

York University
Faculty of Liberal Arts & Professional Studies
Department of Sociology
AP/SOCI 2030 6.0A - Sociological Research Methods
Summer 2022

Course Director: Heather L. Garrett, (call me Heather)
E-mail: hgarrett@yorku.ca
Office: N141 Ross
Office Phone: (416) 736-5014 x 88712
Office Hours: By appointment
Class Time: Monday, Tuesday, Wednesday, Thursday @ 8:30-11:30 in 002 ACE

Course Description:

This is a course about social science research methodology. It has been designed to improve students' abilities to read, evaluate and produce social research. Throughout the course we will learn about methodological issues relevant to the study of different aspects of society and the skills needed to critically analyze and carry out research within the discipline of sociology. Both qualitative and quantitative research methods will be critically assessed. This critical approach will draw attention to the ways in which many aspects of the research process interact with notions of power. Among the methods to be considered and compared are: experiments, surveys, field research, interviews, oral history, focus groups unobtrusive methods, and content analysis.

As we focus on the social research process we will learn how to conduct a research project and how to understand and critically evaluate research studies, findings and reports. The skills you will develop in the course will benefit you as both a producer and a consumer of empirical research. These skills are important for researchers as well as individuals in society who rely on social scientific knowledge in support of public policy and social action. The abilities you will acquire are essential in any career or undertaking that relies on empirical evidence and analysis as the basis for rational decision making.

Course Organization:

The first half of the class will generally be a lecture. There will be one break. The remaining time will generally be a mix of in-class discussions, activities, videos and face-to-face interaction in break-out discussion groups, with specific activities varying from week to week. Students are expected to participate by entering into discussions about course materials. You are strongly urged to share your thoughts and opinions in this class. The course is challenging and requires a high level of commitment and participation. Attendance matters to the conduct of the course. If you will **not** be able to attend lectures, participate and keep up with readings and course work on a weekly basis, you are probably better off not taking this course.

The lectures, activities and required readings will focus on a variety of social issues and a broad range of research methods. Although aspects of the readings will be covered in class, the lectures will not merely be a review of the readings. Rather, lectures will expand on concepts and ideas covered in the course text and videos and enable students to engage with course materials in hands-on activities and exercises. Some of the topics we will touch on will include the relationship between theory and method, ethics, sampling, measurement, data collection and data analysis.

The lectures will also explore the rationale and appropriateness of different research methodologies. Procedural steps involved in each research method will be presented and

discussed with particular focus on their strengths and limitations. Class meetings will be the main locus for discussion of readings, assignments and test preparation in the course. The lectures will serve to enhance your understanding about social research, its meaning and its role in the production of knowledge.

Learning Objectives:

- Increased knowledge of the social scientific research process and different research methods
- The development of analytic skills to better understand social research
- Improved understanding of the role of power and ideology in social research
- Improved communication and writing skills

Learning Activities: The following overlapping activities are designed to facilitate learning:

- Attending classes
- Participating in face-to-face in-class discussions and activities
- Completing assigned readings
- Studying for and writing tests
- Working on study guide exercises
- Working on and submitting a research proposal paper

Summary of the Final Grade¹: Final grades will be based on the following components:

Course Component	Weight
First In-class test	25%
Second In-class test	25%
Research Proposal Paper	30%
Final In-class test	20%
Total	100%

The following letter grades will be used in this course:

A+	Outstanding	90 - 100 %
A	Excellent	80 - 89 %
B+	Very Good	75 - 79 %
B	Good	70 - 74 %
C+	Satisfactory	65 - 69 %
C	Fairly Satisfactory	60 - 64 %
D+	Poor	55 - 59 %
D	Very Poor	50 - 54 %
E	Marginally Failing	40 - 49 %
F	Failing	00 - 39 %

Assignments and Evaluation:

In-Class Tests: Three in-class tests will be written. The focus of the tests is on your ability to work with and **apply** materials from lectures, discussions, readings, the study guide and videos. The types of questions you may be asked will include multiple choice, true/false, short answer or essay answer questions. The memorization, understanding and application of

¹ Please note that failure to complete any component of the course can result in a final grade of F.

course materials, concepts and terms will be necessary. Please note that, if you miss a test, make-up tests will **not** be automatically granted. See the section below about missed tests.

Research Proposal Paper: The paper will include the following parts: an Introduction section, a Methods section, a References section and an Appendix. Detailed information about requirements for each section of the paper can be found in the handout to be posted in eClass. See the sections below regarding plagiarism and deadlines.

Required Readings:

- Text: Babbie, Earl Jason D. Edgerton and Lance W. Roberts, (2021). *Fundamentals of Social Research*. Fifth Canadian Edition. Scarborough: Nelson Education Ltd.
- Course Study Guide: This guide includes extra course materials, lecture exercises and test review questions. It is available online in eClass.

eClass and Student Internet Access:

All students are required to set up access to eClass. To learn about using eClass, read the Student Resources section. Students must be able to access web-based teaching materials and may be required to submit contributions to online assignments. This work can be done from a York University computer lab or from your computer provided that students have access to the internet. Please contact the UIT Helpdesk for specific computer system requirements.

eClass Troubleshooting: All web-based links to course materials are checked to verify that they are active and live before they are posted. If you have problems accessing web-based course materials, it is up to you, not your instructors, to contact the UIT Help Desk. If you are unable to access the materials you need from your computer, use the computers in the labs on campus at York.

- Ask relevant questions at the UIT Help Desk in the Computing Commons at the William Small Centre or the first floor of the Scott Library
- UIT Help Desk Phone: 416-736-5800
- UIT Help Desk Email: askit@yorku.ca
- Online: <http://www.yorku.ca/computing/students/contactus/index.html>

Course Policies:

The course adheres to Senate and Faculty of Liberal Arts and Professional Studies rules and guidelines on matters related to grade standards, absences for religious observance, plagiarism and academic dishonesty, students with special needs, and other matters. In addition the course is governed by course policies prohibiting the use of cell phones in class and guidelines for student conduct in class and during internet based assignments. All students are expected to familiarize themselves with the following information, available at the York University Secretariat website: <http://www.yorku.ca/secretariat/policies/>

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Religious Observance Accommodation
- Student Conduct Standards

Statements on the above and other policies can be found below. Other useful information is included in the 2021-2022 Undergraduate Supplemental Calendar for the Department of Sociology. If any of these policies are unacceptable to you, you should drop this course immediately.

Health and Safety: As part of York's Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, when mandated, students must comply with all University health and safety protocols, including:

- Self-screening using the YU Screen tool prior to coming to campus for any in-person activities
- Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell or if you answer YES to any of the screening questions
- Wearing masks or face coverings that completely cover the mouth, nose and chin while on campus
- Avoiding eating and drinking in classrooms, research and in shared spaces, where eating is explicitly not permitted (e.g., Libraries)
- Engaging in good hand hygiene
- Following instructions in designated spaces, as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional and other shared spaces (e.g., Libraries), when applicable

Information about COVID-19 health and safety measures can be found on the Better Together website. The Senate Executive Committee's Principles to Guide 2021-2022 Course Planning encourages us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Grading: Please keep in mind that you must **earn** the grade you 'need' to receive by the end of the course. If you need an A to apply to Teacher's College or Law School, a C+ to graduate or a C because you have received an academic warning **it is up to you, not your instructors, to do the work that you need to do to get the grades you want.** Set a goal for yourself and work towards achieving it. Please consult with your instructors **before the drop deadline** if you find that you are having difficulty reaching your goal. It is your responsibility to arrange for an appointment to discuss any grades for tests, assignments and the research proposal paper you have earned throughout the course prior to the course end date.

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). For example, if a student earns 64 points out of a maximum of 80 points on the first test, his/her grade will be recorded as: $64/80 \times 25 = 20.0$. A similar calculation will be done for the other components of the course. There will be no "rounding" for each component until the final grade is calculated. There is no "bell curving" of grades for each component of the course work or for the final grade. Extra assignments for extra credit will not be provided during the course or after the course end date. See the York University Undergraduate Calendar for a full description of the York grading system.

Grade Review Request: You may request that a grade you receive on course work be reviewed. To request a grade review, you are required to 1) submit the graded copy of your work to your instructor or TA within **1 week** of the grade being returned to the class, and 2) include **in writing** a specific academically grounded reason for the review. Your TA or instructor will review your work and arrange to meet with you to discuss it. The

academically grounded reason you provide will vary depending on the assignment. Here are some examples of reasons you may have for requesting a review for a test:

- Please review Multiple Choice #7. I have C circled and it is marked wrong.
- Please review Short Answer 2a. I have all 5 points.
- Please review Short Answer 4b. I have the exact definition from the textbook on page 7 but I did not receive the mark.
- Please review the grade for Test1. I don't think the grade is added up correctly. I should have 78/100 not 75/100.

Please note that a request for a grade review may result in the original grade being raised, lowered or confirmed. Further information regarding the Sociology Department's grade review process is available here: <http://soci.laps.yorku.ca/courses/grades/>.

Your Final Grade: At the end of the course you will have received grades for some but not all of the components of your final grade. **Please do not email your instructors for these grades once the course is finished.** Please also note that emails regarding final grades and grade breakdowns sent before final grades are released by the Registrar's Office will not be answered by your instructor and these grades will not be posted. Similarly, individual grades and grade breakdowns will not be emailed after final grades are released by the Registrar's Office. A breakdown of your final grade will be available in the Sociology Department (2060 Vari Hall) and can be viewed **after** final grades are released by the Registrar's Office **and after** course work is released by the Sociology Department. It is your responsibility to check your grade. Your final piece of course work will remain on file in the Sociology Department (2060 Vari Hall) and can be viewed after the final grades are released by the Registrar's Office and course work is released by the Sociology Department. Once you have checked your final grade breakdown and final piece of course work in the Sociology Department, please review York's policies. York's policies regarding final grades should be reviewed **before** you contact your instructor.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. The deadlines for the class have been set so that you will be able to keep up with course work. Accordingly, assignments for this course must be received on the due date specified for the assignment. All assignment due dates will be posted online within the eClass platform. All course assignments are to be handed in to your instructors in lecture on the specified due date. Attachments will not be accepted. A signature may be required for some pieces of work.

Lateness Penalty: Assignments received later than the due date will be penalized. **Extensions will not be automatically granted.** If you miss an assignment and do not contact your TA or instructor **prior** to the deadline when possible and/or cannot provide formal documentation explaining your absence, you will receive 0 (zero) for this component of your grade. The penalty for all written components of the course will be half a letter grade per day late (e.g., B+ to a B). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., **may** be entertained by your TA or instructor and will require supporting documentation (e.g., an attending physician's statement and/or doctor's note) when possible if you have arranged for an extension **in advance**. If you have arranged for an extension and do not submit the work by the new date, the same penalties will apply. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Missed Test Policy: The dates for the in-class tests have been set so that you will be able to keep up with course work. **Make-up tests will not be automatically granted.** If you find that it is necessary to miss **one** of the tests in the course please contact your course instructor by email at least **24 hours prior** to the test when possible if you are physically unable to write it. If you miss a test and do not contact your course instructor at least **24 hours prior** to

the test and/or cannot provide formal documentation explaining your absence, you will receive 0 (zero) for this component of your grade.

Test Day: Please familiarize yourself with the following test day procedures and policies:

- Arrive on time
- Put all bags, books, purses and personal belongings at the side of the room
- Make sure you have a working pen and pencil
- Make sure you have a working calculator
- Use pen only for multiple choice answers
- Have your York Photo ID card ready for invigilators to check
- Turn all cell phones and electronic devices off and put them away
- Take off hats and sunglasses
- Refrain from talking when the test is being distributed, while the test is in progress and when you hand in your test
- Raise your hand to ask to go to the washroom
- Leave the room quietly

Test Question Instructions: Please familiarize yourself with the following test instructions:

- Calculate = use mathematical processes to determine an answer
- Show all of your work = provide the mathematical calculations used to determine your answer
- Define = provide an exact definition of a term or concept from the textbook or lecture slides
- Identify = provide an exact term or concept from the textbook or lecture slides
- Describe = briefly describe a term or concept using information from the textbook or lecture slides
- Provide an example = briefly provide an example
- Briefly = provide one word, one term, one point, or one to two sentences only; a paragraph is not required
- If asked to provide 2 examples or terms, provide 2 as only the first 2 will be graded
- Do not provide extra information
- Use point form rather than sentence form unless instructed to use sentence form
- Clearly write or print your answers
- Clearly circle the correct multiple choice or true false answer; if you change your mind, clearly identify the answer to be graded

Meetings and Office Hours: Please see above for the day when office appointments will be held. To make sure I am able to have a meaningful discussion with you, you are encouraged to make an appointment. Please email to arrange an appointment or make an appointment with me after class. We will work together to arrange a time to meet. Please note that when I arrive at the classroom, it is necessary for me to set up for our class and I may not be able to give you my full attention. I therefore kindly ask that you do not submit assignments or documentation or ask me questions regarding personal issues or course matters prior to class until I am finished setting up. Once I am ready to start the class, I am happy to address your concerns. I am also available to meet with you briefly during break or when class is dismissed.

Course Attendance and Progress: If you find yourself experiencing a valid and/or ongoing medical, personal or emergency situation which is hindering your progress and/or attendance in the course, please contact your instructors and let us know as soon as possible. You will need to make an appointment with your instructor and/or TA and may be asked to provide an original copy of formal written documentation related to your situation and then we can work

together to make appropriate arrangements. For example, if you are ill, we will need to see an attending physician's statement (available on the York Registrar's Office Website) or if someone close to you is ill or dies, we will also need to see official documentation. It is your responsibility to let us know what your circumstances are before arrangements can be made. Personal emergencies are unforeseen events that can be formally documented such as jury duty, a serious illness or the death or serious illness of a family member. 'Family' and 'personal' problems and emergencies must be formally documented. Please note that we do **not** consider conflicting courses, other course deadlines, work schedules, the writing of LSAT exams, computer and printer malfunctions or travel arrangements for personal vacations that interfere with this course to be valid personal emergencies. **Bottom Line:** It will be easier to take your circumstances into consideration if you let us know about them **before** missing a deadline or test.

Plagiarism and Academic Dishonesty: York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty. It is the responsibility of each student to understand and adhere to the guidelines concerning plagiarism and academic dishonesty outlined in the Senate Policy. Students are **strongly** advised to become familiar with York's policies on Academic Integrity. Please ask your instructors if you have any questions regarding these serious issues. As a precaution, I require that you keep a copy of all of your rough notes, drafts, sources and work until you have received your final grade for the course from the Registrar's Office and you have decided not to petition any final grade received. You should be prepared to submit copies of your sources, work, rough notes and drafts on request. Keep all copies of your computer files for course papers, assignments and work on both your hard drive and a backup disk, drive or the cloud so that you will have an extra copy of your work if needed.

ESL Students: All students who have difficulty writing, especially ESL students, are **strongly** advised to attend writing programs on campus, as written work will be graded based on syntax and grammar.

Access/Disability: Please let your course instructors know if you require any assistance with the course. It is up to you to let your course instructors know what your needs are within the first two weeks of class so that we can accommodate them. You must provide an original copy of formal written documentation from one of the centres on campus related to your specific needs and then we can work together to make the appropriate arrangements for completing course work. York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. It is your responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are also encouraged to schedule a time early in the term to meet with your instructor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

Religious Observance Policy: York is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates proposed in this syllabus for course work or an in-class test conflict with dates of special significance in your religion, contact the instructor within the first two weeks of class. We will work together to arrange alternative dates to accommodate individual needs. Should an in-class test or an assignment to be completed scheduled later in the term pose such a conflict, contact the instructor immediately. The policy and procedures involving religious observance are available at: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>.

Electronic Correspondence Policies: Please note the following policies regarding email, course notes, grades, course announcements, written submissions and documentation for the course:

- Course notes and announcements will be posted on eClass, therefore if you do not have access to eClass please arrange for it as soon as possible; these announcements will be emailed to the email account you have specified in eClass
- Make sure that your email account is not at maximum capacity (i.e. clean out your spam and trash, ask for quota relief) so emails do not bounce back when sent
- Clearly state in the subject line of any email correspondence the subject of your email and the course code SOCI 2030A
- Always email your instructor a short follow-up email about any personal or course matters we have discussed before or after class, or during a phone call or appointment
- Always keep a backup copy of any email correspondence you send to your instructor, TA or your class members
- Forward your **original** email if you do not hear back from your instructor within 48 hours, as I have obviously not received your original email
- Student attachments and web links will not be opened so please do not send anything to your instructor as an attachment or web link, rather, please include anything you need to send in the body of your email
- The instructors will not read drafts of course assignments and respond electronically as this type of exchange is better suited for a meeting during an office appointment
- Grades and feedback for course assignments will be returned in class and not emailed to students during the course
- Final grades for course components and grade breakdowns will not be emailed

Cell Phone and Electronic Technology Policies: Please note the following policies regarding any type of electronic device and cell phones for the course:

- Laptops or tablets may be used in the classroom
- Cell phones are not to be used in the classroom
- All other types of electronic technology devices are not to be used in the classroom
- Cell phones and all other types of electronic technology devices must be turned off in the classroom
- If any of your electronic devices make a noise during the class, you will be asked to leave for the remainder of the class
- If you are expecting an important call or text during the class, use the “vibrate only” ring mode; when you receive the call or text, please leave and return when you are finished
- If you use your electronic technology devices during class after being asked not to by your instructors, you will be asked to leave for the remainder of the class
- A calculator may be used in class and during tests, however, cell phones may not be used for mathematical calculations during tests

The Classroom Environment: Please note that everyone sees the world from a different perspective and various social issues may affect people personally. In order to create a positive learning environment in the class please take into consideration the following:

- If you have a question, ask your instructor or TA – most likely others will benefit
- Treat everyone in the class in a professional manner with respect and courtesy
- Communicate during the class in a professional manner with respect and courtesy
- Listen when your instructor, your TA or a colleague is speaking and refrain from engaging in individual conversations; if you find it necessary to continuously talk during class, you will be asked to leave for the remainder of the class

- Keep an open mind and be willing to meaningfully discuss concepts and issues
- Avoid making judgmental, negative, stereotypical or inappropriate comments in the class based on race, class, ethnicity, sexual orientation, ability, religion, age or gender
- If you find it necessary to arrive late, leave early or leave class during the class, please consider how this affects other students in the class and make sure to sit close to the exits and/or at the side of the room, use the back doors and leave and enter as quietly as possible so others are not disturbed
- During tests, refrain from talking and enter and exit the classroom as quietly as possible (i.e. quietly shutting doors and refraining from scraping chairs) so other students are not disturbed

Student Conduct: Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Information about the student code of conduct is available on the York website. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving student conduct and disruptive and/or harassing behaviour by students in academic situations is available on the York website.

Ethics Review Process: York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants*. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your course instructor immediately.

Calendar: The learning topics and assignments for this course may be found at the end of this syllabus. There are 19 topics, each corresponding approximately to one to two classes of instruction. The dates for each unit are available below. In addition, each “unit” in the course has its own specific readings and learning activities. The dates and readings for each topic are available to registered students in eClass.

Some Undergraduate Sessional Dates for Summer (Term S1) 2022:

May 13	Last date to add a Term S1 course without permission of the course director.
May 13	Last date to announce components of final grades for Term S1 courses.
May 20	Last date to add a Term S1 course with permission of the course director.
June 06	Last date to drop a Term S1 course without receiving a grade. ²
June 20	Last date to withdraw from a Term S1 course and receive a W on transcript
June 20	Last date to submit Term S1 course work for 2030 6.0.

² Dropping 2030 without receiving a final grade may be important as an F grade will be included in the calculation of your overall grade point average and this will affect your academic status and standing at York.

AP/SOCI 2030A Calendar

(Subject to revision as the course proceeds)

Date	Topic	Notes
Mon. May 09	Unit 1: Introduction to the Course Readings: no readings this week	Get your textbook
Tues. May 10	Unit 2: Why Study Social Research? Readings: Babbie, Edgerton and Roberts, Chapter 1	
Wed. May 11	Unit 3: Understanding and Evaluating Social Research <u>Online Reading</u> : Find and bring a <i>newspaper article</i> on social research to class today	Bring a <i>newspaper article</i> on social research to class
Thurs. May 12	Unit 4: The Research Process Readings: Babbie, Edgerton and Roberts, Chapter 2	
Mon. May 16	Unit 5: Research Ethics Readings: Babbie, Edgerton and Roberts, Chapter 3	
Tues. May 17	Unit 6: Understanding Causation and Tables Readings: Babbie, Edgerton and Roberts, Chapter 4	
Wed. May 18	Unit 7: Research Design Readings: Babbie, Edgerton and Roberts, Chapter 4 <u>Online Reading</u> : Yanowitz, K. L. and K. J. Weathers. (2004). "Do boys and girls act differently in the classroom? A content analysis of student characters in educational psychology textbooks," <i>Sex Roles: A Journal of Research</i> , 51(1-2): 101-108. (Posted in eClass)	Bring online <i>empirical research article</i> reading posted in eClass to class today Part of class for review
Thurs. May 19	IN-CLASS TEST (25%)	Includes materials from <i>May 09 - May 18</i>
Mon. May 23	No Class: Victoria Day	
Tues. May 24	Unit 8: The Literature Review Readings: Babbie, Edgerton and Roberts, Chapter 17	Research Proposal paper assigned today
Wed. May 25	Unit 9: Operationalization & Measurement I Readings: Babbie, Edgerton and Roberts, Chapter 5 <u>Online Reading</u> : Find and bring an <i>empirical research article</i> that uses the research method of <u>content analysis</u> to class today	Bring an <i>empirical research article</i> that uses the research method of <u>content analysis</u> to class today
Thurs. May 26	Unit 9: Operationalization and Measurement II Readings: Babbie, Edgerton and Roberts, Chapter 5 Unit 10: Sampling I Readings: Babbie, Edgerton and Roberts, Chapter 6	
Mon. May 30	Unit 10: Sampling II Readings: Babbie, Edgerton and Roberts, Chapter 6	
Tues. May 31	Unit 11: Unobtrusive Methods I Readings: Babbie, Edgerton and Roberts, Chapter 9	
Wed. June 01	Unit 11: Unobtrusive Methods II Readings: Babbie, Edgerton and Roberts, Chapter 9	Part of class for review
Thurs. June 02	IN-CLASS TEST (25%)	Includes materials from <i>May 25 – June 01</i>

Date	Topic	Notes
Mon. June 06	Unit 12: Field Research Readings: Babbie, Edgerton and Roberts, Chapter 10 Unit 13: Qualitative Interviewing and Oral History I Readings: Babbie, Edgerton and Roberts, Chapter 11	Drop Date: Mon. June 06
Tues. June 07	Unit 13: Qualitative Interviewing and Oral History II Readings: Babbie, Edgerton and Roberts, Chapter 11 Unit 14: Qualitative Data Analysis Readings: Babbie, Edgerton and Roberts, Chapter 13	
Wed. June 08	Unit 15: Quantitative Data Analysis – Designing, Constructing and Reading Tables Readings: Babbie, Edgerton and Roberts, Chapter 14; skim Chapter 15	
Thurs. June 09	Unit 16: Descriptive Statistics Readings: Babbie, Edgerton and Roberts, Chapter 14 (p.p. 373-379);	
Mon. June 13	Unit 17: Inferential Statistics Readings: Babbie, Edgerton and Roberts, Chapter 16	
Tues. June 14	Unit 18: Experiments I Readings: Babbie, Edgerton and Roberts, Chapter 7	Research Proposal paper due in lecture today
Wed. June 15	Unit 18: Experiments II Readings: Babbie, Edgerton and Roberts, Chapter 7 Unit 19: Constructing and Administering Surveys I Readings: Babbie, Edgerton and Roberts, Chapter 8	
Thurs. June 16	Unit 19: Constructing and Administering Surveys II Readings: Babbie, Edgerton and Roberts, Chapter 8 Conclusion to the Course: Review Finish up any outstanding material	Part of class for review
Mon. June 20	IN-CLASS TEST (20%)	Includes materials from <i>June 06 – June 16</i>
	Enjoy the rest of your summer!!	