

University of Colorado Denver
Research Perspectives
HUMN/SSCI 5023-001 (42450)

Dr. Lorna Hutchison

Term: Spring 2022 (Jan. 18– May 14)

Email: LORNA.HUTCHISON@UCDENVER.EDU

Time and Time Slot: Wed. 2:15 - 4:15 PM on:

Office Hours zoom: Wed. 11:00 AM – 12:00 PM & by appt.

Jan. 19; Feb. 16; March. 16; Apr. 20; and Apr. :

Zoom Office hours link:

Format: Remote & Online

<https://ucdenver.zoom.us/j/96102448117?pwd=ZktRY3pKeHK5NU43REFaZ21BcGlrZz09>

Office hours Meeting ID: 961 0244 8117 Password: lantern

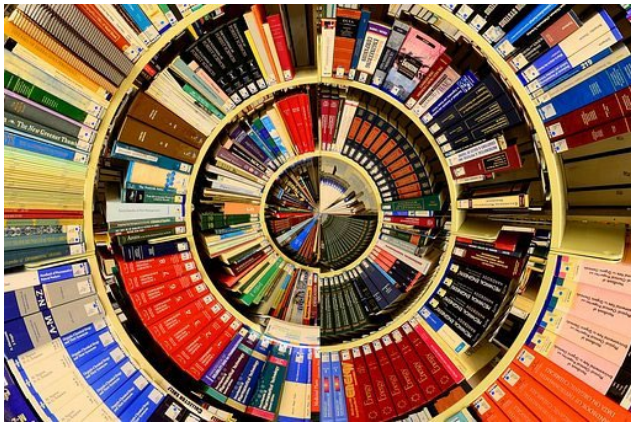
Connect to our 5 synchronous classes throughout term (recurring, use same link every week) with either the URL link or the zoom meeting ID number below:

<https://ucdenver.zoom.us/j/97448161415?pwd=cXdYVDVSZlRlUjdoN05UMS95M3BoZz09M>

Meeting ID: 974 4816 1415

Password: lantern

COURSE DESCRIPTION:



As the final core course for the Master of Humanities and Social Science program, Research Perspectives in Interdisciplinary Studies provides students with a framework for producing their thesis or project proposal. The curriculum for this remote and online version of the course is designed to assist students completing a final research proposal for their project or thesis. It provides content related to interdisciplinary research practices. It creates progressive guidance for students as they develop their research questions, models for investigating their individual topics, and frameworks for producing a

comprehensive statement of their research program. Readings, guides, and assignments are designed to foster systematic and organized habits for meeting research and writing goals and strong methodological and theoretical models for analyzing subject matter. Students will work through course materials and assignments in an online format presented in monthly modules. Instructor and students will meet remotely once a month to discuss progress and content related to advanced graduate writing and research in preparation for embarking upon the final thesis or project, the culmination of their MHMSS program.

Our course synchronous meeting dates:

Jan. 19, Wed., 2:15-4:15 PM

Feb. 16, Wed., 2:15-4:15 PM

March 16, Wed., 2:15-4:15PM

April 20, Wed., 2:15-4:15PM

April. 27, Wed., 2:15-4:15 PM

COURSE OBJECTIVES: This course provides students with a support structure in the preparation of their research proposal for the culminating study of the MHMSS program, either a thesis or a project. Upon completion of the course, and in order to fulfill course objectives, students will:

- create and develop a strong writing ethic.
- create advanced understanding of the necessary research models for their study.
- establish frameworks for staying on track and the successful completion of the master degree and its requirements.
- demonstrate comprehension of the contexts and state of the scholarship for their chosen topic.
- secure a thesis/project committee of three faculty from at least two disciplines who will be chair and readers for their study and oral defense.
- successfully deliver a final presentation of their research
- submit a research proposal that demonstrates their understanding of formal research practices, their ability to interpret data and content collected clearly, meaningfully, and independently.

Additional Course Goals:

- To effectively utilize theory and method and implement these in a cohesive research plan.
- Discuss together, ask critical questions of the material and the interconnections between theory, systems, people; and method, throughout the project/thesis preparation.
- Create a stronger knowledge base of interdisciplinary skills in writing, critical thinking, and research design.
- Develop scholarship and a project/thesis plan in terms of strategies, approaches, and methodology.
- Build our community, collaborative potential, and our holistic approaches, and strengthen our interdisciplinary and inventive potential.
- Learn to ask for support where needed; develop relationships that further the Master's project/thesis and your position as a researcher and community member.

FORMAT: Remote & online. Seminars, discussion, lectures, student presentations, online work.

Class will be conducted as a remote and online course. Students will work independently, with a peer(s), in one-on-one meetings with the instructor as necessary, and in group meetings once a month for our classes. Typically, meetings will focus on progress, group discussion of members' project/thesis topic, and issues relevant to advanced graduate-level research and writing.

Assignments focus on progressively developing elements of the proposal: a clear question/problem/claim for the research study; articulation of the established scholarship; an explanation of the methodological and theoretical approaches and frameworks to be used; and a strong literature review of the topic. Partners will rotate so that all students have the opportunity to read one another's work over the course of the term.

REQUIRED TEXTS (available through Tivoli Station Bookstore):

Booth, Wayne, et al. 2006. *The Craft of Research*. 4th ed. Chicago: University of Chicago Press. ISBN: 978-0226239736

Turabian, Kate L. 2018. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9th ed. Chicago: University of Chicago Press. ISBN: 978-0-226-43057-7.

Recommended Texts:

Graff, Gerald and Cathy Birkenstein. 2014. *They Say/I Say*. 3rd ed. New York: WW Norton. Short version.

Swales, John M. and Christine B. Feak. 2012. *Academic Writing for Graduate Students*. 3rd ed. Ann Arbor: University of Michigan Press.

Useful Websites:

UCD Writing Center: <https://clas.ucdenver.edu/writing-center/>

Online writing handbook at the University of Wisconsin, Madison:
<http://www.writing.wisc.edu/Handbook/index.html>

Chicago Manual of Style 17th ed. via Purdue University Writing Lab:
https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Please note this is a **tentative** syllabus. In the interests of our class and learning environment, your professor reserves the right to make reasonable changes to the syllabus, including the course schedule.

Other requirements:

In addition to our required texts, course readings are available on Canvas under both “Modules” and “Files.” The list of Modules organization below indicates in which Module each reading is available.

Readings are due for the class day on which they are listed – see course schedule. Our course and what we gain from it depends upon students coming to our discussion forums prepared, i.e., having read the texts and prepared independently online.

COURSE ORGANIZATION

Our course is organized around four main modules:

Module 1: Getting Down to Business and Defining your Question

Module 2: What Methods and Theories are Right for Your Study

Module 3: The Literature Review

Module 4: Putting It All Together - The Final Proposal



For the most part, the schedule for this course is self-paced. The readings and other items in the modules should be completed before you begin the assignments because they are designed to guide you in producing the element of the proposal that is the focus of the module. There are weekly "check-ins" in the form of the discussion boards. And, of course, we will meet in class once a month.

Important: the readings for our course consist of “general” material intended to serve all students in the class, as we prepare the Project/Thesis Proposal. It is important that students understand they are expected to read, in addition to the course material, literature relevant to their own specific field of study. This literature—articles, books, and other texts—must include interdisciplinary content, from which the student will work out and piece together the interdisciplinarity of their Master’s thesis or project.

MODULE 1. Getting Down to Business and Defining Your Question

READINGS FOR MODULE 1:

1. James A. Anderson, “Scholarship in Society,” in *Communication Theory: Epistemological Foundations* (New York: Guilford Press, 1996), 186-197.
2. Allen F. Repko, “Defining Interdisciplinary Studies” “Mapping the Drivers of Interdisciplinarity,” and “Beginning the Research Process” in *Interdisciplinary Research: Process and Theory* (Los Angeles, CA: Sage, 2012), 3-30.

3. Creswell, "Research Questions and Hypotheses" in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles, CA: Sage, 2014)
4. Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 3rd ed. (University of Chicago Press, 2008), 1-50. You will need this required text.

ASSIGNMENT FOR MODULE 1: Due Wed. Feb. 16 by 2:00 PM, 75 pts. max.

Statement of the Question:

In this assignment, students must clearly define both their research question, and the claim or problem that they will investigate in the thesis or project. It should be narrow enough to accomplish in a thesis or project-length study. It should justify for the reader the importance or significance of the question to its scholarly or particular context. It should briefly describe the critical and most significant position(s) in the field on this issue (you'll elaborate upon this in your literature review section) and where you as researcher stand in relation to those critical voices and why. Statements of the question set your readers up for what is to follow. Any hypotheses should be put forth here as well. Aim for a 300 - 500 word statement. Worth 15% of the final grade.

Module 2. What Methods and Theories are Right for Your Study?

READINGS FOR MODULE 2:

1. Booth et al., *Craft of Research*, 51-83.
2. Creswell, "The Selection of a Research Approach," "The Use of Theory," and "Qualitative Methods," in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles, CA: Sage, 2014).
3. Creswell, "Quantitative Methods," in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles, CA: Sage, 2014).
4. Valerie Malhotra Bentz and Jeremy J. Shapiro, "From Positivism to Postmodernity: The Mindful Inquirer as a Philosopher," in *Mindful Inquiry in Social Research* (Los Angeles, CA: Sage, 1998), 15-35.
5. Guba, E. & Lincoln, Y. "Competing Paradigms in Qualitative Research," in N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (Thousand Oaks: Sage Publications, 1994), pp. 191-215.

ASSIGNMENT FOR MODULE 2: Due Fri. March. 18 by 11:59 PM, 75 pts. max.

Statement of the Methods and Theories:

In the methods and theories section of the proposal, you must explain how (method) you are collecting data/content AND what analytic theories (models) and/or frameworks (aka "lenses") you are using to make sense of the content you are collecting. This is an explanation of the scholarly mode in which you will investigate the topic and explain why it is an appropriate approach. Keep in mind that close reading is as much a methodological approach (sometimes called a hermeneutic) as doing interviews with subjects or collecting quantitative data that you would analyze. Theoretical models are important when it comes to deciding how you want to frame material you have read or collected (i.e., your "data") in your interpretation. Approx. 750 words. Worth 15% of the final grade.

Module 3: The Literature Review

READINGS for MODULE 3

1. Booth et al., *Craft of Research*, 103-151.

2. Creswell, "Review of the Literature" in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles, CA: Sage, 2014).
3. Allen F. Repko, "Conducting the Literature Search," in *Interdisciplinary Research: Process and Theory* (Los Angeles, CA: Sage, 2012).

RESOURCES FOR MODULE 3

- Crafting a Literature Review 2012
- Literature Review Matrix Template1(xls)
- Literature Review Matrix Template (doc)
- Berg LitReview
- Melanie Shellenbarger Lit. Review Spring 2006
- Literature Review Latino immigration sample

ASSIGNMENT FOR MODULE 3: Due Fri. April 15, 2022 by 11:59 PM, 75 pts. max.

Please note, for the Lit. Review, and so as to avoid multiple assignments due same day/week, I'm assigning the due date on a day when we do not have synchronized class together. Next week, class presentations begin.

The Literature Review:

Literature Review (sometimes called the State of the Research): this is a 4-5-page (ca. 800-1000-word) overview of the various authoritative positions and voices contributing to the conversation or discourse around your topic. What's the "they say" of your topic? Who are the authoritative voices, and what is their position on your topic's question? To craft this statement, use your annotated bibliography and develop it into a fleshed-out, prose statement. Worth 15% of the final grade.

Module 4: Putting it All Together – The Final Proposal

There are no typical text-readings for Module 4. Instead, you'll engage with Module 4 by covering the following forms, samples, and information sheets that should aid you with your final course step.

- Research Perspectives Preparing for the next steps

SAMPLE MHMSS STUDENT PROPOSALS

- Hopkins Alena MH thesis
- Schreiner MSS Project
- Senn MH Thesis
- Tribbett MH thesis
- Mann MH project curriculum
- Partridge MSS thesis

FORMATTING AND GUIDE FOR THE FINAL PROPOSAL

- MHMSS – MH/SSCI thesis project proposal guidelines.pdf
- Guide Formal presentation

FINAL PROPOSAL APPROVAL FORM

- MHMSS thesis project approval



ASSIGNMENTS and GRADING:

Students have the potential to make 500 points total on the combined assignments. Any assignment handed in after the due date and hour will be graded at 80% of the assignment's total possible points; each additional day late thereafter will incur a 10% penalty. **Please note: assignments more than 3 days late will not be accepted. All assignments must be submitted to Canvas, under Assignments.**

All written work for the course should be appropriately formatted with correct end-, foot-, or internal -note citation using the Chicago author-date style as outlined in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* 9th ed.

See also policy below regarding assignment due dates and late work.

This iterative process aims to have the student work consistently on producing content over the semester such that by the final weeks of the course the main research and work will be completed and all that will be needed is the assembling of the proposal elements into a seamless presentation.

ASSIGNMENTS SUMMARY:

Statement of the Question	15% 75 points	Due: Wed. Feb. 16, 2:00 PM
Statement of the Methods and Theories	15% 75 points	Due: Fri. March 18, 11:59 PM
Literature Review	15% 75 points	Due: Fri. April. 15, 11:59 PM
Final Class Presentation	15% 75 points	Wed. Apr. 20 & Wed. Apr. 27
Descriptive Abstract	5% 25 points	Due: Wed. May 4. 11:59 PM
Final Proposal:	20% 100 points	Due: Thurs. May. 12, 11:59 PM
Course Participation	15% 75 points	

The written assignments are as follows:

Statement of the Question: In this assignment, students must clearly define the question, claim, or problem that they will investigate in the thesis or project. It should be narrow enough to accomplish in a thesis or project length study. It should justify for the reader the importance or significance of the question to its scholarly or particular context. It should briefly describe the critical and most significant position(s) in the field on this issue (this will get elaborated in your literature review section) and where you as researcher stand in relation to those critical voices and why. Statements of the question set your readers up for what is to follow. Any hypotheses should be put forth here as well. Aim for a 300-500 word statement. Worth 15% of the final grade.

Statement of the Methods and Theories: In the methods and theories section of the proposal, you must explain how (method) you are collecting data/content AND what analytic theories (models) and/or frameworks (aka "lenses") you are using to make sense of the content you are collecting. This is an explanation of the scholarly mode in which you will investigate the topic and explain why it is an appropriate approach. Keep in mind that close reading is as much a methodological approach (sometimes called a hermeneutic) as doing interviews with subjects or collecting quantitative data that you would analyze. Theoretical models are important when it comes to deciding how you want to frame material you have read or collected (i.e., your "data") in your interpretation. Aim for about 750 words. Worth 15% of the final grade.

Literature Review (sometimes called the State of the Research): this is a 4-5-page (ca. 800-1000-word) overview of the various authoritative positions and voices contributing to the conversation or discourse around your topic. What's the "they say" of your topic? Who are the authoritative voices, and what is their position on your topic's question? To craft this statement, use your annotated bibliography and develop it into a fleshed-out, prose statement. Worth 15% of the final grade.

Descriptive Abstract: Reduce your thesis/project idea to an abstract of 250 words or less. You must still retain the content and include the main points and any hypothetical conclusions or outcomes. Further resources on writing an abstract are included in the module in which this assignment is located. Worth 5% of the final grade.

Final Class Presentation: The last meeting will be used for final presentations of your proposal topics and cumulative research for the semester. Length to be determined (depends on number of students enrolled), but there will be a question and answer period to follow. Presentations should introduce your topic, explain its relevance and what your intervention in the material constitutes. Students will discuss their research strategies in detail. This exercise is designed to prepare you for your final oral examination at the end of your thesis or project writing where you are expected to be the authority on your subject matter and field questions from faculty. Assignment is worth 15% of the final grade. Graded on a 100-point scale.

Final Proposal: The culminating project for the class. This will define your project/thesis exam. Details will unfold in class. Assignment is worth 20% of the final grade. **Due: Thurs. May. 12 by 11:59 PM.**

Course participation: Participation is constituted by attending remote sessions and workshopping your ongoing research with your class peers. This latter will take the form of a Discussion Board in which you must participate weekly (or, depending on the number of students in the class, participate those weeks students lead the discussion thread). These interactions will primarily consist of posting work to date each week and providing feedback to your peers on their posted work. The Discussion Board will provide more details on the weekly interactions. Weekly discussion boards must be completed by the following week (1 week in duration each). I will review these and weigh in as necessary. Mainly they are a forum for you to establish a quasi-writing group experience. Worth 15% of the final grade.

The grading scale is 93-100%=A, 90-92%=A-, 88-89%=B+, 83-87%=B, 82-80%=B-, 78-79%=C+, 73-77%=C, 72-70%=C-, 68-69%=D+, 63-67%=D, 62-60%=D-.

COURSE POLICIES and PROCEDURES

ATTENDANCE and PARTICIPATION: Because this is a graduate seminar, discussion of assigned readings, process, and topics is key to a full and enriching experience for all participants. Grading criteria for participation include: *active listening; demonstrating cumulative learning; making thoughtful comments; preparedness; questions and responses to the course material; discussion board postings online; willingness to allow others to speak; and responding constructively to feedback.*

Attendance, too, is important. That said, we're in the later stages of a pandemic and have no doubt experienced some level of struggle, and perhaps continue to do so. Please get in touch with me in advance (excluding emergencies that exclude this possibility, of course), if you have to miss or to come late to a class session. I'm outlining some of the regular term attendance and participation policies for the course, but want to emphasize that this is obviously a very difficult time for everyone. Please know that I am here and available for discussion should difficulties arise for anyone in the course. Students who miss multiple classes should consider withdrawing from the course. We meet 5 times in person over the term, so each meeting is key to your progress in the course. It is the responsibility of the student to withdraw according to university rules. Observant students will be accommodated for religious holidays. Please notify me in advance if you must miss a class for such a purpose.

Students are encouraged to bring grounded arguments and discussion to class and know that they are not graded on their political, religious, racial, sexual, or ideological points of view. For any discussion, students should aim to honor principles of free and open discussion, debate, tolerance, civility, and respect for one another. It is my policy to foster an open, supportive and safe environment for learning. I welcome suggestions for improved classroom experience. All communications with me is kept in strict confidentiality.

See CU Denver's policy on attendance: https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/7030.pdf?sfvrsn=6f26bfb9_0

CLASS ASSIGNMENTS AND GRADING:

Please discuss with me if anything comes up, I am committed to accommodating students during this global crisis. Communicate with your professor, and when circumstances permit, do so in advance of due dates.

PLEASE NOTE:

- **In order to pass this course, students must complete all of the assignments.**
- **Submit all assignments via Canvas to the appropriate Assignments folder.**
- **Students will need to present on the day they are scheduled for presentations to earn credit. Our schedule cannot accommodate missed presentations.**
- **And finally, I will not accept late Final Proposals; aim to plan as best you can.**

COURSE COMMUNICATION: Office Hours: Weekly, Wed. 11:00 AM– 12:00 PM & by appt.

It's likely I'll communicate with students via e-mail between classes. Each CU student is provided with a uniform university e-mail account. This is the official e-mail address for CU students and the only e-mail account through which professors are permitted to communicate with students (re: university policy on privacy and privacy protection). Please check your e-mail account regularly so as to not miss contact and important class information. You are responsible for any messages, including assignment and schedule changes, I send you via e-mail. Students may contact me via e-mail—please see address near top of syllabus—and also meet with me during office hours or by appointment.

Out of courtesy to all participating in this seminar, please turn off cell phones during our class time together and observe zoom chat and online etiquette. Adherence to the Student Academic Honor and Conduct Code is expected. **The Student Conduct Code** may be found at:

<http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf>. For any argument/position posed in discussion, students must provide grounded reason and evidence in honor of principles of free and open discussion, debate, tolerance, civility, and respect for one another. It is my policy to foster an open, supportive and safe environment for learning.

Academic Freedom: <https://www1.ucdenver.edu/free-expression/>

Plagiarism Policy: Plagiarism is the act of appropriating the literary or other creative composition or work of another author, or excerpts, ideas, or passages there from, and passing the material off as one's own creation. <https://clas.ucdenver.edu/faculty-staff/policies-procedures/handling-academic-dishonesty/definition-academic-dishonesty>. This course assumes your knowledge of these policies and definitions. See also:

<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx> and: <http://catalog.ucdenver.edu/content.php?catoid=6&navoid=530>. If a finding of plagiarism has been made by the instructor and/or by other members of the MHMSS faculty, the student may be assigned a failing grade in the course. At the discretion of the instructor, the student may fail the course and be asked to leave the MHMSS graduate program. Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty.

CLAS Incomplete Policy: The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. This CLAS policy is consistent with the UCD campus policy. Incomplete grades "I" are NOT granted for low academic performance. **Faculty are not required to award an Incomplete.** To be eligible for an Incomplete grade, students MUST (1) have successfully completed a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments **with the original instructor**. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is required. Incompletes cannot be awarded that stipulate (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 1030. For more information, please see: https://clas.ucdenver.edu/faculty-staff/sites/default/files/attached-files/incomplete_policy_and_form_rev_12.20.pdf

Disability Inclusion Statement: The office of Disability Resources and Services (DRS) provides support for students with disabilities: you can find them at their website <http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx> or by calling (303) 556-3450/TTY or (303) 556-4766. To access their services, you will need to provide documentation of disability.

Census Date: All students must be officially registered in this class by census date (see registration and academic deadlines at the end of this syllabus). Students who are not officially registered by this date will **not** be allowed to add the course. This are no exceptions to this *college* policy, which lies outside of the control of the instructor.

Please see following link for the Spring 2022 Academic Calendar, which includes important deadlines and dates: <https://www.ucdenver.edu/student/registration-planning/academic-calendars/spring>

Family Educational Rights and Privacy Act (FERPA) <http://www.ucdenver.edu/student-services/resources/Registrar-dev/StudentServices/Pages/FERPA.aspx>

Discrimination and Harassment Policy and Procedures: Please see:

<https://www1.ucdenver.edu/offices/equity/university-policies-procedures>

<http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/>

Grade appeal policy or other issue with course/instructor: (1) meet with the instructor face-to-face; (2) if not satisfied, meet with the head/chair of the department/unit; (3) if not satisfied, appeal to the CLAS Associate Dean. No step in this process may be skipped. <https://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf>

CU Denver Campus Safety Protocol

Due to the increased transmissibility of variants, all individuals regardless of vaccination status are required to wear masks while indoors on campus.

Vaccinated Individuals: **Vaccinated individuals may remove their masks indoors when able to maintain 10 feet of social distancing.**

Unvaccinated Individuals: **Must complete the daily online health check; Must wear face coverings at all times while indoors; Must get tested for COVID-19 on a weekly basis beginning in August 2021.**



Online discussion prompt facilitator

Each student will be in charge of devising one Discussion Board prompt and facilitating online discussion with their peers that week. Students have been designated a week to devise and post the prompt and facilitate the discussion as a peer-leader, please see the Course Schedule below. The discussion prompts dates and student leader name are marked on the syllabus Course Schedule with the following icon:

Your task as Online discussion prompt facilitator:

In a few sentences, formulate a single prompt on anything around the writing process related to the topic of this course, such as a research plan challenge you're facing and would like to discuss that week.

Examples of Discussion Board prompts:

"Hearing from others: What tool do you use to store and manage your bibliographies?"








"Your writing schedule: How have you organized your weekly writing schedule? When is the best time of the day for you to write?"


You'll post your prompt on the Discussion Board as a peer-group discussion thread. Your task is to monitor and facilitate the discussion from the Thurs. to the following Thurs. class period of the assigned week.

All students in the course will engage with that week's discussion thread. Peer discussion engagement and communication posted on the Discussion Board will go toward your participation grade.

Darcy	from Jan. 26 ending Feb. 2	Casey	From March 2 ending March 9
Alex	From Feb. 2 ending Feb. 9	Sharifa	From March 9 ending March 16
Matt	from Feb. 9 ending Feb. 16	Emily	from March 30 ending April 6
James	from Feb. 23 ending March 2	Stephanie	from April 6 ending April 13

CLASS SCHEDULE

Date	Class Events and Assignments Due
January	
Week 1 – 19 Jan. <i>In-person class meeting</i>	Introduction, overview, student introductions -Welcome!
Week 2 – 26 Jan. Defining Your Research Question	See Readings for Module 1 (above on syllabus)  online discussion prompt facilitator – Darcy
February	
Week 3 – 2 Feb. Defining Your Research Question	See Readings for Module 1 (above on syllabus)  online discussion prompt facilitator – Alex
Week 4 – 9 Feb. What Methods & Theories are Right for Your Study	See Readings for Module 1 (above on syllabus)  online discussion prompt facilitator – Matt
Week 5 – 16 Feb. <i>In-person class meeting</i> -addressing your questions -MHMSS graduation packet overview -overview: stmt. of the methods & theories?	Due: Statement of the Question Today, Feb. 16. (by 2:00 PM) <i>Module 2 begins</i>
Week 6 – 23 Feb. What Methods & Theories are Right for Your Study?	See Readings for Module 2 (above on syllabus)  online discussion prompt facilitator – James
March	
Week 7 – 2 March What Methods & Theories are Right for Your Study?	See Readings for Module 2 (above on syllabus)  online discussion prompt facilitator – Casey
Week 8 – 9 March What Methods & Theories are Right for Your Study?	See Readings for Module 2 (above on syllabus)  online discussion prompt facilitator – Sharifa
Week 9 – 16 March <i>In-person class meeting</i> Overview: Literature Review	Coming up: Due: Statement of the Methods and Theories) Fri. March 18, 11:59 PM <i>Module 3 begins. See readings Module 3.</i>
Week 10 – 23 March Spring break	<i>Spring break, no classes</i>
Week 11 – March 30 The Literature Review	See Readings for Module 3 (above on syllabus)  online discussion prompt facilitator – Emily

April	
Week 12 – 6 Apr. The Literature Review	See online material Module 3 & 4 (above on syllabus) Optional: you can submit your Literature Review today if you would like to receive feedback before your final presentation.  online discussion prompt facilitator – Stephanie
Week 13 – Apr. 13 Putting it all together: The Final Proposal	See online material Module 4 Coming up: Due: Literature Review Fri. April 15 (by 11:59 PM)
Week 14 – 20 Apr. <i>In-person class meeting</i> Putting it all together: The Final Proposal	-Presentations of final projects- See online material Module 4
Week 15 – 27 Apr. <i>In-person class meeting</i> Putting it all together: The Final Proposal	-Presentations of final projects- See online material Module 4
May	
Week 16 – May 4	Students work on their Final Proposals Due: Descriptive Abstract, Today (by 11:59 PM)

Final Proposal Due: Thurs. May. 12, 11:59 PM submit via Canvas