

W2 Course Review Form

Type responses in the form.

Please attach

- A. course requirements/policy statement
- B. syllabus/course outline
- C. sample assignment (directions, support documents)

The list of course goals or learning objectives in the syllabus should include something about "developing writing ability," either stated globally or as more discrete writing skills.

Faculty teaching W2 courses should indicate that the IDEA goal about developing skill in written or oral communication is either "important" or "essential."

1. Course Acronym, Number, and Title:
CRIM 2141 Research and Evaluation in CJ
2. Instructor Name:
Deeanna M. Button / Yingyi Situ-Liu
3. Instructor Program/School:
CRIM/SOBL
4. **A minimum of 30% of the students' final grade** should be based on the quality of their writing (**required for a W2**). What writing assignments will be given and how will they be weighted in the grade? Specifically, consider what assignments you may include that tend to be in one of these categories in terms of student time and/or expectations for polished work or weight of grade assigned:
 - a. low stakes (e.g., journals, blog entries, online posts, in-class writing),
 - b. middle stakes (e.g., reading responses, summaries, annotated bibliographies),
or
 - c. high stakes (e.g., research papers, final projects).

Remember that writing might include digital writing, writing for exams or quizzes, and/or writing in forms such as Power Point presentation or poster. You can copy and paste your list of probable assignments/weight in grade from your syllabus and add any necessary additional information.

The research project and related assignments are worth 35% of the grade.

5. Explain how a **minimum of 15% of instructional time in class or online (minimum required for a W2)** will be spent engaging students in activities that are likely to improve students' writing; these activities might consist of student time-on-task through homework and/or in class. *This is not a comprehensive list, nor need any class include all.*

Students will be provided with

- clear, written assignment descriptions
- instruction on written assignments through brief lecture/explanation
- sample assignments (models)
- instruction on sample assignments through class discussion(s)
- instruction on written assignments through assigned reading (in a textbook, handbook, handout, or online)
- rubrics (in advance of final grading) that indicate how work will be graded
- constructive feedback from the instructor (oral or written) to all or most students on drafts of assignments in progress

Please explain how you will integrate each of the items you checked

See box 4 on attached sheet. This box does not collapse text.

6. On which of the following characteristics of student writing will you comment/grade?

- prewriting (brainstorms/outlines/freewrites)
- application of genre conventions
- understanding & addressing audience
- understanding & addressing purpose
- synthesizing information from multiple sources
- analyzing data/ideas/arguments
- stating an appropriate thesis clearly
- idea development

- writing introductions/conclusions
- organization
- paragraph unity
- supporting details
- integrating sources (paraphrasing/quoting/citing)
- awareness of writing practices/processes/quality
- citation methods MLA APA Chicago Other
- style
- voice/tone/level of formality
- grammar and syntax
- punctuation
- spelling
- Other:

Please explain how you will comment on/grade these elements.

Please see the attached rubrics.

Other information the Advisory Council might find useful:

Writing Advisory Council:

Outcome:

- Approved
- Revise/resubmit with
- Revise with Writing Across the Curriculum Coordinator or reconsider W2 application

Notes/Recommendations:

Box 4

- Clear, written assignment descriptions are provided in the syllabus and in the final project assignment sheet (please see attachment).
- Instruction on written assignments is provided during class on multiple occasions. In class, we go over each assignment, and each specific section of assignments, and instructor feedback on assignments. This is formally scheduled in the syllabus.
- Students receive additional instruction on written assignments through assigned readings. Students are assigned empirical research articles. We go over these articles as examples for how to write each section of a research article. For each assigned reading, I focus on a different part of the empirical article. Reading multiple articles provides students with multiple examples on each section of the empirical research article.
- Students are provided with rubrics for assignment 1 (Intro, Lit, Theory), assignment 2 (Methods, Results), and the final project (Intro, Lit, Theory, Methods, Results, Discussion). Students are given rubrics at the beginning of the semester and are encouraged to use them as a guide when completing the three papers.
- Students receive feedback on assignment 1 and 2 in two ways. First, each student receives individual written feedback on his or her assignments. Second, I go over common mistakes in class so students can better understand my written feedback. Students are expected to incorporate the feedback they get on assignment 1 and 2 into the final project.

RESEARCH & EVALUATION IN CRIMINAL JUSTICE
CRIM 2141-003
Spring 2014

Instructor: Dr. Deeanna M. Button
Course Hours: MWF: 9:55-11:10pm
Course Location: F-207
Office Hours: M: 12-1:30pm; W: 11:30-1:30pm; F: 11:30-12:30pm; and by appointment
Office Location: H-240
Contact Information: Email: deeanna.button@stockton.edu Phone: 609-652-4452

COURSE DESCRIPTION

Criminal justice research largely focuses on people: their environments, lifestyles, criminal behavior patterns, histories, and attitudes towards crime. In this course, students will learn the basic principles of criminal justice research. In other words, students will learn *how to do* criminal justice research, or *how to study crime and criminal justice*. This course incorporates lectures, class discussions, and group-based activities, in addition to student reading and written assignments. Throughout the course, students will examine examples of contemporary criminal justice research in order to both learn the research process and develop skills regarding the critical evaluation and analysis of research. There are three main sections to this course:

Section 1: understand the importance of criminal justice research, develop research questions, review criminal justice literature and criminological theory, and consider research ethics in criminal justice.

Section 2: review core concepts in research methodology with notable exploration of measurement, sampling, and various research designs.

Section 3: conduct data analysis, develop potential theoretical and policy implications from data analysis, and distribute findings via written research project

The prerequisite to this course is Introduction to the Criminal Justice System (CRIM 1100).

STUDENT LEARNING GOALS

Students in this course will:

1. **Gain factual knowledge (terminology, classifications, methods, trends)** about basic concepts and methodologies used in criminal justice research;
2. **Learn the fundamental principles and processes** of the scientific method and research methods in criminal justice;
3. **Learn to apply course content** to review empirical research and data analysis techniques used by others;
4. **Learn to apply course content** to design and carryout a research project;
5. **Develop skills in writing** empirical research.

REQUIRED TEXTS

1. Bachman, R., & Schutt, R.K. (2012). *Fundamentals of research in criminology and criminal justice* (2nd ed.). Thousand Oaks, CA: Sage. ISBN 978-1-4129-9176-6
2. Button, D.M. (2013). *Course pack: Research & Evaluation in Criminal Justice* (2nd ed.). Available at the Stockton Bookstore.
3. Ferree, C.W., & Pfiefer, H.L. (2013). *Write and wrong: Writing within criminal justice*. Burlington, MA: Jones & Bartlett Learning. ISBN 978-1-2840-4372-3

REQUIRED ARTICLE READINGS

The scholarly articles listed within the tentative course schedule provide additional information on contemporary criminal justice research and its designs. These readings subject students to current empirical research and provide students with real life examples of how criminal justice research is conducted. Reading contemporary criminal justice research also provides students with the opportunity to practice skills regarding the critical evaluation and analysis of research. To help students become proficient at reading empirical research, the instructor has created an *empirical research summary guide*. Students may who fill out these guides may use them during reading reviews. Required article readings and the empirical research summary guide are available via Blackboard.

REQUIRED MATERIALS

1. A 1.5 inch three ring binder to retain all course materials and assignments.
2. A set of 5 tab dividers to organize the binder.

These materials must be brought to class by Friday, January 24, and should be brought to every class thereafter. Students who do not bring these to class on Friday, January 24 will lose 2 points off their participation grade. Students who do not bring them thereafter will lose 1 point of their participation grade for each day they come to class unprepared.

COURSE REQUIREMENTS & GRADING

Grades will be based on the following:

<u>REQUIREMENT</u>	<u>POINTS</u>	
Exams	45%	225
Research Project & Related Assignments	35%	175
Reading Reviews	10%	50
In-Class Activities & Homework Assignments	5%	25
Class Participation	5%	25
TOTAL		500

Exams

Exams are designed to help students demonstrate their understanding of the main concepts in criminal justice research. Exams may include multiple choice, matching, short answers, and/or essay questions. Three exams will be given throughout the semester. **Each exam is worth 75 points and individually account for 15% of the final grade.** Make-up exams will be given only in exceptional cases, such as a documented medical or family emergency. Students *must* request a make-up exam from the instructor prior to the day of the exam, or in the case of emergency illness, before the exam is distributed to the class. Students who arrive more than 10 minutes late will not be permitted to take the exam.

Research Project

The ultimate goal of this course is for students to be able to conduct and evaluate criminal justice research. Students will conduct a research project based on a central research question. Students will write an empirical research article with implications for policy, theory, and future research. The completion of a research project is a cumulative way for students demonstrate the knowledge gained throughout the course. Projects include six sections:

1. Introduction: statement of the problem, why it is a problem (i.e., what are the consequences of this problem), why its important to study this problem, and the purpose of the research with an explicit statement of the four factors to be studied and why.
2. Theoretical framework: a brief summary of the theory that will help explain the topic and why/how it applies to the research question.
3. Review of literature: a brief summary of at least four scholarly sources that correspond to the four factors of interest. Scholarly sources must be summarized cogently at the end of the section and students must state the collective relevance of these studies to the current research project.
4. Methods: a detailed description of the hypotheses (4) that correspond to the factors of interest and the methodologies used to conduct the study. General topics include information about the research design, sampling method, sample, and measures used.
5. Results/Findings: a summary of descriptive statistics and hypotheses tests results.
6. Discussion/Conclusion: summary of project, implications for the literature, theory, and policy, limitations of the current project, and suggestions for future research.

In total, the research project is worth 175 points and accounts for 35% of the final grade. Prior to submitting the final research project, students will turn in their article abstracts, an APA reference list, and two assignments. **Assignment 1 will consist of a draft of sections 1-3 (50 points) and Assignment 2 will consist of a draft of sections 4-5 (40 points). The final project will include sections 1-6 (85 points).** Additional information is provided in the course pack and on Blackboard. The instructor will assess each section of the project with a rubric. The rubric is provided in the course pack and on Blackboard.

Students must submit all written work to turnitin.com via Blackboard one hour prior to class (8:55am). Students who fail to submit their final research projects via turnitin.com on time will lose 10 percentage points. Assignments and final research projects emailed directly to the instructor will not be accepted.

Reading Reviews

Reading reviews consist of questions based solely on assigned readings. Reading reviews are given to facilitate student participation and comprehension of assigned readings. There will be 21 reading reviews that will be given at the beginning of class. Students should prepare by completing all assigned readings. Students will answer a total of 60 reading review questions, worth one point each, throughout the semester. **Students can earn a total of 50 points (10%) towards their final grade.** Students may earn the additional 10 points as extra credit. Reading reviews cannot be made up in the event of lateness or absenteeism. Students who are late will not be able to complete reading reviews.

Activities and Homework Assignments

The purpose of in-class/homework activities is for students to apply the concepts and techniques learned in class. There will be a total of 18 activities over the course of the semester. Many of these

activities will be done in class if time permits. However, if there is not enough time to complete activities during class, the student must complete the activity prior to the next class. In addition to activities, students will complete 3 out of class homework assignments:

1. An abstract and APA referencing assignment (5 points)
2. Completion of CITI training via blackboard (5 points)
3. Participation in research through the psychology lab (5 points).

In-class activities and homework assignments are cumulatively worth 25 points and account for 5% of the final grade. Completion of activities will be noted during class at three points throughout the semester. Students who miss the instructor's notation of completed activities due to lateness will not receive credit for those activities. Homework assignments are due when specified by the instructor. Late homework assignments will not be accepted for credit.

Attendance

Attendance is mandatory and students are expected to be on time. Attendance is required because this course becomes cumulatively difficult, and students who miss one day often fall behind. Roll will be taken at the beginning of each class. Please do not be late and/or leave early. It is distracting to other students and disrupts their ability to learn. Please note the following:

1. Students who will lose one point off their participation grade for each late arrival or early departure.
2. Students will lose 2 points off their participation grade for each unexcused absence.
3. Students are responsible for missed material. Please do not come to the instructor to ask what was missed.
4. Any exams, reading reviews, assignments, in-class activities etc. missed due to unexcused absenteeism or lateness cannot be made up. Absences are considered excused *only* in the event of physician documented illness or in the event of a death in the family.

Punctual attendance is directly factored into student final grades. It also affects student grades in several indirect ways. First, students must be on time to participate in reading reviews. Reading reviews cumulatively make up 10% of the final grade, and cannot be made up. Second, attendance is required for good class participation. Participation, 5% of the final grade, is based on engagement in class discussions and completion of in-class activities. Engagement in discussions and/or in-class activities cannot be made up. Finally, attendance facilitates student learning and mastery of the difficult concepts covered in this course. Class attendance better prepares students. Students who miss class may not perform as well on activities/assignments, exams, and/or the research project compared to students who come to class.

Class Participation

Participation includes regular attendance, active engagement in classroom discussions, and in-class activities. **Class participation is worth 25 points and accounts for 5% of the final grade.** Students should prepare for discussions and activities by completing course readings and coming to class on-time. Class participation will be assessed through active engagement in class and performance on in-class activities. Student preparation is important to class participation. Students should prepare for class participation by completing all readings and assignments for each class. Class participation, including in-class activities, cannot be made up.

FINAL GRADES

Final grades are calculated by dividing the total number of points earned by 500 total points. Final grades are based on the below point ranges. Final grades will NOT be rounded up. **A grade of "C" (73% or better) is required for CRIM credit.**

<u>GRADE</u>	<u>POINTS</u>	<u>% POINTS</u>	<u>GRADE</u>	<u>POINTS</u>	<u>% POINTS</u>
A	465-500	93% or above	C	365-384	73-76%
A-	450-464	90-92%	C-	350-364	70-72%
B+	435-449	87-89%	D+	335-349	67-69%
B	415-434	83-86%	D	315-334	63-66%
B-	400-414	80-82%	D-	300-314	60-62%
C+	385-399	77-79%	F	299 or below	59% or below

COURSE POLICIES

Blackboard

Course documents and important announcements will be posted on Blackboard. Students are responsible for material and announcements posted on Blackboard. Please check Blackboard regularly.

Turnitin.com

Students will submit Assignments 1 and 2 and the Final Research Project to turnitin.com via Blackboard one hour prior to class (8:55am). To submit assignments, students should sign into the Blackboard. On the left navigation bar, there is a link called "Turnitin.com." There is a unique link to upload each of the assignments.

****Every time coursework is uploaded, turnitin.com will send a receipt email. If you do not receive an email receipt your work has NOT been uploaded. Be sure to check for the receipt.**

Communication

The best way to contact the instructor is through her Stockton email address at deeanna.button@stockton.edu. Students are encouraged to contact the instructor via email with questions and concerns. Email should be written in a professional and clear prose with proper punctuation and include the subject header of CRIM 2141. **Email that does not include the CRIM 2141 subject heading and/or email that is written in haste or has incomplete sentences, abbreviations, improper capitalization or grammar, etc. (text message style) will not get a prompt response.** Email should include your first and last name so that the instructor has enough information to best answer questions and/or address concerns. Please do not email the instructor via Blackboard.

Students will be contacted through stockton.edu email and announcements on Blackboard. Students must have a stockton.edu email account, as alternate email addresses cannot be accommodated. Students are responsible for all email sent to stockton.edu email and announcements posted on Blackboard. Please check both regularly.

Late/Missed coursework and Make-up exams

The instructor does not accept late coursework. Submission of late assignments and make-up exams will only be *considered* for students who experienced a serious illness (requiring medical attention) or a death in the family. Students must inform the instructor of the issue within 48 hours of the due date (via email or office phone) *and* provide written documentation of the problem within one week. Students who fail to provide 48-hour notification of the problem and/or fail to submit written documentation of the problem within one week will not be able to submit late assignments or make-up exams. The instructor reserves the right to give any type of make-up exam (oral, essay, etc.) she deems appropriate.

Incomplete grades

The instructor does not give incomplete grades. All coursework must be submitted on time, as late work is not accepted.

Disputed grades

Students who have questions or concerns about grades on any coursework should submit their questions or concerns in writing to the instructor within one week of receiving the grade. The same applies for final grades. Students who have questions or concerns about their final grade need to submit their questions or concerns in writing to the instructor within one week of receiving their final grade. Grounds for final grade appeals are on the basis of inequitable treatment only, and must be submitted to the Office of Academic Affairs no later than three months after the term in which the grade is assigned. The Board will consider appeals only after the student has appealed to the faculty member, program coordinator, and academic dean.

Extra credit

Students may earn an additional 10 points for extra credit. Extra credit can be earned through excellency on reading reviews. There will be a total of 60 one-point questions throughout the semester. To earn full credit (50 points) for reading reviews, students need to answer 50 questions, at one point each, accurately. Students who earn more than 50 points, or get more than 50 questions correct, will earn additional points towards total course points earned.

Snow days/Class cancellations

When classes are cancelled due to snow or inclement weather, please check stockton.edu email account for an update on the class. If an assignment is due, students will still need to upload to turnitin.com by the due date/time. In the event that classes are in session, but the instructor is unable to make it to campus, an email will be sent to students' stockton.edu email account with cancellation information and a message will also be posted to Blackboard.

Classroom etiquette

Student interactions should be professional and respectful at all times. Please consider the opinions, thoughts, and questions of others with patience and an open mind. Rudeness or impatience will not be tolerated. Student disruption will also not be tolerated. The following are a few examples of disruptive behavior: talking when the instructor is talking, excessive use of laptops for any purpose other than note-taking, reading the newspaper, doing a crossword puzzle, playing games on cell phones, etc. Many other behaviors can be viewed as disruptive. **Students disrupting the class period will be asked to stop and will lose 3 points from their participation grade for each disruption. Students who continue to disrupt the class will be asked to leave. Repeated dismissals from class will result in permanent removal from the course.**

Electronic devices

Please turn off or silence (not set to vibrate) all phones, blackberries, etc. and put them away upon entering the classroom. Please do not surf the internet and NO texting, g-chatting, facebooking, etc.!

Students using a cell phone (for any reason) or surfing the internet, will have one point deducted from their final grade for each offense. No headphones, bluetooths, etc. are to be used or worn during class time. Any person with an electronic device that sounds or is handled during an assignment, quiz, or exam will receive a zero for that quiz or exam. The use of electronic devices is extremely distracting and disruptive. It is considered rude and disrespectful.

Academic integrity

Please consult the College's policy on academic integrity at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>. All students are expected to conduct themselves with academic integrity at all times in this course. Please note that academic dishonesty includes, but is not limited to using inappropriate notes or an unauthorized electronic device, misrepresenting or falsifying documents and/or collaborating with another student on course work when not specifically authorized by the faculty member. Plagiarism, an act of dishonesty, includes representing the work of another as one's own, such as copying somebody else's writing or another student's exam answers, or directly copying any material written by somebody else (including webpages) without quotation marks and a proper citation. Academic dishonesty can take many other forms, and each student is responsible for understanding the concept of academic dishonesty. **Any and all instances of academic dishonesty will not be tolerated under any circumstances.** Any student who takes part in any form of academic dishonesty will face harsh consequences including a report to the Office of Academic Affairs and a zero on assignments/reading reviews or a zero in the class for misconduct on exams. Students who are reported to Academic Affairs will not be permitted to withdraw from the class.

Student accommodation

Student success is important. The Richard Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations should make their request by contacting the Learning Access Program located in the J-204 or by calling 652-4988. You must give the instructor the paperwork from the Learning Access Center by the second week of class, Friday, January 31, 2014, in order to receive services in this class. In order to receive exam accommodations in this class, you will need to meet the requirements set out by Learning Access according to their timeline.

Additional information may be obtained from Stockton website:

<http://www2.stockton.edu/wellness/lap.html>.

Withdrawal of course

A student may withdraw from the course after the drop/add period and before the end of the 11th week of a full term, through the Student Services tab on the go.Stockton portal. If the student withdraws within the established time limits, a W will appear as the grade on his or her transcript. Students may not accumulate more than 25% of their graded work at Stockton in "W" notations. In order to drop/withdraw from the course, the student must complete the "drop" function through the portal. Ceasing to attend is not sufficient, even if the student informs the instructor. Failure to submit the form could result in a grade of F. **A student may enroll in this course at Stockton no more than three (3) times.**

COURSE SCHEDULE

The instructor reserves the right to make adjustments to the course schedule (alter topics, readings, and dates) as deemed appropriate. Students will be notified of any changes. Students are required to have completed all assigned readings and assignments by the dates specified in the syllabus unless otherwise specified by the instructor.

SECTION 1

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>	<u>AGENDA</u>
W Jan 22	Introduction	Syllabus Research Project	-Review syllabus -Introduce research projects and data -Pre-test
F Jan 24	Science, Research, and the Purpose of CJ Research	Ch. 1 and Ch. 12, "Journal articles" pgs. 317-319	-Organize course pack -Lecture -Activity 1: Overview of CJ Research
M Jan 27	Research Questions (RQs) and the Introduction	Ch. 2, pgs. 25-29 Payne et al.	-Discuss Payne et al. -Lecture -Activity 2: Research, RQs, & the Introduction
F Jan 31	Criminological Theory	Ch. 2, 29-44 Hirschi	-Lecture -Activity 3: Criminological Theory
M Feb 3	Literature Reviews and Plagiarism	Appendix A W&W Unit 1	-Lecture -Activity 4: Literature Review
W Feb 5	Literature Reviews and Searching Databases	Abstract/APA, Assignment 1, Rubric 1	-Library Session at E-221 -Abstract/APA Assignment (Feb 10)
F Feb 7	Literature Reviews and APA Style	W&W Unit 2 & 3	-Lecture -W&W Unit 2 & 3 Exercises
M Feb 10	Research Ethics	Ch 3, pgs. 49-68 CITI Training	-Lecture -Activity 5: Research Ethics -Abstracts/APA Assignment due -CITI Training due
W Feb 12	Research Ethics	Goode, 1996 OR Goode, 2002	-Discuss Goode's work -Review Activities
F Feb 14	Exam 1	None	

SECTION 2

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>	<u>AGENDA</u>
Feb 17-19	ACJS—No Class		-Work on Assignment 1, due 2/24 -Work on Reading Assignment for 2/24
M Feb 24	Methods: Conceptualization and Measurement	Ch. 4 Bahr et al.	-Discuss Bahr et al. -Lecture -Activity 6: Concepts and Measures - -Activity 7: Level of Measurement -Assignment 1 due
W Feb 26	Methods: Validity and Reliability	Cooper et al.	-Discuss Cooper et al. -Lecture -Activity 8: Validity and Reliability
F Feb 28	Methods: Sampling	Ch. 5	-Lecture
M Mar 3	Methods: Sampling	Lee & Cohen	-Discuss Lee & Cohen -Lecture -Activity 9: Sampling
W Mar 5	Methods: Causation	Ch 6, pgs. 131-135	-Lecture -Activity 10: Causation
F Mar 7	Methods: Research Design	Ch 6, pgs. 136-146, bottom of 150-151, mid 152-157	-Lecture -Activity 11: Research Design
Mar 10-14	SPRING BREAK		-None
M Mar 17	Methods: Research Design	None	-Lecture -Complete Participation in Research
W Mar 19 DOS	Methods: Research Design and Validity	Ford	-Discuss Ford -Lecture -Activity 12: Design and Validity
F Mar 21	Methods: Survey Research	Ch 7, pgs. 163-181	-Lecture -Activity 13: Survey Research
M Mar 24	Methods: Survey Research and Coding	None	-Midterm feedback -Lecture -Code variables in DSS
W Mar 26	Methods in Review	Assignment 2 Rubric 2	-Assignment 2 (Apr 11)
F Mar 28	Exam 2 Review	None	-Discuss Participation in Research -Review Activities

SECTION 3

DATE	TOPIC	READING	AGENDA
M Mar 31	Exam 2	None	
W Apr 2	Precepting—No Class		-Work on Assignment 2
F Apr 4	Results: Quantitative Analysis	Ch 11, pgs. 286, 294-304	-Lecture -Activity 14: Descriptive Statistics
M Apr 7	Results: Quantitative Analysis	Ch 11, pgs. 304-311	-Lecture -Activity 15: Hypothesis Testing
W Apr 9	Results: Quantitative Analysis	None	-Review Assignment 2 (Apr 11) -Working session -Final day to withdraw
F Apr 11	Discussion: Implications of Research	None	-Working session -Assignment 2 due
M Apr 14	Research Project: Beginning to End	Hollist et al.	-Discuss Hollist et al. -Final directions for project -Working Session
W Apr 16	Methods/Results: Qualitative Research and Analysis	Ch 8, pgs. 195-222 Simi & Futrell	-Lecture -Discuss Simi & Futrell after lecture
F Apr 18	Methods/Results: Qualitative Research and Analysis	Van Hout & Connor	-Discuss Van Hout & Connor -Activity 16: Qualitative Research
M Apr 21	Methods/Results: Analyzing Content	Ch 9, pgs. 233-247	-Lecture
W Apr 23	Methods/Results: Analyzing Content	Primack et al.	-Discuss Primack et al. -Activity 17: Content Analysis
F Apr 25	Methods/Results: Evaluation and Policy Analysis	Ch 10, pgs. 255-277	-Lecture -Final Research Project Due
M Apr 28	Methods/Results: Evaluation and Policy Analysis	Hagan Marlowe	-Discuss Hagan -Discuss Marlowe -Activity 18: Program/Policy Evaluation -Review activities
W Apr 30	Exam 3	None	Meet time: 8:30am-11am