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CJ575, SECTION 02W, RESEARCH METHODS in CJ

MEETS 10/3/2022 THROUGH 11/4/2022

COURSE SYLLABUS: FALL 2022

INSTRUCTOR INFORMATION

Instructor: Emily M. Homer, Ph.D. (she/her/hers)

Office Location: McDowell Administration Building (BA) 102C

Office Hours: Mondays and Tuesdays, 11 AM - 12 PM and 1-3 PM CT in my office. If you let me know, I will be available via Zoom. You are also very welcome to schedule a meeting at a time that works for both of us.

Office Phone: 903-468-3259

Office Fax: 903-886-5330

University Email Address: emily.homer@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: E-mail is the best way to contact me. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: none

Optional textbook: Bachman, Ronet D. and Schutt, Russell K. (2020). *The practice of research in criminology and criminal justice*. 7th edition. SAGE. ISBN 13: 978-1544339122. ISBN-10: 1544339127.

Software Required: Microsoft Word

Optional Texts and/or Materials: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

Required readings:

Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447.
<https://doi.org/10.1080/09518390902736512>

- Blasco, N. (2021). Levels of measurement in criminology and criminal justice. In J. Barnes and D. R. Forde (Eds.), *The Encyclopedia of Research Methods in Criminology and Criminal Justice* (pp. 64-67). John Wiley & Sons, Inc.
- Bulmer, M. (2001). Social measurement: What stands in its way? *Social Research*, 68(2), 455-480.
- Cherry, K. (2019, October 10). How does the cross-sectional research method work? <https://www.verywellmind.com/what-is-a-cross-sectional-study-2794978>
- Chiang, I-C. A., Jhangiani, R. S., & Price, P. C. (2015). Research methods in psychology (2nd Canadian Edition). BCcampus.
- Dezember, A., Stoltz, M., Marmolejo, L., Kanewske, C., Doyle Feingold, K., Wire, S., Duhaime, L., & Mapuin, C. (2021). The lack of experimental research in criminology—evidence from *Criminology and Justice Quarterly*. *Journal of Experimental Criminology*, 17(4), 677–712. <https://doi.org/10.1007/s11292-020-09425-y>
- Diamond, B. (2021). Measurement validity. In J. Barnes and D. R. Forde (Eds.), *The Encyclopedia of Research Methods in Criminology and Criminal Justice* (pp. 77-80). John Wiley & Sons, Inc.
- Farrugia, P., Petrisor, B. A., Farrokhyar, F., & Bhandari, M. (2010). Practical tips for surgical research: Research questions, hypotheses and objectives. *Canadian Journal of surgery (Journal canadien de chirurgie)*, 53(4), 278–281.
- Fox, J. A., & Fridel, E. E. (2021). Crime statistics and the media. In J. Barnes and D. R. Forde (Eds.), *The Encyclopedia of Research Methods in Criminology and Criminal Justice* (pp. 463-439). John Wiley & Sons, Inc.
- Gill, C. (2021). Randomized controlled trials. In J. Barnes and D. R. Forde (Eds.), *The Encyclopedia of Research Methods in Criminology and Criminal Justice* (pp. 314-317). John Wiley & Sons, Inc.
- Green, J. (2010). Points of Intersection between randomized experiments and quasi-experiments. *The ANNALS of the American Academy of Political and Social Science*, 628(1), 97–111. <https://doi.org/10.1177/0002716209351517>
- Higgins, G. E. (2009). Quantitative versus qualitative methods: Understanding why quantitative methods are predominant in criminology and criminal justice. *Journal of Theoretical and Philosophical Criminology*, 1(1), 23-37.
- King, R. B. McInerney, D. M. Ganotice, F. A., Villarosa, J. B. (2015). Positive affect catalyzes academic engagement: Cross-sectional, longitudinal, and experimental

evidence. *Learning and Individual Differences*, 39, 64-72.
<https://doi.org/10.1016/j.lindif.2015.03.005>.

Lowman, J., & Palys, T. (2001). The ethics and law of confidentiality in criminal justice research: A comparison of Canada and the United States. *International Criminal Justice Review*, 11(1), 1–33. <https://doi.org/10.1177/105756770101100101>

Messing, J. T., Campbell, J., & Wilson, J. S. (2015). Research designs in the real world: Testing the effectiveness of an IPV intervention. *NIJ Journal*, 275, 48-56.

Petrich, D. M. (2021). Causality. In J. Barnes and D. R. Forde (Eds.), *The Encyclopedia of Research Methods in Criminology and Criminal Justice* (pp. 440-443). John Wiley & Sons, Inc.

Pourmehdi, M. (2021). Measurement reliability. In J. Barnes and D. R. Forde (Eds.), *The Encyclopedia of Research Methods in Criminology and Criminal Justice* (pp. 72-76). John Wiley & Sons, Inc.

Roberts, L., & Indermaur, D. (2008). The ethics of research with prisoners. *Current Issues in Criminal Justice*, 19(3), 309-326.
<https://doi.org/10.1080/10345329.2008.12036436>

Swagar, N. (2021). The study of crime rates. In J. Barnes and D. R. Forde (Eds.), *The Encyclopedia of Research Methods in Criminology and Criminal Justice* (pp. 144-147). John Wiley & Sons, Inc.

Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research (unpublished manuscript).
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3205035

Vitale, J. E., Smith, S. S., Brinkley, C. A., & Newman, J. P. (2002). The reliability and validity of the psychopathy checklist–revised in a sample of female offenders. *Criminal Justice and Behavior*, 29(2), 202–231.
<https://doi.org/10.1177/0093854802029002005>

Wyatt-Nichol, H., & Franks, G. (2009). Ethics training in law enforcement agencies. *Public Integrity*, 12(1), 39-50. <https://doi.org/10.2753/PIN1099-9922120103>

Optional reading:

Denney, A. S., & Tewksbury, R. (2013). How to write a literature review. *Journal of Criminal Justice Education*, 24(2), 218-234.
<https://doi.org/10.1080/10511253.2012.730617>

Copies of the readings are available in BrightSpace.

Course Description

This course will provide students with the fundamentals of conducting and evaluating research in criminal justice. Topics include: defining research problems, ethics in criminal justice research, selecting and measuring variables, stating hypotheses, sampling, and developing experimental research design.

Student Learning Outcomes

Upon completion of this course, students who fully participate in all aspects of the course should be able to:

1. Identify basic study designs used in research
2. Demonstrate an understanding of how to conduct research
3. Discuss ethical issues in criminal justice and social sciences research
4. Comprehend the format of research articles and gain practice reading them
5. Critique the method and results sections of materials examining crime and delinquency
6. Locate and obtain copies of scholarly articles

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Because this course is held online, you will need to have regular access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the student computer labs. Make sure that you will have access several hours per week (accessing the course online is the equivalent of attending the class). You must be able to use internet search tools, access Brightspace, use email, and know how to download and upload documents.

For your privacy and security, only your official TAMUC email account will be used for email communication. No information will be sent to personal email accounts. Please check your TAMUC email regularly.

Instructional Methods

This course is held completely online through BrightSpace. The course is fully asynchronous, which means that not everyone is participating at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection. You should login to the course on BrightSpace on a regular basis to keep up with class assignments. Each module will end Sunday at 11:59 PM. The next module begins Monday morning.

Your capstone assignment for this course is a literature review of a proposed research topic. You will complete four activities and four assignments building up to the literature review, Assignment 5. The activities are smaller assignments that build your knowledge on topics including writing research questions, measuring concepts, and critiquing methods. The four assignments will incorporate some of the activities. These

assignments (a general topic proposal, reference list, and annotated bibliography, as well as an ethics training) will be combined into a literature review on your topic of interest. You will expand this literature review into a full research proposal in CJ576.

All assignments will be submitted within Brightspace. Written assignments will be completed using Turnitin, a program that checks for citations and plagiarism. I will review the Turnitin report along with the paper. For more information about Turnitin, go to <http://www.tamuc.edu/facultyStaffServices/academictchnology/educational-technology/turnitin.aspx>.

Student Responsibilities or Tips for Success in the Course

Taking an online class is different than taking a face-to-face class. You will largely be teaching yourself using materials I provide. That's what life-long learning is all about. You will do much of your communicating by writing. So, as a result, there will likely be more writing than in fully face-to-face classes.

For online classes, the roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource, and am responsible for creating an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection, and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it. Unlike fully face-to-face classes, I cannot see the confused look on your face when something doesn't make sense. Please communicate with me.

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.

Because of Family Educational Rights and Privacy Act of 1974 (FERPA), information regarding grades will only be available through Brightspace. I will never provide information regarding grades through email or to anyone except you.

The assessments are worth the following point values:

Assessment	Point Value
Discussion Board Entries (4 @ 25 points each)	100
Activity 1	15
Activities 2-4 (3 @ 25 points each)	75
Activity 5	60
Assignments 1 and 2 (2 @ 30 points each)	60

Assignments 3 and 4 (2 @ 40 points each)	80
Assignment 5	50
Total	440

Assessments

Discussion Board Entries

The purpose of the Discussion Board Entries is to facilitate discussion regarding the course materials. Discussion board postings are opportunities for you to express your knowledge and thoughts after reviewing information presented in the module.

Your discussion board entries should include paragraphs and full sentences addressing a specific question I have posed. You will also need to thoughtfully respond to one classmate's discussion board entry to receive full credit for the assignment. You may also respond to any of my comments to meet the requirement for responding. If you receive comments or questions from me or your peers, I highly suggest you read and respond to them! *Quality* of your comments to your peers counts more than the *quantity* of comments. Appropriate netiquette should be used (see more information in *University Specific Procedures: Student Conduct*).

You must complete your discussion board entry before responding to your peers. I suggest you complete your summary by Thursday of each week so you also have time for your peer response, but the formal due date for your entries is by **Sunday at 11:59 PM**. If you'd like me to respond to your entry, post before Saturday evening since I typically don't check discussion boards on Sundays! You will complete Discussion Board posts for the first four modules. Each Discussion Board Entry is worth 25 points, for a total of 100 points.

See further details on the Activities and Assignments listed below in Brightspace.

Activity 1 (Research Reflection)

The purpose of Activity 1 is to reflect on your experience with research to date.

This activity is a short writing assignment and will be graded based on completion, length, and coherence of thought. Activity 1 is due by **Sunday, October 9 by 11:59 PM**. The activity is worth 15 points.

Activity 2 (Ethics Application)

The purpose of Activity 2 is to apply your knowledge of research ethics to potential research situations. Researchers are required to meet many ethical guidelines and defend their decisions about conducting research. You will be given three proposed

research projects, which you will critique for ethical considerations as if you were a member of an Institutional Review Board reviewing each proposed topic.

This assignment will be graded based on accuracy of content, completeness of responses, demonstration of the knowledge of course content, and coherence of thought. Activity 2 is due by **Sunday, October 16 by 11:59 PM**. The activity is worth 25 points.

Activity 3 (Measuring Concepts)

The purpose of Activity 3 is to critically examine issues of conceptualization and measurement. These are important concepts in producing quality research. If researchers have done a poor job at either of these things, the accuracy of their results is questionable. All quality articles define their concepts and describe how they are measured. This activity will help you think about how measurement affects your research process and results. For Activity 3, you will critique two example conceptualizations of criminal justice concepts and three proposed measurements.

This assignment will be graded based on reasoning, demonstration of the knowledge of course content, and coherence of thought. Activity 3 is due by **Sunday, October 23 by 11:59 PM**. The activity is worth 25 points.

Activity 4 (Methods Critique)

The purpose of Activity 4 is to apply your knowledge of methodology to potential research situations. There are multiple methods of conducting any study and pros and cons of each method. Regardless of the chosen method, researchers should choose the best method that minimizes spuriousness and maximizes reliability and validity. You will use your gained knowledge of research designs to critique three proposed research projects.

This assignment will be graded based on accuracy of content, completeness of responses, demonstration of the knowledge of course content, coherence of evidence of thought, and adherence to APA style. Activity 4 is due by **Sunday, October 30 by 11:59 PM**. The activity is worth 25 points.

Activity 5 (Exam)

The purpose of Activity 5, the course exam, is to assess your overall understanding of the course material. The exam will be largely short answer questions. This assignment will be graded based on accuracy and clarity. Activity 5 is due by ***Friday*, November 4**. The activity is worth 60 points.

Assignment 1 (Topic Proposal)

The purpose of Assignment 1 is to select a general topic for your research proposal and brainstorm research questions. This topic will be continued through the course (and into CJ576) but will be narrowed and refined as necessary. Your proposal needs to include an explanation of your general research topic, the goals or outcomes of your proposed research, and three proposed research questions.

This activity will be graded based on completion, justification of the importance of the research questions, specificity of the research questions, coherence of thought, application of concepts, and choice of feasible research topics. Assignment 1 is due by **Sunday, October 9 by 11:59 PM**. The assignment is worth 30 points.

Assignment 2 (CITI training)

The purpose of Assignment 2 is to gain knowledge regarding research ethics using the Collaborative Institutional Training Initiative (CITI) program. The CITI training is required for anyone conducting research at the university level.

This assignment will be graded based on a timely completion of the training. I am assigning this as part of module 2 so you can get started on it and because the concepts introduced in the training will apply throughout the rest of the course. However, because of the length of the training, Assignment 2 is due by **Sunday, Sunday, October 30 by 11:59 PM**. The assignment is worth 30 points.

Assignment 3 (Reference List)

The purpose of Assignment 3 is to gain experience locating peer-reviewed journal articles and assessing them for appropriateness in addressing a specific topic. For this assignment, you must use Google Scholar and/or TAMUC library databases to locate at least 7 articles that are related to your topic area (from Assignment 1). After locating the articles, you should develop a proper APA-style reference list of the 7 articles.

This assignment will be graded based on each articles' relevance to the chosen topic, appropriateness of the items listed in the reference, and adherence to APA style. Assignment 3 is due by **Sunday, October 23 by 11:59 PM**. The assignment is worth 40 points.

Assignment 4 (Annotated Bibliography)

The purpose of Assignment 4 is to practice reviewing and summarizing peer-reviewed journal articles on your specific topic. For Assignment 4, you will create an annotated bibliography for at least 7 references addressing your chosen research question. These can be the same references you located for the Reference List Assignment 3 or

additional references. For each chosen article, you will need to obtain a full-text copy, read the article, and annotate its key points.

This assignment will be graded based on an accurate summarization of the articles, critical assessment of each article's methodological weaknesses, demonstration of the knowledge of course content, and coherence of thought. Assignment 4 is due by **Sunday, October 30 by 11:59 PM**. The assignment is worth 40 points.

Assignment 5 (Literature Review)

The purpose of Assignment 5 is to write a literature review on your chosen topic, focusing on the literature that helps address your research question. This literature review should thoughtfully combine at least 7 references on your chosen topic. These can be the same references you located for the annotated bibliography in Assignment 4 or additional references.

This assignment will be graded based on accuracy of content, completeness of responses, demonstration of the knowledge of course content, coherence of evidence of thought, and adherence to APA style. Assignment 5 is due by ***Friday*, November 4 by 11:59 PM**. The assignment is worth 50 points.

Extra Credit

No extra credit will be offered in this course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>.

Interaction with Instructor Statement

I prefer communication via email. Since I am typically only in my office three days a week for a few hours, I rarely have access to my office phone and am much more likely to respond quickly to emails. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again. Please be sure that when you email me, you use a proper greeting (Dr. Homer or Professor Homer), an email body, and an appropriate closing. Be sure you have an appropriate and informative subject line. I will disseminate any important course-related information through your TAMUC email accounts and BrightSpace announcements.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- If you are having problems, academically, socially, or emotionally, etc., please discuss these issues with me if your grades may be affected. I am happy to help however I can, but I need to know what is going on.
- Because we often study sensitive subjects (such as racism, sexism, victimization, crime, and so on), it is extremely important to be respectful of each other when discussing these matters. Diverse opinions, even controversial ones, are welcome; incivility toward each other will not be tolerated.
- Because of the speed of the course, late assignments will be deducted 10% per day late. No assignments will be accepted after two days late.
- You will submit all written assignments adhering to the Student Paper criteria in American Psychological Association (APA) 7th edition. Occasionally, I will have acceptable formatting modifications listed in the assignment descriptions (i.e., no abstract is necessary), so be sure to pay attention to those. While this requirement includes proper paper formatting generally, I pay specific attention to the proper use of in-text citations and references. Most assignments will have a

portion of points designated for adherence to proper formatting. If you do not properly cite, you will miss points on your assignment. In cases without proper formatting or citations, you may receive a 0 on your assignment: **papers without citations are plagiarized because they do not give the original author proper credit.** For assistance with writing or formatting in APA, seek guidance from me, the [TAMUC Writing Center](#), [the Waters Library](#), and [OWL of Purdue](#).

- I take issues of plagiarism (including self-plagiarism) and academic integrity very seriously. Plagiarism can be done intentionally or unintentionally, and I don't tolerate either one very well. You are responsible for understanding how to correctly cite and paraphrase, as well as being familiar with the TAMUC Academic Integrity policies (linked below). You are expected to write the majority of **all** your assignments with very few direct quotes. Writing your own work with paraphrasing rather than direct quotes is how you demonstrate to the reader that you understand what you have read. You are welcome to use the Turnitin checker or similar to determine how much of your paper is directly from another source before submitting it for a grade. For some practical advice on plagiarism, see the APA's [Avoiding Plagiarism and Self-Plagiarism Guide](#).

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:

<https://www.britannica.com/topic/netiquette>

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:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 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/)

<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.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

Week of	Reading(s)	Item(s) Due (by 11:59 PM on Sunday unless otherwise noted)
October 3	Higgins; Fox & Fridel; Swagar; Farrugia et al.; Agee	Activity 1, Assignment 1, Discussion Board 1
October 10	Lowman & Palys; Roberts & Indermaur; Wyatt-Nichol & Franks	Activity 2, Discussion Board 2
October 17	Blasco; Bulmer; Taherdoost; Diamond; Pourmehdi; Vitale et al.; Cherry; Denney & Tewksbury (optional)	Activity 3, Assignment 3, Discussion Board 3
October 24	Dezember et al.; Gill; Chiang et al. (chapter 7); Green; Messing et al.; Petrich; King et al.	Activity 4, Assignment 2 , Assignment 4, Discussion Board 4
October 31	none	Activity 5, Assignment 5 by *Friday*, November 4