

SOCI 4997
Sociology Capstone Seminar

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Office hours: via video conference by appointment; please sign up on Teams calendar (add me as a "required attendee")

This course is designed to pull together what you have learned as a sociology major and use and develop those skills to address a question you care about. In it, you will think of a sociological problem, puzzle, or question that you find compelling. You will develop your interest into a research question, discern the various aspects of that question, and find out which aspects have been answered by previous scholars and which have not. You will then write up an analysis of those previous studies in light of your question, to show which parts still need to be answered. As you read studies related to your topic, your question may change direction or shape—this is excellent; it means you're learning! After midterm, you design a sociological study to collect the data you would need to answer the remaining parts of your question. You will connect your question, literature review, and methodological discussion into one cohesive sociological exploration of your topic. Finally, you will reflect on what you have learned about the research and thinking process, yourself, and your world.

It is my sincere hope that you will find this class to be a rewarding challenge and an apt way to conclude your time at Marquette. If at any time you run into difficulties, dilemmas, or snafus, I hope you will bring them to my attention as soon as possible so that we can work on them together. Recognizing your problems and discussing them with someone who can help are signs of a mature researcher. You are not alone!

Capstone Objectives

As the Capstone for your major, this course has four objectives. I expect to help you:

- Develop your intellectual creativity to pull together sociological and other resources to answer a sociological question, solve a social problem, or figure out a sociological puzzle that is important to you;
- Develop your intellectual creativity to design the sociological study it would take to answer your question and evaluate any studies that have been done in relation to it;
- Think sociologically, seeing connections between individuals and larger-scale systems and culture;
- Recognize the similarities and differences between sociological and other perspectives;
- See and reflect upon the connections between personal troubles and large-scale social systems.
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Readings

The bulk of the reading for this class will be done on your own, as part of your research. In addition, we will look closely at an article or two at the beginning of the term to understand its parts. They are available under Content on our D2L site.

Assignments

Requirements for the course include:

I. Engagement with Class and Project

We are living through a global pandemic, massive economic recession, and generally tumultuous times. I do not wish for this class to add to your burden more than necessary, but I recognize that some people find it helpful to have things to structure their time. Attendance in class discussions is a necessary part of this class, but you will not be penalized for not attending. Much of what we do can be done either on your own or in groups outside of class time. Early on, I will ask whether you would work alone or in working groups. This is different from doing a group project. You'll be doing your own project, but have a writing group to help you with smaller exercises, along with giving suggestions, feedback and support. Twice in the semester, we will have writing workshops to give feedback on each other's literature reviews and final papers (or methods sections), for which everyone will be assigned to a group. However, I understand that people who have erratic work schedules, responsibilities for other people's care (children, sick people, elders, etc.), or who become very ill themselves may not find it helpful to have to coordinate schedules with a group. If you would prefer to walk through the steps on your own, you may let me know in the survey posted on D2L. Whether you work alone or with a working group, you may ask me questions at any time over email or in a 1-on-1 meeting.

If your circumstances change (such as because you have become very sick, have major financial problems, or lose your home), it will be **very helpful to me for you to let me know what is happening**. If you like, I will do what I can to connect you with Marquette's support for students (financial, food, mental health, Dean's office, etc.), but even if you don't want help from me, it's just good for me to know what you're dealing with, and we can work together to create a plan that will allow you to complete this course.

Submitting written exercises, attending Teams meetings, giving thoughtful feedback and support to your writing group members (as reflected in peer evaluations), and conversing with me over email or in office hours are all ways of actively engaging with the class. They will help you to learn and get the most out of your project, but will not be graded.

II. Personal Meeting (5 pts.) (Meet by Friday, February 5)

The purpose of this assignment is to help you to figure out a project that matters to you and that you can complete by the last day of class. Within the first two weeks of class, you are required to come to my office hours. Please come prepared having thought out—you may bring notes if you like—your response to the following questions:

What interested you in sociology as a major? How are you feeling about the last few months of 2020, and what challenges do you foresee? What question, puzzle, or problem are you interested in studying as a research project for this course? What questions do you have about how to proceed?

This is not a test, but an opportunity for me to help you to design a study that you'll be able to do well. Note that in later weeks, I will expect you to be caught up with the assignments and will ask you questions about your research appropriate to where we are in the semester. If you are not sure about what you want to research this semester, you should see me in the first week of classes.

III. Research Assignments

Note: Each written assignment is due in a D2L Dropbox, including the Human Subjects training certificate. Any assignment may be revised and resubmitted later—to do so, please consult with me 1-on-1 be sure you know what revisions are needed and to set a deadline (so I can plan). Also, if you need to submit any assignment late, please let me know, so I know to look for it and can plan my time.

1. Preliminary proposal (5 pts.—due February 1 by 1pm in D2L Dropbox)

The purpose of this assignment is to help you achieve clarity about your project. It should answer:

1. What is the puzzle, problem or question you wish to study?
2. What is your preliminary research question?
3. What books or articles you have read that touch on this question (from other classes or research projects, for instance)? What do you know from them, and how do they connect to your project?
4. Why does it matter to you?
5. Why should it matter to others?

For this assignment, you should be as detailed as possible—everything you get down in paper now gets you that much further along in your project. It can be helpful later to look back at what you were thinking when you first proposed this topic, and it can be helpful for you to get your ideas on paper so that you don't have to work to remember your own experiences as you learn about others'—it can be easier to listen with an open mind.

If your proposal is not thorough and thoughtful, I will take it as a statement that you are not taking this course seriously. The very highest grade you can earn on a cursory or unreflective proposal is an F.

You might also wish to write in a private journal or file, everything you think, know, and feel about your topic and research site, including prejudices, hopes, fears, and assumptions. You do not need to share this with anybody, but it's often very helpful to get ideas, preconceptions, past experiences, and the like down on paper so that your mind isn't tripping over them as you begin your study.

****** NOTE: Your project may change as you do your research—you may decide you wish to answer a slightly different question than the one you posed at the beginning. That's VERY normal, and it's a good thing because it means you're learning something! Most research proceeds that way. Just be sure all the parts of your final paper speak to each other—revise your introduction and literature review so that they all speak to the same question and form one coherent prospectus whose every part addresses the same question. ******

2. Human Subjects Training (~2 hours online—). Link is under Content (5 pts.— due by February 12, but I recommend getting it out of the way earlier).

You will not be conducting research this semester, but this training will help you with your Methods section, and you should not get a degree in sociology without knowing about research ethics and being certified to do research with human subjects. The purpose of this assignment is to ensure that

you leave Marquette with certification that you know how to protect the rights of human subjects. Please take the 2-hour online training, download your certificate to keep as a PDF, and post a copy of it to the D2L Dropbox.

3. Initial Bibliography (5 pts.—due February 18 by 1pm in D2L Dropbox)

The purpose of this assignment is to pull together and begin sifting through previous studies that have addressed your topic. The goal is to produce a list of potentially useful information about these texts, which you'll be able to find later and direct others to (in the "Works Cited" or "References" section at the end of your paper).

How to do it: Using previous course syllabi, the bibliographies from those readings, the library's search resources, and the *Annual Review of Sociology*, develop a list of **at least 15** relevant sources and **arrange them into sections**, in order of their apparent importance to your project (with the understanding that they may change in importance as you read them carefully and as your project evolves). Section headings might be: Methodology, Theory, x aspect of your question, y aspect of your question (where you define the aspects). Studies may be more general or theoretically related to your question, answer it specifically, or address a similar situation from which we could extrapolate, for instance. As you begin perusing those sources and reviewing ones you have already read, you may wish to begin a spreadsheet, filling in the information you'll need for Assignment #4, the annotated bibliography. **At least three of your sources should be articles from high-profile sociology journals such as *AJS*, *ASR*, *Social Problems*, *Symbolic Interaction*, or *Social Forces*.** Sources do not have to be about your exact topic; they may have implications about what the authors would expect to find had they looked at your case. The preponderance of your citations should be **sociological**, of course, though you should cite **at least one source from another field** for comparison. Consult the bibliography (references) of each article or book you read to find more potential sources. **Please note that a URL does not constitute a bibliographic entry.**

After each entry, please include a **sentence** to indicate that you have looked at the actual text itself and why you think it will be helpful to you, for instance, "This author did a quantitative study of [your topic]" or "This book discusses __, which is related to my question." The point of doing this is to ensure that you do not give yourself a list of irrelevant and unhelpful readings to dig up and read later, such as unpublished theses, magazine articles, or book reviews. Note that book reviews can help you in terms of finding a relevant and helpful book, but do not constitute resources themselves.

Unless you are already conversant in another bibliographic format, please use U. Chicago format (the format used in *AJS*).

Note: For sources from another field—education, psychology, economics or business, for instance—you will need to distinguish clearly between these authors' approach and a *sociological* approach in your final paper (or whenever you discuss them).

4. Annotated bibliography (10 pts.—due March 2 by 1pm in D2L Dropbox)

The purpose of this assignment is to create a log of the relevant sources you have read so that you can easily recall what they say when you address them in your lit review and final paper. Select the 10-12 most important sources you have found (most helpful, most closely related to your research topic, presenting a theoretical argument you wish to use or take issue with, etc.) and *for each*, state the reading's: main points; methods; sample or site; and its answers to aspects of your question (relevance). Write down anything that may be relevant in your final paper (such as exact data or compelling quotes, with page numbers) so you don't have to go back later and look for it. If you wish, you may simply turn in a Reading Guide for each paper, but be sure your summary of the argument is written in sentence/paragraph form, not an outline. Your summary should be thorough, committing to paper everything you will want to know about the selection when it comes time to write. It is completely acceptable if, while reading, you find other articles that are more useful than what was on your initial bibliography. That means you're learning! **[continue to next page]**

As you read each, look for what hypotheses the study would suggest as related to your research question. Write down anything that may be relevant in your final paper (such as exact data or compelling quotes, with page numbers) so you don't have to go back later and look for it. If you wish, you may simply turn in a Reading Guide for each paper, but be sure your summary of the argument is written in sentence/paragraph form, not an outline. Your summary should be thorough, committing to paper everything you will want to know about the selection when it comes time to write.

5. Literature Review (10 pts.—due March 9 by 1pm in D2L Dropbox)

This assignment will be the foundation of your final paper. This is where you explain which aspects of your question others have addressed and whether they completely answer your question or not. The literature review is the justification for the study you're proposing, the explanation of why we need this study. In it, you will:

1. State your research question (Note: It may have changed since you started reading related materials—That's great! State the new question)
2. Map out, in essay format (modeled on the literature review section of a sociological article such as Dow's or one from your research) how previous studies and theories begin to address it.
 - a. Which pieces of the question do they answer, and which pieces do they leave unanswered?
 - b. What hypotheses/answers do they suggest you would find to your question?
3. Discuss the readings by category, as they relate to your question
4. Conclude by discussing which parts of your question previous studies do not answer. Do the answers they suggest seem likely not to apply here? Why is that, or how are things different in your situation?
5. Include a Bibliography or References section at the end, with consistent bibliographic format (Chicago or something else) and alphabetized by author's last name. You'll need this in your final paper as well. Only list items that you refer to explicitly in your document.
6. Note: Again, it is completely acceptable if, while reading, you find other articles that are more useful than what was on your initial bibliography. That means you're learning!

On 7 October, we will workshop these literature reviews in class. Then you will rewrite, based on the feedback you receive. The closer this assignment is to your very best work, the more helpful the feedback will be, so please take this deadline as the time to do your best.

6. Revised Literature Review (10 pts.—due March 16 by 1pm in D2L Dropbox)

Based on feedback received in class, you will submit a revised literature review for grading. This grade will replace the grade on the initial literature review. Please submit with an indication of how you have changed it since the first version you turned in; either with Track Changes visible, or with a short written account (paragraph or list) of the changes you made to incorporate suggestions from your group.

7. Methods section (10 pts.—due March 30 by 1pm in D2L Dropbox)

Please meet with Prof. Moon to discuss your methods section by March 26.

What questions remain unanswered that you would like to answer, and what methods will you use to find them? In probably 3-6 well-organized paragraphs, answer the following: What kind of data will you need to answer *each aspect* that remains unanswered? Are there special issues that your method requires you to address? How will you protect human subjects' rights, and are there any other ethical considerations you'll need to keep in mind? If it's a survey, how will you ensure that your results are generalizable and valid? If it's a qualitative method/methods, how will you account for the researcher's subject position to ensure your findings are valid? (Are there unanswered aspects that are still outside the scope of your proposed study? That's fine; just acknowledge them.)

8. Final Paper, Complete Draft (due April 8 in D2L Dropbox by 1pm)

In class on 4/13, we will workshop your final paper looking for clarity and flow. You'll need to share this paper with your group members before the class on 4/13 with enough time for everyone to complete the Writing Center worksheet for at least two of your group members. The Revised Final Paper will be due on 4/27.

This paper will gather together and synthesize all of the work you have done this semester: stating the bigger problem it addresses and your specific research question, why it is important, in what ways previous studies and theories have addressed it, what future research needs to be done to fully answer it and how you will protect the rights of human subjects.

It should have an evocative title, and begin with an Abstract, which is a paragraph that could stand alone as a description of your project, summarizing the research question, previous studies, and the study you propose. (You'll write your abstract last.)

The paper itself should be divided up with section headings. There should be no unnecessary repetition, and each sentence, paragraph, and section should be as terse and elegant as possible. All citations in your paper should be in (Author Date) format, or (Author Date, page) in the case of direct quotes.

The paper should be about 10-12 pages (plus bibliography), double spaced, in standard-sized 12-point font, with 1.25" margins. It will need a complete list of References or Bibliography at the end, in consistent format (preferably Chicago style), alphabetized by author's last name.

** NOTE: Your project may change as you do your research—you may decide you wish to answer a slightly different question than the one you posed at the beginning. That's VERY normal, and it's a good thing because it's means you're learning something! Most research proceeds that way. Just be sure all the parts of your final paper speak to each other—revise your introduction and literature review so that they all speak to the same question and form one coherent prospectus whose every part addresses the same question. **

9. Presentations [to be determined]

We will decide as a class whether we want to hear about each other's projects during weeks 13-14 and in what format]

By this time you might wonder how your fellow students' projects turned out, and we may decide to have some way to present them to each other and respond to questions. We can decide whether you would rather post videos or present on Teams. What is your research question, why is it important, what have previous studies found, and what do you propose as a study to gather information to answer your question? (If the published studies you read answer your question, do they recommend a satisfactory solution to the problem or answer to the question? If so, could it be implemented, or what would the barriers be to implementing it?) What "bigger picture" things have you learned in the process?

10. Revised Final Paper (30 pts.)—due April 27, in D2L Dropbox, with a reflection statement

Along with your final paper, please submit a brief (1-2 paragraphs) reflection on what you've learned this past semester.

WRITING STYLE POLICY

The way I speak and write is not the way I was raised speaking and writing; I have been thoroughly schooled in the American Language of Power, or Dominant American English. I try to fight it sometimes and speak as I grew up speaking, but this is how I think and talk. There is nothing inherently smarter or more correct about speaking this way, and it is worse at conveying some things, than other languages and other ways of speaking English. However, it is what US K-12 schools used to teach to everyone. It is the language of power; others use this way of speaking and writing to judge whether the author of letters, email, essays, guidebooks, instructions, or whatever else they are reading, is smart and worthy of their respect. That's not fair, but it is reality. I can help teach you this language if you want, and you'll most likely find it useful in life, but I will no longer grade from the perspective that there is one best way to communicate in English. A page covered with red ink often conveys to students that they are bad students or unworthy of my time. You are in college is to learn to find your own voice and communicate your ideas and desires to others, and that involves both using language to convey your ideas to your own audience, and writing the way people in power (including your professors) are accustomed to reading. [continued on next page]

I have therefore adopted this policy: As long as I think I understand what you are trying to say, I will not "correct" your grammar without your explicit consent. There is a survey on D2L in which you can consent to have me recommend adjustments to conform to the rules of the Dominant American English. If you would like guidance in writing in the language of power, let me know by clicking Yes on the survey and I'll do my best to show you how.

If you do not tell me you want that kind of correction, I will tell you what I think you are saying, and if that's not what you're getting at, you'll need to find a way to get your point across. I may correct spelling or other minor errors, and I may correct grammar out of habit (in my world, it's a kindness, like telling someone there's broccoli in their teeth), but please do not let that make you think you are unintelligent or a "bad" student. In the same spirit, I will assume spelling errors are typos and point them out so you can fix them. However, if I really cannot understand what you are trying to say, you will need to do some work to figure out how to communicate with me and your other professors. Effective communication is a crucial life skill and an important benefit of a college education, whether you are applying for a job, trying to get your elected officials to fix a problem in your neighborhood, or anything else.

LATE ASSIGNMENT POLICY:

We are living in a global pandemic, record-breaking recession, and otherwise tumultuous times. We need to be gentle and patient with each other. In such times it can be helpful to have a structure to your time. However, a lot is happening that is out of our control.

If you can't turn an assignment in on time, please contact me to let me know what's going on and when you can turn it in. My goal is for all of you to finish this course without having to take an Incomplete, but if you end up needing to (due to sickness, for instance), that's fine too. It happens. People go on to finish their incompletes and forget all about them.

LOGISTICS: Please be sure to keep a back-up of all of your work or keep it in a cloud of some sort or other. (And if there is a chance you might ever ask me for a recommendation letter, you should save your work with my comments to show me at that time.)

ACADEMIC HONESTY: Please note that I will strictly adhere to Marquette's policy on academic honesty, which can be found online. Any incident of plagiarism or other cheating will be met with an F for the course and a report to your Dean of Students and the Chair of SOCS. This would most likely interfere with your timely graduation.

RESOURCES and JUSTICE: A guide to resources to help with tutoring, food, housing, technology, justice, and other human needs students have is on our D2L site, and if you have a specific crisis, please feel free to let me know and I will do everything I can to connect you with help and support.

My goal is to teach justice and to work for justice for my students (and the world). A university is not "safe space" for all students. If anything happens in our class that upsets or disturbs you, I hope you'll feel comfortable telling me about it, including if I am the source of it. I know that's not always easy or even possible, but please know that I will do my best to hear you and make things right.

You also have another resource. The Department of Social and Cultural Sciences has appointed a SOCS Diversity Advocate, Dr. Marcia Williams. 351 Lalumiere Hall. Phone: 288-5437. E-mail: marcia.williams@marquette.edu Web: <https://www.marquette.edu/social-cultural-sciences/directory/marcia-williams.php>

As the current SOCS Diversity Advocate, Dr. Williams will provide a safe environment for students of color to share their experiences of racism in the Social and Cultural Sciences Department and the campus at large. Dr. Williams is committed to listening to student concerns in a manner that is empathetic, respectful, and validating. She will assist students in developing a plan to address their concerns provide support and assistance throughout the process.

READING GUIDE

The example article(s) we will read, and many of those you find in your own library search, will contain examples on which you can model parts of your paper (intro, lit review, methods). To help you to understand how to think about your research and structure your paper, I recommend you use the following reading guide for each article. You will probably find it helpful to mark the number of each element—or its name (such as “thesis” or “evidence 1”) on the reading itself, so that you can easily find examples later.

1. What is and where does the author state:

- Their topic?
- Their thesis/point/argument?
- Their methods?
- Ethics considerations?
- Their personal role as a researcher?
- The evidence that supports their arguments or claims?

- 2. In what different ways do they cite previous scholarship? What different categories of readings do they cite? How do they structure their literature review with regard to aspects of their research question?**
- 3. What are and where do they state their conclusions?**
- 4. What are and where do they reflect on the limitations of their study?**
- 5. What are and where do they reflect on questions for future studies?**
- 6. What hypotheses does the study suggest as related to your own research question? Or is it relevant in another way (an example of methods your study might use, background data)?**
- 7. What other studies does this one cite that might be helpful for your project, and where can you find them?**

<p>WEEK 1 26 January</p>	<p>Introductions On Teams, we will discuss: What is the project for this class, as well as creativity, synthesis, generating new ideas, and what sociological problems or puzzles you care about.</p>
<p>28 January</p>	<p>On Teams we will discuss project ideas and start thinking about aspects of your project.</p>
<p>WEEK 2 Monday, 1 February</p>	<p><u>PROPOSAL DUE in DROPBOX by 1pm</u></p>
<p>2 February</p>	<p>We will discuss aspects of your research question and study:</p> <p>PLEASE COME TO CLASS HAVING READ THE ARTICLE; WE WILL USE CLASS TIME TO COMPLETE GONZÁLEZ-LÓPEZ ASSIGNMENT:</p> <p>González-López, Gloria. 2004. "Fathering Latina Sexualities: Mexican Men and the Virginity of Their Daughters," <i>Journal of Marriage and Family</i> 66 (5): 1118-1130.</p> <p>We'll do this in our Teams session in breakout groups, and then discuss it. I will be available on Teams during our class time in case you have questions.</p> <p>Please complete the assignment that is listed in D2L and have one group member submit it to the D2L Dropbox.</p>
<p>4 February</p>	<p>Meet in Teams to discuss searching strategies with Sociology librarian Leatha Miles-Edmonson (2-2:50)</p> <ul style="list-style-type: none"> ○ Bring in readings from previous classes that relate to your project (books or articles) to use their bibliographies (reference lists) ○ Bring in your list of aspects of your study so we can help you search for related works
<p>5 February</p>	<p>Deadline for Personal Meeting, 1-on-1 with Dr. Moon. Please sign up on Google sign-up sheet and let me know the day before what platform you'd like to use (Teams, FaceTime, Zoom, phone, etc.).</p>

<p><u>WEEK 3</u> 9 February</p>	<p><u>Mental Health Day—No class</u></p>
<p>11 February</p>	<p>Intellectual creativity in collecting related studies: What is your case an example of? What are other examples of it? What other kinds of studies might relate to your project?</p>
<p>12 February</p>	<p><u>Complete Human Subjects Training; certificate due as PDF in D2L Dropbox. — Save your certificate as a PDF for the future, and submit certificate to Dropbox by 9 pm.</u></p>
<p><u>WEEK 4</u> 16 February</p>	<p>Continue collecting references for your Initial Bibliography. I will be available (now and any time!) to answer questions about finding sociological and other sources.</p>
<p>18 February</p>	<p><u>INITIAL BIBLIOGRAPHY DUE in D2L Dropbox by 1pm</u> On Teams I will introduce the Annotated Bibliography and Literature Review assignments; and we will talk about looking for hypotheses as you read your sources. We will talk about Parts of an Article (to help with your annotated bibliography) and the structure of a sociology article.</p>
<p><u>WEEK 5</u> 23 February</p>	<p>I will be available on Teams to talk more about how to think about different aspects of your literature review, dividing your sources into topic/aspect areas, summarizing readings, and searching for hypotheses in your sources.</p>
<p>25 February</p>	<p>I will be available on Teams to talk more about how to think about different aspects of your literature review, dividing your sources into topic/aspect areas, summarizing readings, and searching for hypotheses in your sources.</p>
<p><u>WEEK 6</u> 2 March</p>	<p><u>ANNOTATED BIBLIOGRAPHY DUE in D2L Dropbox by 1pm.</u> In our Teams meeting, we will talk about synthesis and grouping sources for the Literature Review, as well as structuring its logic to build toward the study you'll propose. We may refer to González-López's article or one from your study as an example. We will also discuss the (Author Date, page) citation format.</p>
<p>4 March</p>	<p>I will be available to help individuals or groups think about synthesis and grouping sources for the Literature Review.</p>

<p><u>WEEK 7</u> 9 March</p>	<p><u>LITERATURE REVIEW DUE in D2L Dropbox and to your Working Group</u> OPEN MEETING FOR SPECIFIC QUESTIONS ON YOUR LIT REVIEW Writing workshops will be in your assigned groups. Each group needs to devise a system so that at least two people read each Lit Review is read and complete a worksheet from the Writing Center for Wednesday's class.</p>
<p>11 March</p>	<p>**Literature Review Workshop with Staff from the Ott Memorial Writing Center** Please come to Teams having read at least two of your group members' papers and prepared the Writing Center's worksheet for each.</p>
<p><u>WEEK 8-10</u></p>	<p>**Meet 1-on-1 with me to discuss Methods by March 26** Please sign up on Google Sheet and remind me the day before.</p>
<p><u>WEEK 8</u> 16 March</p>	<p><u>REVISED LITERATURE REVIEW DUE IN DROPBOX by 1pm.</u> Please include an indication of changes you have made to incorporate others' suggestions.</p>
<p>18 March</p>	<p>No Class—Good luck with midterms!</p>
<p><u>WEEK 9</u> 23 March</p>	<p>METHODS: Bring in the questions/aspects of your study that remain unanswered from your literature review. We will discuss methods sections examples (González-López's and/or others related to your projects) and begin to brainstorm your own methods for your proposed study, focusing on 1. How to collect data (how you'll recruit participants, how you'll ask questions or observe people); 2. How you'll analyze data; and 3. How you'll protect human subjects' rights.</p>
<p>25 March</p>	<p>Bring in the unanswered questions from your Lit Review, and have a sketch of your Methods Section, flow chart, outline, or mind map that you can share electronically with others. This is your rough sketch of what questions are left to answer and how to find those answers; we will discuss in groups.</p>
<p>26 March</p>	<p><u>DEADLINE FOR METHODS MEETING</u> Please be sure you've scheduled your Methods Meeting by today to be sure I have approved your methods before you submit your methods section.</p>
<p><u>WEEK 10</u> 30 March</p>	<p><u>METHODS SECTION DUE IN DROPBOX BY 1PM</u> On Teams, we will discuss any questions you have about methods. I will talk about how to pull the whole paper together, making sure each section is talking about the same topic, creating effective transitions, an</p>

	effective/convincing summary, and—very last—the abstract of the whole prospectus.
1 April	On Teams, I will be available to answer questions about pulling the whole paper together.
<u>WEEK 11</u> 6 April	On Teams, I will be available to answer questions about pulling the whole paper together.
8 April	<u>COMPLETE FINAL PAPER DUE TO DROPBOX AND YOUR GROUP.</u> Each group needs to devise a system so that at least two people read each Lit Review is read for Wednesday's class. We will only meet on Teams if people have things to discuss.
<u>WEEK 12</u> 13 April	** Workshopping the final paper with Writing tutors. ** Please come to Teams having read at least two of your group members' papers.
15 April	<u>NO CLASS—MENTAL HEALTH DAY</u>
<u>WEEK 13</u> 20 April	Presentations?
22 April	Presentations?
<u>WEEK 14</u> 27 April	<u>FINAL REVISED PAPER DUE IN D2L DROPBOX by 10pm.</u> Presentations
29 April	We will meet on Teams to debrief about what you learned in this process and how I could make the experience better. Also please take a few minutes to complete the end-of-class survey so I can learn about what worked and how I could improve this class.
<u>WEEK 15</u> 4 May	Catch Up and Loose Ends
6 May	Catch Up and Loose Ends

Congratulations, Graduates!! You are done! Stay healthy and don't be a stranger!