



## School of Social Work

### SWK 531 Research for Practice

#### SCHEDULE

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

**Instructor:** Rebecca G. Judd, Ph.D., LCDC, LMSW-IPR

**Office** Location Henderson 311

**Virtual Office Hours:**

**Contact Information:** [Rebecca.Judd@tamuc.edu](mailto:Rebecca.Judd@tamuc.edu) (preferred method)

903-468-8190 (office phone)

## Overview of Course

---

### Course Description

The scientific method in social work practice is presented. The methods of empirical research for knowledge building, the role of research in theory construction, research designs and data analysis, and methods of practice and program evaluation are introduced. Students learn to apply qualitative and quantitative research methods to the problems of social work practice.

Prerequisites students must have been admitted to the MSW Program and be in good standing.

### **Course Objective(s)**

This course is designed to prepare students for increasing demands of practice accountability with the following objectives:

1. Increasing self-awareness to eliminate the influence of personal biases and values in working with diverse groups
2. Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power
3. Applying theories and knowledge about biological social, cultural, psychological variables and spiritual development
4. Comprehending quantitative and qualitative research
5. Understanding scientific and ethical approaches to building knowledge
6. Applying critical thinking to inform and communicate professional judgments
7. Being knowledgeable about the principles of logic and scientific inquiry
8. Demonstrating professional demeanor in professional communication
9. Having a commitment to conducting himself/herself as a professional social worker
10. Attending well to professional roles and boundaries
11. Evaluating the effectiveness of her or his practice; program outcomes
12. Identifying, analyzing and implementing evidence-based interventions designed to achieve client goals
13. using research and technological advances

## **Relationship to Other Courses**

This course stresses the importance of evidence based theory and practice methods. Consequently, it supports the practice courses that emphasize the importance of demonstrating effectiveness in professional interventions. This course draws on materials from practice and HBSE to illustrate social work research principles, and it develops a professional model that utilizes practice evaluation to formulate a continuous improvement cycle in professional practice.

### **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

### **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

**Competency 2.1.2 Apply social work ethical principles to guide professional practice**

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

## **Competency 2.1.6 Engage in research-informed practice and practice-informed research**

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

## **Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities**

### **Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Course content and assessment reflect the bolded competencies and following practice behaviors:

2.1.2.4 Is able to apply strategies of ethical reasoning to arrive at principled decisions

2.1.6.1 Is skilled at using practice experience to inform scientific inquiry

2.1.6.2 Uses research evidence to inform practice

2.1.10[d].1 Critically analyze, monitor and evaluate interventions

# Course Structure

---

## **Texts and Associated Materials**

### **Required Texts**

Grinnell, R.M; Williams, M. & Unrau, Y.A. (2019). *Research methods for social workers: An introduction*. 12<sup>th</sup> edition. Kalamazoo Michigan: PairBond Publications

*Publication manual of the American Psychological Association* (2009). 6<sup>th</sup> ed. Washington, DC: American Psychological Association

*You will be expected to start to develop your own resource list in your research area. You should also include articles and resources that include ethical issues concerning research with your population/question under study. The reference list*

### **Overview of Course Assignments**

**Ethics Reaction Paper** (core assignment) each student will watch the movie: *The Pregnancy Project*, which will be scheduled in class and write a reaction paper using an outline provided by the instructor (50 pts)

**Weekly Unit Worksheets** provided throughout the semester, students will complete worksheets that introduce them to research terms, concepts and the basics of descriptive and inferential statistics (10 pts each)

**Article Analysis** (core assignment) each student will complete an analysis of a quantitative, qualitative and single-system design empirical study. Instructions and outline can be found on eCollege. (3 article analysis @ 25 pts each = 75pts)

**Review of Literature** (core assignment) each student will complete a 5-page review of relevant literature and information on an assigned topic. The paper must include at least 20 creditable sources to support information in the paper and follow APA guidelines for formatting and referencing. (100 pts)

**Exam #1** will cover the concepts and information presented in weeks 1-5 (50 pts)

**Exam #2** will cover the concepts and information presented in weeks 6 -10 (50 pts)

**Exam #3** will cover the concepts and information presented in weeks 11–13 (50 pts)

### **Grading Scale**

Worksheets = 25 % of grade

Exams = 25% of grade

Core Assignments = 50 % of grade

- 90 - 100% = A
- 80 - 89 % = B
- 70 - 79 % = C
- 60 - 69 % = D
- Less than 60 % = F

## Policy on Due Date

**(1) NO** assignments will be accepted past the due date. If an assignment is not submitted by the specified due date and time, a 0 will be awarded. In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, an arrangement between the instructor and student will be made for submission of assignments.

**(2) NO** unit quiz can be made up.

**(3).** ALL written assignments will be submitted in the correct drop box, online in Bright Space D2L by the due date and time. **DO NOT** email an assignment to me. In the hordes of email I receive daily, many get lost. It is your responsibility to know how and if your computer software is compatible with Bright Space D2L for uploading assignments.

# Student Rights and Responsibilities

---

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

## **Student Rights**

### *As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

## 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) 886-5853  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## **Students Responsibilities**

### **Class Attendance and Participation Policy**

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will engage in class, reflecting responsibility, inherent in the development as a social work professional.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

---

<b><u>Weekly (class meets</u></b>	<b><u>Up to 2 absences: No</u></b>	<b><u>3 absences: 1 letter grade drop</u></b>	<b><u>4 absences: Class grade of "F"</u></b>
---------------------------------------	--	---	--

---

<u>1X week)</u>	<u>Penalty</u>			
<b><i>Bi-Weekly (class meets 2X week)</i></b>	<i>Up to 3 absences: No Penalty</i>	<i>4 absences: 1 Letter grade drop</i>	<i>5 absences: 1 Letter grade drop</i>	<i>6 absences: Class grade of "F"</i>
<b><i>Summer 10- week</i></b>	<i>Up t o 1 absence: No Penalty</i>	<i>2 Absences: 1 Letter grade drop</i>	<i>3 absences: Class grade of "F"</i>	

**Online, Blended and Web Enhanced Classes:** Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

*Final Evaluation and Grade Depends on both Classroom attendance and Participation*  
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

**University Code of Conduct** located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On

the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**



---

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offenses may be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>

### **Campus Concealed Carry**

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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.

### **Plagiarism and Academic Dishonesty**

---

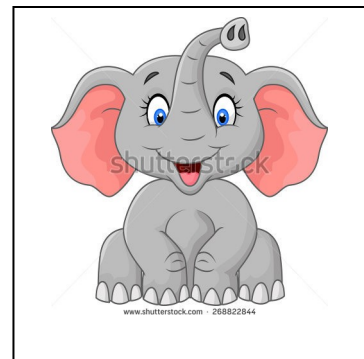
---

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf> )

Students are expected to read and understand the University's Academic Dishonesty Policy

Students are expected to read and understand the University's Academic Dishonesty Policy



The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

## **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:

- 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

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports 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.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - 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:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*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](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:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](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.

### 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](mailto: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**

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

---

## SWK 531 Research for Practice

### Course Schedule Fall 2019

Week	Date	Topic	Assignments
<b>Unit I: The Context of Social Work Research</b>			
1	08/26 -08/31	Introduction, Overview of Syllabus and Course Expectations  <b>Topic:</b> The Context of Social Work Research	Chapter 1 in Text
2	09/01 – 09/07	<b>Topic:</b> Research Ethics & Cultural Competency	Chapter 4-5  <b><i>Showing of the Movie: The Pregnancy Project</i></b> <b><i>Reaction paper due by 09/07 @ 11:59 p.m.</i></b>
<p><i>With successful completion of this Unit, Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Name and describe the research related roles of social workers</li> <li>• List and explain the 3 accountability questions for the social work profession</li> <li>• Apply ethical concepts to the process of designing a research study</li> <li>• Discuss the importance of ethics in social work and how ethical considerations affect social work research</li> <li>• Articulate necessary components of an informed consent</li> <li>• Identify and describe guidelines of culturally competent researchers</li> </ul>			

## UNIT II: Approaches to Knowledge Development

3	09/08 -09/14	<b>Topic:</b> Approaches to Knowledge Development <ul style="list-style-type: none"> <li>• The Positivist Approach</li> <li>• The Interpretative Approach</li> <li>• Mixed-Methods Research</li> </ul>	Chapter 6 – 8 in Text
4	09/15 – 09/21	<b>Topic:</b> Formulating Research Questions	Chapter 2 <b>Article Analysis:</b> Quantitative Study Due 09/21 @ 11:59 p.m.
5	09/22 – 09/28	<b>Topic:</b> Writing Literature Reviews	Chapter 3 <b>Article Analysis:</b> Qualitative Study Due 09/28 @ 11:59 p.m.
<p><i>With successful completion of Unit II, Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Explain the Positivist Way of thinking</li> <li>• Name and describe the steps within the quantitative approach to research</li> <li>• Explain and Interpretative way of thinking</li> <li>• Describe the phases within the qualitative approach</li> <li>• Define and give examples of the Knowledge-level continuum</li> <li>• List the classification of research questions</li> <li>• Write a research question for each classification that meets the criteria for good questions. Identify and describe guidelines for culturally competent researchers</li> <li>• Find, evaluate and use the literature when formulating a meaningful, relevant and useful research</li> </ul>			



question (or hypothesis) before doing a research study.

### Unit III: The Research Process

6	09/29 – 10/05	<b>Topic:</b> Measuring Variables and Measurement Instruments	Chapter 9 – 10 <b>Exam #1</b>
---	---------------	---	----------------------------------

*With successful completion of this Topic, Students will be able to:*

- Identify and give examples of nominal, ordinal, interval and ratio levels of measurement
- Outline the criteria for selecting an instrument
- Outline the criteria for selecting an instrument
- Discuss the difference between standardized and non-standardized measurements

7	10/06 – 10/12	<b>Topic:</b> Sampling & Research Designs	Chapter 11 – 13
8	10/13 – 10/19	<b>Topic:</b> Sampling & Research Designs continued	<b>Article Analysis: Single Subject Design Due 10/19 @ 11:59 p.m.</b>

*With successful completion of this Unit, Students will be able to:*

- Discuss the difference between probability and non-probability sampling
- List and briefly discuss the types of non-probability sampling
- List and briefly discuss the types of probability sampling
- Define and list requirements for a single subject design study
- Identify and explain Exploratory, Descriptive and Explanatory Designs
- Differentiate between characteristics of ideal experiments, one-group designs and two-group designs
- List and define threats to internal and external validity

9	10/20 -10/26	<b>Topic:</b> Collecting Quantitative Data	Chapter 14
<i>With successful completion of this topic, Students will be able to:</i>			
<ul style="list-style-type: none"> <li>• Discuss different data collection methods</li> <li>• Develop a detailed plan of procedures to gather data for a specific purpose</li> </ul>			
10	10/27 – 11/02	<b>Topic:</b> Collecting Qualitative Data & Selecting a data collection method	Chapter 15 – 16
<ul style="list-style-type: none"> <li>• Compare data collection methods of Narrative Interviewing, Participant Observation, Secondary Content Data and Historical Data</li> <li>• Use research criteria for selecting an appropriate data collection method</li> <li>• Create a plan for implementing and evaluating a data collection method</li> </ul>			
<b>Unit IV: Analyzing Results</b>			
11	11/03 – 11/09	<b>Topic:</b> Analyzing Quantitative Data	Chapter 17 <b>Exam #2</b>
<i>With Successful Completions of This Unit, Students will be able to:</i>			
<ul style="list-style-type: none"> <li>• Explain the difference between descriptive statistics and inferential statistics</li> <li>• Compute descriptive statistics in Excel</li> </ul>			
12	11/10 – 11/16	<b>Topic:</b> Analyzing Qualitative Data	Chapter 18
<i>With successful completion of this Unit, Students will be able to:</i>			
<ul style="list-style-type: none"> <li>• Discuss the 3 major phases involved in a basic qualitative analysis</li> </ul>			
13	11/17 – 11/23	<b>Topic:</b> Writing Proposals and Reports	Chapter 19 & 20
<i>With successful completion of this Unit, Students will be able to:</i>			

<ul style="list-style-type: none"> <li>• Present the rationale for writing a research proposal</li> <li>• Identify all elements in organizing a research proposal</li> <li>• Differentiate between research proposals and reports</li> </ul>			
14	11/24 – 11/30	Wrap – up and Review Question & Answers	<b><i>Exam #3</i></b>
15	12/07		<b>Review of Literature on Selected Topic Due by 11:59 p.m.</b>

\* Additional readings may be assigned at the discretion of the instructor