TEXAS A&M
UNIVERSITY
COMMERCE

COUN 625: Research Applications
COURSE SYLLABUS: Fall 2018
CHEC Wednesdays 7:20-10:00

INSTRUCTOR INFORMATION

Instructor: Erika L. Schmit, PhD, LPC
Office Location: Binnion 219
Office Hours: Monday in Commerce 2-4
     Wednesday at CHEC 330-430
     Please email me for appointments.
University Email Address: Erika.schmit@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 24-72 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Flamez, B., Lenz, A. S., Balkin, R. S., & Smith, R. S. (2017). *A counselor's guide to the dissertation process: Where to start & how to finish.* Alexandria, VA: American Counseling Association.

American Psychological Association. (2011). *Publication manual of the American Psychological Association (6th ed.). Washington, D. C.: American Psychological Association.*

I highly recommend that you buy other research textbooks as needed. These will help you throughout dissertation and your career.

Other Helpful Textbooks:

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* (4th ed.). Thousand Oaks, CA: Sage.

Dimitrov, D. M. (2010). *Quantitative research in education: Intermediate & advanced methods.* Oceanside, NY: Whittier Publications, Inc.

The *syllabus/schedule are subject to change.*

Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). *Research design in counseling.* (3rd ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Heppner, P. P. & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, & research: A guide for students in the helping professions.* (4th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Lipsey, M. W., & Wilson, D. B. (2001). *Practical meta-analysis.* In L. Bickman & D. J. Rog (Eds.). Thousand Oaks, CA: Sage.

Meyers, L. S., Gamst, G., & Guarino, A. J. (2013). *Applied multivariate research: Design and interpretation.* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.).* Thousand Oaks, CA: Sage Publications.

Tabachnick, B. G. & Fidell, L. S. (2013). *Using multivariate statistics.* (6th ed.). Boston, MA: Pearson Education.

Course Description

CATALOG DESCRIPTION OF COURSE
625. *Research Application*. Three semester hours.
A doctoral course, which focuses on the development of research skills and inquiry methods. The student is exposed to various quantitative and qualitative approaches. In addition, the course provides students with an understanding of scientific inquiry, purpose and benefits of research, research-related ethical and legal issues, and sampling procedures. Prerequisite: Doctoral status.

GENERAL COURSE INFORMATION
As a requirement in the doctoral program, this course surveys a variety of research tools and techniques pertinent to conducting research in general, and the dissertation in particular. Emphasis will be placed on dissertation research. Conceptual knowledge of research design, statistics, and APA writing style will be covered in depth.

COURSE OBJECTIVES include, but are not limited to, the following.
Beyond entry-level requirements, the student will demonstrate understanding of:
1. Design and implementation of quantitative research and methodology
2. Design and implementation of qualitative research
3. Ethical and legal considerations related to research
    4. Purpose and benefits of research
    5. Study and application of scientific writing skills
    6. APA style
    7. Evaluation of research, research methods, and literature pertinent to the counseling field

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and profession
8. Familiarity with dissertation and research process
9. Identification of differences in dissertation writing and counseling research

CONTENT AREAS include, but are not limited to, the following:
I. Preparing to conduct research
   A. Selecting and narrowing a topic
   B. Writing research questions, research hypotheses, and null hypotheses
   C. Preparing proposals
      1. For IRB
      2. For dissertation
      3. Proofreading and editing proposals
   D. Writing literature reviews
   E. Identifying and discussing assumptions, limitations, and delimitations
II. Quantitative designs
   A. Sampling
   B. Experimental design
   C. Instrumentation
III. Qualitative designs
   A. Sampling
   B. Theory
   C. Interviews, Observations, Document collection
IV. Ethical and legal considerations
   A. Responsible conduct in research and scholarship
   B. Protection of human subjects
   C. IRB protocols
   D. Common IRB mistakes
   E. ACA Code of Ethics
V. Dissertation Process

STUDENT LEARNING OUTCOMES

1. Students will formulate research questions specific to counseling research as evidenced by performance on dissertation prospectus, dissertation proposal, and dissertation presentation (F1).
2. Students will formulate research designs specific to counseling research as evidenced by performance on dissertation prospectus, dissertation proposal, and dissertation presentation (F2).
3. Students will conduct a research project (dissertation proposal) consistent with guidelines for publication relevant to the counseling profession in the dissertation proposal component of this course (F3)
4. Students will review research designs including quantitative, qualitative, and mixed methods designs (F2)
5. Students will complete drafts of chapters 1-3 for their dissertation including introduction, literature review, and methods.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, utilizing My Leo email. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course is considered a seminar-based course. As a student in this course, you will be required to actively participate in discussion on your research. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with readings. Keep in mind you have the whole week to prepare (for online courses only).
9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete (in online courses). Due dates are just that…due dates. You are always welcome to complete work ahead of time.
10. Be open to the process. This degree takes time, work, effort, and growth.

In addition to these, responsibilities specific for this course include the following:

1. You are expected to take responsibility for writing the first 3 chapters of your dissertation.
2. Provide constructive feedback to your peers on their research topics and dissertation chapters as well as open and responsive to feedback your peers provide you.
3. You are expected to work on your chapters outside of class.
4. You are expected to participate in class discussions.

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Assignments/Assessments

1. **Dissertation Review.** (10 pages). Locate a dissertation relevant to your research area of interest and in a paragraph describe why you selected it. Summarize the contents of each chapter, including major subsections. I should know what the dissertation is about after reading your review. React to strengths and weaknesses of the dissertation. The checklists at the end of the following chapters in your text (5-9) will provide guidelines for your review.

2. **Dissertation Prospectus.** You will write a 2-3 page prospectus in which you briefly describe your proposed dissertation study. The prospectus answers the questions: Why, what and how? It includes: 1) a working title, 2) introductory paragraphs that refer to the literature and identify the gap the dissertation will address (*why*?), 3) a brief methodology section (*What* are the questions, and *how* will you answer them?), and contributions to the profession. Samples will be provided as a guide.

3. **Dissertation Proposal Draft.** During this semester you will write and revise the first draft of your dissertation proposal. Samples will be provided as a guide.

   Prior to turning in each chapter for a grade, you will have a classmate (editor) work with you to edit your chapters. I will assign your editor during the first week. Once your revision is complete, you will turn an electronic copy of each chapter (along with an electronic copy of your classmate's editorial suggestions) on the due date listed in the syllabus (below for chapters inclusions). In addition, you will be receiving edits/suggestions from me after completion of each chapter. You will take these into consideration and prepare a FINAL paper with your three chapters included and turned in by the end of the semester for a final grade.

Chapter 1
- Introduction of the study
- Statement of the problem
- Purpose of the study
- Ask the research questions or state the hypotheses
- Make the case that the study is important and needs to be conducted (significance of the study)
- Include assumptions, delimitations, limitations, and definitions
- Have this chapter edited by one of your classmates

Chapter 2
- Write a preliminary review of the literature for your study
- Include headings, subheadings, and assertions—statements with a supporting reference
- Use at least 20 references
- Address relevant theory and previous studies
- Link your study with theory and past research
- Have this chapter edited by one of your classmates

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Chapter 3
- Describe your methods in enough detail that the study could be replicated
- Include your research questions (yes, again)
- Include sample, measures, procedures, and analysis plan where appropriate
- Address issues of reliability, validity, and trustworthiness as appropriate
- Be sure that the data you collect will answer the research questions from chapter one
- Have this chapter edited by one of your classmates

4. **Presentation.** At the end of the semester you will give a 20-minute professional presentation to the class describing your proposed study: statement of the problem and purpose of the study, brief literature review, and methods. This is a mock proposal (practice for your real proposal defense).

5. **IRB Protocol Draft.** You will download the IRB protocol from our website (http://www.tamuc.edu/Research/compliance/IRB-Protection_of_Human_Subjects/default.aspx) and complete a draft of the protocol to be submitted after proposal defense.

6. **Attendance and Participation.** This is an advanced doctoral class that requires a high level of contribution and feedback to fellow students. In addition, regular attendance is expected. Your participation in the class involves preparation for and involvement in class discussions, and feedback for colleagues. You are expected to give thoughtful and respectful feedback to others. You will edit chapters for a classmate and return your editorial comments in a timely manner. You will have a classmate edit your chapters (assigned by professor). Be sure to get a copy to your editor early enough that you can turn in the revised chapter on the due date listed in the syllabus. As a class, we will be working together to help you develop your study. In some ways this course will be similar to a lab because we will all be growing and developing ideas into meaningful projects in a supportive and constructive environment.

Final Grading
Dissertation Prospectus: 10 points
Dissertation Review: 25 points
Chapter 1:   20 points
Chapter 2:   20 points
Chapter 3:   20 points
Final Chapters: 100 points
Presentation: 25 points
IRB Protocol Draft: 20 points
Attendance and Participation: 10 points

Total points possible = 250

90%-100%   A

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80%-89%   B
70%-79%   C
60%-69%   D
< 59%   F

Each written assignment is graded on the following four components, weighted equally:
1. **mechanics**: correct grammar, spelling, consistent style (e.g. APA)
2. **structure**: topics are well organized with headings, subheadings, and transitions
3. **completeness**: topics that should be included in the chapter or review are addressed
4. **content**: a demonstrated awareness of the of the knowledge base in the area of study

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

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- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    o 512 MB of RAM, 1 GB or more preferred
    o Broadband connection required courses are heavily video intensive
    o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
    o Sound card, which is usually integrated into your desktop or laptop computer
    o Speakers or headphones.
    o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
    Pop-ups are allowed.
    JavaScript is enabled.
    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
    o Adobe Reader https://get.adobe.com/reader/
    o Adobe Flash Player _(version 17 or later)_ https://get.adobe.com/flashplayer/
    o Adobe Shockwave Player https://get.adobe.com/shockwave/
    o Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here**"** to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

I will respond to emails usually in a 24-hour period but certainly within 24-72 hours, Monday-Friday. I try to provide feedback within a week although this may change throughout the semester, particularly with large classes. Writing a dissertation takes time, as does reviewing it.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safet
yOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	Readings	Assignments
8/29	Introductions Overview and Expectations		Review Syllabus
9/5 AARC Conference- Online Class	Writing a Dissertation; Writing a grant proposal; Prospectus	Chapter 4 Documents on Prospectus	Readings online Work on prospectus Readings for next week
9/12	Introduction to Dissertation; IRB	Chapters 1 & 2 Review Dissertation website prior to class http://www.tamuc.edu/academics/graduateschool/Thesis%20and%20Dissertation%20Services/dissertations.aspx Review IRB website prior to class http://www.tamuc.edu/Research/compliance/IRB-Protection_of_Human_Subjects/default.aspx	
9/19	Identifying your research topic and overview of research approaches	Chapter 3	**Prospectus Due 9/25**
9/26	Chapter Two: Literature Review	Chapter 5	**Dissertation Review Due 10/2**
10/3	**Workshop One**	**Workshop One**	**Workshop One**
10/10	Chapter One: Introduction, Purpose, Problem, and Research Questions	Chapter 6	**Chapter Two Due**
10/17	**Workshop Two**	**Workshop Two**	**Workshop Two**
10/24	Chapter Three: Research Methods; Data Collection;	Chapters 7 & 8	**Chapter One Due**

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	Data Analysis		
10/31	**Workshop Three**	**Workshop Three**	**Workshop Three**
11/7	Chapter Three: Research Methods; Data Collection; Data Analysis	Chapters 7 & 8	
11/14 TCA Conference- Class Online	Chapters Four & Five Overview	Chapter 9	Online Readings **Chapter Three Due**
11/21	HAPPY THANKSGIVING	HAPPY THANKSGIVING	HAPPY THANKSGIVING
11/28	Preparing for your defense; Publication in counseling journals	Chapters 10 & 11	**IRB Draft Due**
12/5	Dissertation Proposals		**Dissertation Proposals Final Chapters Due**
12/12	Dissertation Proposals		**Dissertation Proposals**

CACREP Standards Addressed in COUN 625

Doctoral Standard	Learning Activity or Assignment	Assessment
2.C.5. Design, implementation, and analysis of quantitative and qualitative research.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017) Chapters 4, 7, 8	Dissertation Review, Dissertation Prospectus, Dissertation Proposal (Chapters and Presentation), IRB Protocol Draft
2.C.6. Models and methods of assessment and use of data.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017)	Dissertation Review, Dissertation Prospectus,

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	Chapters 7, 8	Dissertation Proposal (Chapters and Presentation), IRB Protocol Draft
4.E.1. Understands univariate and multivariate research designs and data analysis methods.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017) Chapters 7, 8	Dissertation Review, Dissertation Prospectus, Dissertation Proposal (Chapters and Presentation), IRB Protocol Draft
4.E.2. Understands qualitative designs and approaches to qualitative data analysis.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017) Chapters 4, 7, 8	Dissertation Review, Dissertation Prospectus, Dissertation Proposal (Chapters and Presentation), IRB Protocol Draft
4.F.1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017) Chapters 4, 6, 7, 8, 9, 10, 11	Dissertation Review, Dissertation Prospectus, Dissertation Proposal (Chapters and Presentation), IRB Protocol Draft
4.F.2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017) Chapters 4, 6, 7, 8, 9, 10, 11	Dissertation Review, Dissertation Prospectus, Dissertation Proposal (Chapters and Presentation), IRB Protocol Draft
4.F.5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.	Lecture, Readings, Class Activities, and Discussions	Discussion

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