule .....	11

## Course Description and Learning Outcomes

Sociologists and other social scientists conduct social research to explore, describe, explain, critique, and offer suggestions for improving aspects of the social world. Producing high quality social research, however, is an art that requires specific skills. This course is designed to provide you with the skills and resources necessary to evaluate, plan, and conduct scientifically sound social research. These skills will not only make you a good researcher, but they will also transform you into a critical consumer of empirical data presented to you in the academic and popular realms.

Over the course of the semester, we will discuss the research process in its entirety, focusing on philosophical underpinnings of social science research and their implication for research design, ethical considerations, research planning, quantitative and qualitative methods of data generation, and data analysis. Furthermore, we will discuss the intricate choices and challenges researchers face throughout the research process. Finally, we will explore how those complex choices and challenges shape our knowledge of social phenomena, and the implications of such knowledge production.

By the end of this course, successful students will be able to:

- examine social phenomena in a scientific manner.
- identify and critically assess the social context of social science research.
- retrieve, read, critically evaluate, and discuss a collection of empirical research.
- compare different theoretical, philosophical, and methodological underpinnings of empirical research.
- follow common principles of ethical research.
- explain the difference between qualitative and quantitative approaches.
- critically assess the benefits and limitations of key research methods.
- interpret qualitative and quantitative data critically.
- apply theoretical course material to a new problem.
- independently develop research questions and devise a corresponding research proposal.
- communicate in writing effectively.

## Course Format

We will meet online MWF from 14:00-14:50 (MST) via Zoom. I will record all Zoom lectures and post them on D2L for those who had to miss a class meeting. However, you should be prepared to attend lectures regularly as active participation in group discussions and exercises will be essential to your success in this course. Lab sessions will be held via Zoom on Thursdays from 15:30-17:20. Lab sessions will not be recorded.

## Learning Technologies Requirements

Registered course participants can access all required learning materials through the course's D2L page: <https://d2l.ucalgary.ca/d2l/home/397244> (login required).

To be able to fully engage in this course, you should have reliable access to the following learning technology:

- A computer with a supported operating system & the latest security, and malware updates.
- A current and updated web browser.
- A Webcam (built-in or external).
- Microphone and speaker (built-in or external), or headset with microphone.
- Current antivirus and/or firewall software enabled.
- A stable, reliable Broadband internet connection.

Most current laptops will have a built-in webcam, speaker, and microphone.

## Learning Resources

(Available at the UofC Bookstore, D2L, and Taylor Family Digital Library-TFDL Reserve)

Flick, Uwe. 2020. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. 3<sup>rd</sup> edition. London: Sage.

You can rent or buy an eBook in different formats here: <https://us.sagepub.com/en-us/nam/introducing-research-methodology/book268956>

Marvasti, Amir B. 2002. "Constructing the Service-Worthy Homeless through Narrative Editing." *Journal of Contemporary Ethnography* 31(5):615-51.

Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108(5):937-75.

shuster, stef m. 2017. "Punctuating Accountability: How Discursive Aggression Regulates Transgender People." *Gender & Society* 31(4):481-502.

Weinreb, Linda and Peter H. Rossi. 1995. "The American Homeless Family Shelter "System". *Social Service Review* 69(1):86-107.

## Methods of Assessment and Grading Weights

All assignments must be submitted via D2L Dropbox by the end of day (midnight) on the due date.

	Due	% of final grade
8/9 Lab assignments	Fridays	15
Research proposal		
Assignment #1: Topic and research question proposal	October 4	10
Assignment #2: Annotated bibliography	October 25	15
Assignment #3: Research design and sampling	November 15	25
Assignment #4: Research proposal	December 8	35

Your final grade will be determined by a series of low-stakes assessments. While it might appear that a larger number of assignments will create more work, the benefits include: less work spread out more evenly over the course of the semester, repeated engagement with and application of course content for higher retention, opportunity to learn without serious impact on the final grade, and opportunity to receive feedback regularly to improve future assessments.

### 8/9 Lab assignments (15% of the final grade)

**Rationale:** The labs will provide you with an opportunity to apply theoretical material covered in lecture in a practical manner. Furthermore, labs will focus on developing and refining key skills required for the successful completion of all course assignments. Finally, you will have the opportunity to work on completing elements of your Research Design assignments under the guidance of the Teaching Assistant.

Labs will run weekly on Thursdays, starting on Thursday, September 9. Lab attendance is strongly recommended as it is essential to your success in this course. Your grade for this component will be based on your completion of various exercises and assignments, which will be administered and graded by your Teaching Assistant. Lab assignments are cumulative and might include material covered in past lectures as well as past labs. Assignments must be completed and submitted to the TAs as indicated in the lab schedule. There will be 9 graded lab assignments over the course of the semester, the completion of 8 of which will count toward your total lab grade. If you complete more than 8 assignments, only your 8 highest grades will be counted toward your final grade. Please bring a laptop or tablet to lab whenever possible.

## Research proposal

**Rationale:** A research proposal explains why and how a research study will be conducted. It is useful for planning a study, getting critical feedback before undertaking the study, and obtaining funding for the research. The objective of this assignment is for you to practice writing a well-structured research proposal, develop key research skills, and refine your professional writing, which can be applied to any future written assignment. This is your opportunity to prepare a proposal of a topic of your own choosing, and to receive feedback on each individual assignment before the next assignment is due. Each assignment must refer to the relevant assigned reading and lecture materials. Individual assignments are outlined below. More detailed information will be provided in class and on D2L.

### *1. Topic & research question proposal (10%)*

Before you can write a research proposal, you need to decide on a topic. For this assignment, I expect you to discuss your research topic and a set of research questions that flow out of this topic. You can select any topic that interests you, but keep in mind that you must examine your topic sociologically. Research questions should logically flow out of your chosen topic and provide an important first step toward planning and carrying out a research project. You will also discuss ethical considerations pertaining to your proposed research.

### *2. Annotated bibliography (15%)*

The purpose of an annotated bibliography is to summarize and evaluate sources of information. For this assignment, select 5 peer-reviewed academic journal articles relevant to your research topic and critically evaluate the information provided in each source. For this assignment, you will also learn to work with a reference manager of your choice.

### *3. Research design and sampling (25%)*

This assignment should include a discussion of your proposed methodology and sampling procedure.

### *4. Research proposal (35%)*

Here is where you put everything together into a final, polished proposal, which is the final stage of the work you conducted throughout the semester. Your final research proposal will include an introduction, a literature review, and a discussion of your methodology, your sampling, your chosen method of data generation (including your research instrument) and data analysis.

## Final Exam Information

There will be no final exam in this course.

## Grading Scale

To maintain consistency in grade assignments, final grades will not be rounded up, no matter how close they are to the cut-off to the next better letter grade.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

## Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. That said, the ongoing pandemic and personal circumstances can create exceptional challenges for some when it comes to completing scheduled assessments on time. If possible, you must **provide advance notice** to the instructor or TA if you are unable to submit an assessment as scheduled.

If the reason provided for the absence is acceptable, you will work on a new, reasonable deadline with the instructor or TA. Assignments not submitted within 5 business days of the due date without notifying the instructor or TA, or explicit approval of an extension will automatically receive a grade of 0.

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

## Grade Reappraisal

If you choose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same. For more information, see:

<https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

## Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
3. Final grades are not posted by the Sociology Department. They are only available online.

## Course Policies

### Course Etiquette

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, citizenship, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, sometimes challenge or even contradict your own life experiences. To make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, Teaching Assistants, and guest speakers) professionally and respectfully.

### Lecture Slides

PowerPoint slides for each lecture will be posted on D2L in advance of the lecture during which they will be covered. PowerPoint slides posted on D2L will provide a lecture outline, but not complete lecture content. To assist your notetaking, I suggest you bring posted slides to class and complete each slide during lecture.

### Recording of Lectures

Note that the audio or screen recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without the instructor's explicit authorization. The non-authorized recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

### Sharing of Lecture Notes

Note that publicly sharing lectures notes and exam questions on 3<sup>rd</sup> party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites, such as note-sharing sites, without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### E-mail

Please send emails only from your @ucalgary account. Please include the following in each email:

- your course and section number in your email's subject line
- a proper salutation, your full name, UCID, short message, and a proper closing in the body of your email.

All emails will be answered within one business day. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during my office hours.

### Office Hours

I will hold office hours via Zoom on Mondays from 11:30am-1:10pm (MST) and on Thursdays from 11:30am-1:30pm (MST). You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Office Hours on D2L. Feel free to visit office hours if you would like to review an assessment, ask questions about course material, or chat about your education/well-being in general.

If you would like to meet during regularly scheduled office hours, please book your appointment here: <https://calendly.com/atezli>. Please leave your name, course number, a brief description of the purpose of our meeting, and your video preference (video on or off) when you make your appointment so I can prepare for our meeting in advance. If you cannot keep your appointment, please cancel it through the app to make your time slot available to other students.

If my office hours do not work for your schedule regularly, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

## Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **Media Recordings**

Note that all Zoom sessions will be recorded and posted on D2L for the following purposes:

### **\*Lecture capture**

Not all of you will be able to attend the synchronous course meetings all the time. To make sure that everyone has access to essential learning materials, I will record class meetings. Please be aware that each session will be recorded and shared on D2L. These recordings are intended to be used for lecture capture only, so please make sure not to use them for any other purpose or share them with people not enrolled in this course.

### **\*Media recording for the assessment of student learning**

I will record student presentations and subsequent class discussions as part of the assessment. These recordings will capture the presentations as well as the subsequent class discussion. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. I will post the recordings on D2L so you can access them for the purpose of writing your peer feedback. Please make sure not to use recordings for any other purpose or share them with people not enrolled in this course.

## Research Ethics

Students are advised that any research involving human subjects - including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Departmental Ethics Committee. In completing course requirements, you must not undertake any human subjects research without discussing your plans with me, to determine if ethics approval is required.

## Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ( <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf> ) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>.

## Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).



## Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Their advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>.

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Students' Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees, from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day, or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital, and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

## Thrive Priority Support Network

Your academic success and personal well-being are important to me. Please feel free to contact me at any time you need academic or personal support, and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course's D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here: <https://www.ucalgary.ca/student-services/student-success/advising/help>.

## Student Support

Links to available on-campus supports as well as course-specific learning resources are available on D2L under CONTENT → CAMPUS RESOURCES, and CONTENT → COURSE RESOURCES.

## Important Dates

September 7	First day of classes
September 16	Last day to drop a class without financial penalty
September 17	Last day to add/swap a course
September 30	National Day for Truth and Reconciliation
October 11	Thanksgiving Day – no classes
November 8-12	Term break – no classes
December 8	Last day of classes, last day to withdraw from a course
December 11-22	Final exam period

## Schedule of Lectures and Readings

Subject to change. Changes will be announced and discussed in class.

Module	Week	Topic	Reading
1	September 8-10	Introduction	Ch. 1
2	September 13-17	Research Ethics	Ch. 3
3	September 20-24	Foundations of Scientific Inquiry	Ch. 2,6
4	September 27 - October 1	Reviewing the Relevant Literature	Ch. 4,5
5	October 4-8	Using Existing or Generating New Data? <b>Topic Proposal due October 4</b>	Ch. 10,11
	<b>October 11-15</b>	<b>Wellness Week – No Lectures</b>	
6	October 18-22	Measurement and Sampling	Ch. 7,8
7	October 25-29	Quantitative Research Methods <b>Annotated Bibliography due October 25</b>	Pager (2003), podcast
8	November 1-5	Quantitative Research Methods	Weinreb and Rossi (1995), podcast
	<b>November 8-12</b>	<b>Term Break – No Lectures</b>	
9	November 15-19	Qualitative Research Methods <b>Research Design due November 15</b>	shuster (2017), podcast
10	November 22-26	Qualitative Research Methods	Marvasti (2002), podcast
11	November 29 - December 3	Data Analysis	Ch. 12
12	December 6-8	Writing Results <b>Research Proposal due December 8</b>	Ch. 14

## Lab Schedule

Subject to change. Changes will be announced and discussed in lab.

Date	Topics and Assignments
September 9	Lab Welcome
September 16	Research Ethics <ul style="list-style-type: none"> <li>• Lab assignment #1, due September 17</li> </ul>
September 23	Scientific Inquiry <ul style="list-style-type: none"> <li>• Lab assignment #2, due September 24</li> </ul>
<b>October 30</b>	<b>National Day for Truth and Reconciliation – No Lab</b>
October 7	Reviewing the Existing Literature and Selecting a Data Source <ul style="list-style-type: none"> <li>• Lab assignment #3, due October 8</li> </ul>
<b>October 14</b>	<b>Wellness Week – No Lab</b>
October 21	Measurement and Sampling <ul style="list-style-type: none"> <li>• Lab assignment #4, due October 22</li> </ul>
October 28	Quantitative Research Methods <ul style="list-style-type: none"> <li>• Lab assignment #5, due October 29</li> </ul>
November 4	Quantitative Research Methods <ul style="list-style-type: none"> <li>• Lab assignment #6, due November 5</li> </ul>
<b>November 11</b>	<b>Term Break – No Lab</b>
November 18	Qualitative Research Methods <ul style="list-style-type: none"> <li>• Lab assignment #7, due November 19</li> </ul>
November 25	Qualitative Research Methods <ul style="list-style-type: none"> <li>• Lab assignment #8, due November 26</li> </ul>
December 2	Data Analysis <ul style="list-style-type: none"> <li>• Lab assignment #9, due December 3</li> </ul>