**Environmental Methods and Analysis – ENVR 279A**

College of St Benedict/St John’s University

Department of Environmental Studies

Fall 2022

MWF, 11:30 pm – 12:25 pm, Peter Engle 236

Professor Corrie Grosse

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Office Hours: By appointment. Please speak with me before or after class to set up a time to meet. I hope to see you all in office hours.

**Overview:**

“It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts.”

– Sherlock Holmes in a *Scandal in Bohemia* by Arthur Conan Doyle

“research is a ceremony. The purpose of any ceremony is to build stronger relationships or bridge the distance between aspects of our cosmos and ourselves.”

* Shawn Wilson in *Research is Ceremony: Indigenous Research Methods* (2008)

I saw the strengths of communities and … their continuing belief in themselves, their positive outlook and optimism and their hope that maybe, one day, life would get better. In talking with people in the community I became interested in the questions which they were asking of health which were not being addressed by research. ‘We know we are dying’ […]’ ‘Our health will not improve unless we address the fact that we have no sovereignty.’ […] ‘Why do they always think by looking at us they will find the answers to our problems, why don’t they look at themselves?’ I too wanted to know why it was that community concerns were always reframed around standard research problems. How can research ever address our needs as indigenous peoples if our questions are never taken seriously?

-– Linda Tuhiwai Smith (Ngati Awa and Ngati Porou) in *Decolonizing Methodologies: Research and Indigenous Peoples* (1999)

This course serves as an introduction to the analytical methods, tools, and metrics of environmental studies, providing students with quantitative and qualitative skills for knowledge creation that can be applied in upper division courses and in their own research projects. Themes will include basic quantitative problem solving, statistics, research design and ethics, collecting primary and secondary data, creation and analysis of surveys and interviews, and data visualization through construction of graphics. Students will learn to apply these methods and to critique the use of similar methods by researchers and the media.

In this course, students will:

1. Use primary data collection and analysis, both quantitative and qualitative to answer a research question.
2. Critically evaluate visual displays of quantitative and qualitative information, and be able to design and create their own graphics.
3. Present the results of their research, orally, graphically, and in writing.
4. Apply basic statistics, including sampling strategies, normal distributions, histograms, standard deviations, p-values, t-tests, and correlation.
5. Understand, evaluate, and correctly interpret published research in environmental studies fields and in the popular media.

As a social world way of thinking truth focus, this course also has these learning goals:

1. **Analyze Texts**: Intermediate: Students evaluate texts for significance, relevance to the students’ goals, and make connections among texts and/or disciplines.
2. **Information Literacy**: Intermediate: Students locate relevant information using well-designed search strategies, evaluate and use appropriate and multiple resources, and articulate why using information has many ethical and legal implications.
3. **Collaboration**: Intermediate: Students use group roles effectively, build constructively on the work of others, incorporate multiple perspectives into the work of the group, and produce independent work that advances the project.

**Required Texts**:Please purchase: Urdan, Timothy. *Statistics in Plain English*. 4rd Edition. Routledge: New York, 2017, available at the bookstore. It will be on reserve at the Alcuin library. Note: the ebook available through the library is NOT the current edition. There are chapter [summaries](https://routledgetextbooks.com/textbooks/9781138838345/student.php) and videos available here, but they are NOT substitutes for reading the book. All other readings will be available via the course Canvas page.

**EXPECTATIONS**

**Attend Class**:I expect multiple contributions from you during each class period. If it is difficult for you to speak in class, meet with me during week one so we can devise a plan to help you improve. If you are ill or have a mental health emergency, please email me before class for an excused absence. Appointments of any kind should be made at a time that does not conflict with class.

Zoom Policy: In person attendance is required. Exception: if you are ill, have a family emergency, or college sponsored event, it *may* be possible for you to engage in remote learning (review CSBSJU [policy](https://www.csbsju.edu/academics/2021-2022-catalog/academic-policies-and-regulations/courses/class-attendance)). Please send me a request to Zoom for these reasons only **at least 24 hours before class**. I will not consider or respond to requests sent after that point. If I grant your request, use the Zoom link posted at the top of Canvas.

**Be Prepared:** Please come to class ready to participate (converse, inspire, teach, learn, question, take notes)—having read and carefully thought about the assigned readings. Readings and assignments should be pulled up on your computer before class begins.

**Create a Respectful Environment**: Our course should reflect a critical engagement with the course material and with each other that privileges openness, respect, thoughtfulness, and constructive feedback. In our community of learners (that includes me!), please act and speak in a respectful manner towards everyone.

**Be Engaged**: Please give all speakers (including those in films) your undivided attention. If you bring a laptop or tablet, please ensure that it is used only for taking notes or referring to readings. . Please also bring a headset. You can [check out](https://www.csbsju.edu/instructional-technology/equipment-checkout/equipment-items-for-loan#Computer%20Equipment) laptops and headsets from the library.

**Take Space, Make Space**: If you tend to talk a lot, make space to let others speak. If you tend to not talk a lot, take space and share your ideas. We will use discussion hand signals to facilitate this.

**Practice Antiracism**: An **antiracist** is “one who is supporting an antiracist policy through their actions or expressing an antiracist idea” (14). “An **antiracist policy** is any measure that produces or sustains racial equity between racial groups.” (18) “**Racial equity** is when two or more racial groups are standing on a relatively equal footing.” For example, racial equity would be when the percentage of Black, Latinx, and White families owning their own home is about the same, versus the 41, 45, and 71 percent, respectively, that it is (18). “An **antiracist idea** is any idea that suggests the racial groups are equals in all their apparent differences—that there is nothing right or wrong with any racial group. Antiracist ideas argue that racist policies are the cause of racial inequities” (20). Source: Ibram X. Kendi’s 2019 *How to Be an Antiracist*. Our campus is committed to antiracism – read the faculty, student, and administration statements on this [here](https://www.csbsju.edu/antiracism/csbsju-statements-on-antiracism). In this class, you can be an anti-racist in the role play by advocating for anti-racist climate policies.

Part of being an antiracist is to avoid microaggressions and to name them when they occur. **Microaggressions** are intentional or unintentional words, behaviors, or aspects of an environment that communicate negative insults toward people of color. Saying 1) “we are all one race: the human race,” 2) “I don’t see color,” and 3) “everyone can succeed in society if they work hard enough” are examples. 1) signals that a person of color’s experience is no different from the experience of people of other races, 2) fails to acknowledge the race of a person of color, and 3) signals that inequitable outcomes for people of color result from laziness. We should instead welcome the difference that our unique identities provide and recognize how race affects people’s lived experience. Microaggressions build up over time to negatively affect people’s physical and mental health. In this class, we agree to name microaggressions and together, articulate why they are harmful and how to begin to repair the damage they cause. One way to name them is to ask: “What do you mean by that?” See [Washington et al. 2020](https://hbr.org/2020/07/when-and-how-to-respond-to-microaggressions) for more examples and an expanded definition and [Limborg 2020](https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away) for conversational tips.

**Work to Become a Better Writer:** Learning how to write well is one of the best things you can do in college! It will help you tremendously in the future. Therefore, I expect all writing to be well organized, well crafted, and free of typos. Consider purchasing *The Elements of Style* by Strunk and White, a tiny book with lots of tips on how to write well. I’ve posted some key excerpts on the Canvas Resources page.

**ASSIGNMENTS AND GRADING**

Please submit all assignments on Canvas unless otherwise noted.

**Participation**

Each day, it should be evident to me and to your peers that you dedicated time to reading and thinking about the assigned texts and assignments. Demonstrate your engagement with texts by being prepared to describe the main points and highlight parts of the texts that are unclear for you. Asking questions is a great way to participate! You should contribute your fair share to small group discussion and activities and make multiple contributions to larger group discussion each day. Excellent, keep it up! = 10 points, Good, push yourself a bit more = 8.5 points, Needs Improvement, talk to me about how to improve your engagement = 7.5 and below.

We will complete a number of in-class assignments that you cannot get credit for without being an active participant in class.

I am aware that it is hard for some folks to speak in class. If this describes you, I am sympathetic, but require that you use this class to practice learning how to overcome barriers you face. In your life beyond school, discussion skills are important. Meet with me during week one to make a plan for success.

**Assignments**

A variety of homework assignments are posted on Canvas. For some assignments, some class time will be devoted to completion.

**Research Project**

Near the end of the semester we will put newly learned skills to work in an original research project that employs surveys and interviews. Details on this project and its many steppingstone assignments are on Canvas.

**Grading**

Grades will be calculated on a percentage basis, using the following cut off points:

A= 92.5% to 100% BC= 77.5% to 82.4% D= 59.5% to 67.4%

AB= 87.5% 92.4% C= 72.5% to 77.4% F= <59.4%

B= 82.5% to 87.4% CD= 67.5% to 72.4%

If you do not need this course for your major and wish to take it for S/U (satisfactory/unsatisfactory), please talk to me. See CSBSJU’s policy [here](https://www.csbsju.edu/academics/2021-2022-catalog/academic-policies-and-regulations/grades/satisfactoryunsatisfactory-grades).

**Formatting**

All written work should be double spaced, size 12, Times New Roman font, one-inch margins, double-sided, and should appropriately cite sources using the style of your discipline. **Environmental Studies students must use Chicago Notes and Bibliography (NB) style**. Students in other majors are welcome to use the reference style used by their major. References do not count in assignment page limits.

* Visit [*The Chicago Manual of Style*](http://www.chicagomanualofstyle.org.ezproxy.csbsju.edu/16/ch14/ch14_toc.html)for instructions on Chicago Notes and Bibliography (NB) style.
* [The Owl at Purdue](https://owl.english.purdue.edu/owl/resource/717/01/) is a great resource for all citation styles.
* Use EndNote to format your citations and insert them in your papers. Practice with this software now will help you tremendously in the future. Environmental Studies Librarian Jonathan Carlson can [help you](http://guides.csbsju.edu/endnote) set it up.

**Late Policy**

**bottom line: Communicate!**

I recognize that you all lead complex lives. The goal of this policy is to help you learn how to plan ahead, organize your time, and communicate, all skills that you must master in college. Options:

1. **Request an extension** and lose no points: You may request an extension on an assignment the day before it is due (preferably 24 hours in advance). In your request, propose a day/time by which you will turn it in. When we agree on a due date, post a comment for the assignment on Canvas noting the extension date.
2. **Emergency:** If an emergency (including mental health) prevents you from turning something in or requesting an extension, please communicate with me within as soon as possible (within 3 days). We will make a plan for when you will turn in your work for no point deduction.
3. **Late due to poor planning, but communicates**: If you did not complete an assignment, did not request an extension, requested an extension late, and did not experience an emergency, speak to me before or after the class period when the assignment is due. If you speak to me, you will have one week to turn in the assignment for minus 5% for lateness. Post a comment for the assignment on Canvas noting this.

I will not accept work turned in under circumstances not covered by 1-3.

**Communication**

Please talk with me before or after class for quick questions or to set up a meeting for more in-depth conversation regarding the course, environmental studies, or our collective future. I’m here to help, so **contact me sooner rather than later** if you are struggling with any aspect of the course. I will respond to emails within 24 hours Monday through Friday. Students should **not** expect an email response during evenings, weekends, or holidays. Do not email me if you can ask me in class.

Read assignment instructions well in advance and ask questions about them during class rather than via email.

Please check your email and Canvas regularly to ensure smooth and timely communication. All course materials, assignments, and feedback will be posted on Canvas. **Please go into each assignment after it is graded to view the completed rubric, comments, and in-text edits, as applicable.**

**Help Each Other!**

In line with feminist pedagogy, please draw on your classmates as a resource (space provided below for two people’s contact information). Please contact your classmates with questions about the course.

Classmate 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Classmate 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT MESSAGES FROM CSBSJU**

1. **Food and Housing Security**.If you are facing any challenges securing food or housing, and believe this may affect your performance in the class, please contact the Dean of Students, Jody Terhaar, for support [jterhaar@csbsju.edu](mailto:jterhaar@csbsju.edu). If you do not feel comfortable contacting the Dean, please talk to me so I help guide you to available resources.
2. **Accessibility Support Services***.* This course welcomes and accommodates all interested students. Students with disabilities who require accommodations to fully participate in course activities or meet course requirements should speak to the Student Accessibility Services, as well as me. For information contact Student Accessibility Services, CSB Henrita Academic Building 105 at 320- 363-5245, [sas@csbsju.edu](mailto:sas@csbsju.edu), or visit <http://www.csbsju.edu/student-accessibility-services>.
3. **Managing Stress/Supporting Distressed Students***.* Stress, anxiety, relationships, depression, and cultural differences can interfere with your ability to succeed and thrive. For helpful resources and confidential appointments, please contact Counseling and Health at 320-363-5605 (CSB, Health Center, Lottie Hall LL) or 320-363-3236 (SJU, PPDC, Mary Hall #10) or visit <https://www.csbsju.edu/chp/counseling>
4. **Responsible Scholarship***.* Honesty and integrity in all academic work is essential for a valuable educational experience.CSBSJU’s academic misconduct and plagiarism policy can be found [here](https://www.csbsju.edu/academics/2020-2021-catalog/academic-policies-and-regulations/rights/academic-misconduct). It is your responsibility to be familiar with this policy. Academic dishonesty is a serious offense that can result in a failing grade. Follow this easy guideline: If you’re not sure, *cite it*! If you need help knowing how to cite, don’t hesitate to meet with me in office hours.
5. **Academic Support***.*  For general academic support visit the Office of Academic Advising early and often. You can meet with an advisor, get help with study skills, and learn about the resources available to you. <https://www.csbsju.edu/academic-advising>
6. **Writing Support**. Visit the Writing Center early and often. You can schedule an appointment online. <https://www.csbsju.edu/writing-center>
7. **First Generation Student Support**. Find a great list of resources on navigating college here: <https://www.csbsju.edu/first-generation>
8. **Student Emergency Fund:** The student emergency fund is available to CSB and SJU students who find themselves facing financial hardships from medical, academic, transportation and/or other personal emergencies. If you are facing financial hardship and need assistance, please complete this [short form](https://www.csbsju.edu/forms/4Z4OWUHECT). A member of the Student Development staff will then connect with you to discuss your circumstances. This form is available on the [Student Development](https://www.csbsju.edu/joint-student-development) website.
9. **Transformative Inclusion***:* “Inclusion requires a transformative, instead of a merely additive, process wherein our community is necessarily reformed and enriched through deep engagement among all members. Thus, true inclusion is not an end goal, but an ongoing process as we engage continually in becoming an inclusive community.” Please further transformative inclusion by participating in related events and abiding by CSBSJU’s Title IX policy prohibiting discrimination and harassment <https://www.csbsju.edu/joint-student-development/title-ix>, including CSBSJU’s Sexual Misconduct Policy <https://www.csbsju.edu/human-rights/sexual-misconduct/sexual-misconduct-policy>.

**Acknowledgements:** I thank the teachers who have informed my teaching, this course, and whose material and ideas I have borrowed in this syllabus especially Joe Storlien and Troy Knight.

**COURSE SCHEDULE**

Note: I intend to follow the given schedule but reserve the right to make changes as the course progresses. Changes will be announced in class. It is your responsibility to get this information from a classmate or from me if you are absent.

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| --- | --- | --- | --- |
| Week 1 | Topic | Readings (before class) | Assignments (due before class begins unless otherwise noted) |
| 8/29 | Introductions  Reading:  Syllabus |  |  |
| 8/31 | **Problem Solving**  Problem Solving 1: Begin Population Assignment In Class | [Basic Tools](https://csbsju.instructure.com/courses/20053/files/2873072/download?wrap=1) |  |
| 9/2 | Discuss Population Assignment  Begin [Solar Energy Assignment](https://csbsju.instructure.com/courses/20053/files/2873170?wrap=1) In Class | [How is Electricity Measured? Union of Concerned Scientists.](https://www.ucsusa.org/resources/how-electricity-measured) | [Population Assignment](https://csbsju.instructure.com/courses/20053/files/2873081/download?wrap=1), post [here](https://csbsju.instructure.com/courses/20053/assignments/312760)\* it's ok to take photos of your assignment and post those, so you can work with pencil and paper. |
| 2 |  |  |  |
| 9/5 | Work on Solar Energy Assignment in Class |  |  |
| 9/7 | Discuss Solar Energy Assignment |  | [Solar Energy Assignment,](https://csbsju.instructure.com/courses/20053/files/2873170?wrap=1) post [here](https://csbsju.instructure.com/courses/20053/assignments/312768) |
| 9/9 | **Qualitative Methods**  What does qualitative research look like?  Research Ethics | [Perkins 2012](https://csbsju.instructure.com/courses/20053/files/2873126/download?wrap=1) (Pp. 76-77 and 81-91)  Loftland et al. 47-53 | Be prepared to discuss [these questions](https://csbsju.instructure.com/courses/20053/pages/Reading%20Comprehension%20Questions?titleize=0) about the readings. |
| 3 |  |  |  |
| 9/12 | Interviews | Loftland et al. 104-108  [Informed Consent Example](https://csbsju.instructure.com/courses/20053/files/2873168?wrap=1)  [Interview Assignment Instructions](https://csbsju.instructure.com/courses/20053/files/2873171?wrap=1) | Complete [CITI Training](https://csbsju.instructure.com/courses/20053/files/2873083/download?wrap=1) (1 hr), post certificate [here](https://csbsju.instructure.com/courses/20053/assignments/312749) |
| 9/14 | Participant Observation  Introduce Focus Groups and Content Analysis | Loftland et al. 108-117  [Participant Observation Instructions](https://csbsju.instructure.com/courses/20053/files/2873198?wrap=1) |  |
| 9/16 | Focus Groups and Content Analysis Applied | Content/Discourse Analysis: [Kraushaar-Friesen and Busch 2020](https://csbsju.instructure.com/courses/20053/files/2873387?wrap=1) (abstract, intro, methods through conclusion)  [Supren and Oreskes 2017](https://csbsju.instructure.com/courses/20053/files/2873393?wrap=1)  Focus Groups: [Thomas et al. 2017](https://csbsju.instructure.com/courses/20053/files/2873082?wrap=1) | Take detailed notes on your reading and note any questions you have or things you do not understand.  In 10 min each during class,  groups will present the methods used by these scholars, how they structured their articles, and the results. |
| 4 |  |  |  |
| 9/19 | Wrap up focus groups/content analysis  Qualitative Analysis: Transcript Editing, Intro to Open Coding | Loftland et al. 200-203  [Wright, Nyberg, and Bowden 2021](https://csbsju.instructure.com/courses/20053/files/2873388?wrap=1) (methods section) | Your interview must be complete by today, so you can transcribe it. Have your audio file available as (.wav, .mp4, .m4a, .mp3).  Bring headphones. If you are working on a campus computer, they need a cord. You can rent them [here](https://www.csbsju.edu/instructional-technology/equipment-checkout/equipment-items-for-loan#Computer%20Equipment).  Participant Observation Assignment, submit [here](https://csbsju.instructure.com/courses/20053/assignments/312757) |
| 9/21 | Qualitative Analysis: ATLAS.ti | [*At the COP*](https://csbsju.instructure.com/courses/20053/files/2873116?wrap=1) (Read: Intro, Table of Contents, Contributors, and 2 Chapters (interviews))  ATLAS.ti tutorial  [ATLAS.ti Instructions (Web)](https://csbsju.instructure.com/courses/20053/files/2873158?wrap=1)  [Coding Assignment](https://csbsju.instructure.com/courses/20053/files/2873344?wrap=1) | Interview Assignment, post [here](https://csbsju.instructure.com/courses/20053/assignments/312751)  Create ATLAS.ti account [here](https://login.atlasti.com/u/signup?state=hKFo2SBrRHBUSnBWdWFxSTJ5YnlneFlZU3ZtMVZONnQ1LTluMqFur3VuaXZlcnNhbC1sb2dpbqN0aWTZIGd0V0ZkZDdqQ1VqTUtXQW9NajU5Znc0WjN4bnB0R3JMo2NpZNkgWWpVYnNqTDBSTUF3ODNDYTNvWW1NUlBaRjJlUzdPS2U). Then, open a new tab an go [here](https://atlasti.com/atlas-ti-web) to the Atlast.ti **web** version and click "start free trial." |
| 9/23 | Work on Coding Assignment |  | Due by 11 pm: Coding Assignment, submit [here](https://csbsju.instructure.com/courses/20053/assignments/312738) |
| 5 |  |  |  |
| 9/26 | Truth and Research Methodologies  Knowledge Creation is Power: Scholar Activism, Feminist Objectivity, and Positionality | [Lynch. 2021. The Value of Truth](https://csbsju.instructure.com/courses/20053/files/2931451?wrap=1) ([URL](https://bostonreview.net/articles/michael-patrick-lynch-epistemology-tk/))  Ramasubramanian and Sousa 2021  Resource: an example of a feminist activist ethnography: [Bell 2015](https://csbsju.instructure.com/courses/20053/files/2873140?wrap=1) | [Truth Discussion Questions](https://csbsju.instructure.com/courses/20053/assignments/327493) |
| 9/28 | **Visualization: Creating Graphs**  Principles of good design  Critique of [bad graphs](https://csbsju.instructure.com/courses/20053/files/2873130?wrap=1) | [Gemignani and Gemignani 2014 Pg 79-121](https://csbsju.instructure.com/courses/20053/files/2873148/download?wrap=1) \*read the "Design Principles - Visualizations" section (Pg 15-121) especially closely |  |
| 9/30 | **Excel 101**  Introduce Graphing Assignment | [Video Tutorial](https://csbsju.instructure.com/media_objects_iframe/m-4mATFqJrMUG1ELBHTZ2CaFtpakMBkN29?type=video) | If you are new to Excel, follow along with the video.  If you are experienced with Excel, make a list of anything new you learned from the video and make a list of tips you know that the video did not cover. Be prepared to share this in class. |
| 6 |  |  |  |
| 10/3 | Work on Graphing Assignment | Extra Credit: Robin Wall Kimmerer, 7 pm, Pellegrene Auditorium |  |
| 10/5 | Work on Graphing Assignment |  |  |
| 10/7 | Present and Discuss Graphs |  | [Graphing Assignment ,](https://csbsju.instructure.com/courses/20053/files/2873414/download?wrap=1) post [here](https://csbsju.instructure.com/courses/20053/assignments/312748)  15 min before class, post your slide [here](https://csbsju.instructure.com/courses/20053/assignments/312767). |
| 7 |  |  |  |
| 10/10 | Fall Break - No Class |  |  |
| 10/12 | Word clouds in class.  Begin Organizing Data in Excel Assignment in class |  | Word Clouds, post [here](https://csbsju.instructure.com/courses/20053/assignments/312774) by the end of day. |
| 10/14 | Work on Organizing Data in Excel Assignment |  |  |
| 8 |  |  |  |
| 10/17 | **Statistics**  Introduction | Urdan, Ch. 1-3 + end of chapter work problems | [Organizing Data in Excel Assignment](https://csbsju.instructure.com/courses/20053/assignments/312756)  Complete chapter 1-3 work problems (we will workshop in teams during class) |
| 10/19 | Work on Descriptive Statistics |  | Find out what your birth weight was. We need it for our upcoming assignment. |
| 10/21 | Standardization - Z-scores | Urdan, Ch. 4-5 + end of chapter work problems only for Ch 4 | [Descriptive Stats Assignment](https://csbsju.instructure.com/courses/20053/files/2873190?wrap=1), post [here](https://csbsju.instructure.com/courses/20053/assignments/312741).  Complete chapter 4 work problems (we will workshop in teams during class) |
| 9 |  |  |  |
| 10/24 | Standard Error and Error Bars | Urdan, Ch. 6-7  Extra Credit: Winona LaDuke, 7 pm, Pellegrene Auditorium | [Z Scores Assignment,](https://csbsju.instructure.com/courses/20053/files/2873149?wrap=1) post [here](https://csbsju.instructure.com/courses/20053/assignments/312775). |
| 10/26 | Work on Standard Error Assignment |  |  |
| 10/28 | t-tests | Urdan Ch 8 + these [custom work problems](https://csbsju.instructure.com/courses/20053/files/2873152?wrap=1) (do not do the work problems in the book) | [Standard Error Assignment](https://csbsju.instructure.com/courses/20053/files/2873185?wrap=1), post [here](https://csbsju.instructure.com/courses/20053/assignments/312769).  Custom work problems. |
| 10 |  |  |  |
| 10/31 | Work on t-test Assignment |  |  |
| 11/2 | Correlation | Urdan, Ch. 12 + end of chapter work problems (**questions 1-6 only**). | [t-test Assignment](https://csbsju.instructure.com/courses/20053/files/2873151/download?wrap=1)(post [here](https://csbsju.instructure.com/courses/20053/assignments/312773)) |
| 11/4 | Work on Correlation Assignment |  |  |
| 11 |  |  |  |
| 11/7 | **Research Project**  Introduction  Chicago Notes and Biblio Style - practice with Perkins  Endnote | [Endnote Tutorial](https://csbsju.instructure.com/courses/20053/files/2873203?wrap=1)  [Chicago NB Format](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/documents/20180702CmosNBPoster.jpg) | [Correlation Assignment](https://csbsju.instructure.com/courses/20053/files/2873201/download?wrap=1) (post [here](https://csbsju.instructure.com/courses/20053/assignments/312740))  Set up your EndNote Web Account and Cite While you Write - follow instructions [here](http://guides.csbsju.edu/endnote) |
| 11/9 | Research Topic Development  Annotations | [Final Project Instructions](https://csbsju.instructure.com/courses/20053/files/2873411?wrap=1) | [Research Topic Ideas Assignment](https://csbsju.instructure.com/courses/20053/assignments/312765)  [Open Book Statistics Quiz](https://csbsju.instructure.com/courses/20053/quizzes/56029) |
| 11/11 | Survey Design  Today we'll complete our group [strengths assessment](https://docs.google.com/document/d/1T2cy5iBTLNpJ_PaAv0obgIsET0_DlnspdJ-YofsLrqg/edit) in class. | Your final project sources  [Harvard’s Tips](https://csbsju.instructure.com/courses/20053/files/2873138/download?wrap=1);  [U Wisconsin’s Tips](https://csbsju.instructure.com/courses/20053/files/2873125/download?wrap=1) (page 6-13)  Recommended (not required): [Gordon 2016 Surveys](https://csbsju.instructure.com/courses/20053/files/2873160/download?wrap=1) | [Project Sources Assignment](https://csbsju.instructure.com/courses/20053/assignments/312762), also post [here](https://csbsju.instructure.com/courses/20053/assignments/312736) |
| 12 |  |  |  |
| 11/14 | Research Design | Remember the [Interview Guide Instructions](https://csbsju.instructure.com/courses/20053/files/2873171?wrap=1) | [Survey Questions Assignment](https://csbsju.instructure.com/courses/20053/assignments/312771)  [Interview Guide Assignment](https://csbsju.instructure.com/courses/20053/assignments/312753) |
| 11/16 | Research Design |  | [Revised Survey Questions](https://csbsju.instructure.com/courses/20053/assignments/312772)  [Revised Interview Guide](https://csbsju.instructure.com/courses/20053/assignments/312754)  [Recruitment and Statistical Analysis Plan](https://csbsju.instructure.com/courses/20053/assignments/312764)  Send survey after class |
| 11/18 | Data Processing  \*if sample sizes and variances are unequal, or if you want to, [use Excel t-test Data Analysis tool](https://csbsju.instructure.com/courses/20053/pages/t-test-data-analysis-in-excel) |  | All surveys complete  When you are ready to code your interview: log into your ATLAS.ti account [here](https://login.atlasti.com/u/signup?state=hKFo2SBrRHBUSnBWdWFxSTJ5YnlneFlZU3ZtMVZONnQ1LTluMqFur3VuaXZlcnNhbC1sb2dpbqN0aWTZIGd0V0ZkZDdqQ1VqTUtXQW9NajU5Znc0WjN4bnB0R3JMo2NpZNkgWWpVYnNqTDBSTUF3ODNDYTNvWW1NUlBaRjJlUzdPS2U) and open ATLAS.ti web.  Share the ATLAS.ti project you create with your partner(s) so you all have access to it. See the [**web** instructions](https://csbsju.instructure.com/courses/20053/files/2873158?wrap=1) for ATLAS.ti here. You only have 5 days of collaboration available, so plan to get your coding done in that time. If the collaboration function goes away, just code your interviews independently. |
| 13 |  |  |  |
| 11/21 | Data Processing  In class, we will go over our [group process evaluation.](https://csbsju.instructure.com/courses/20053/files/2873175?wrap=1) |  | [Interview Audio](https://csbsju.instructure.com/courses/20053/assignments/312752)  [Post-Interview Fieldnotes](https://csbsju.instructure.com/courses/20053/assignments/312761) |
| 11/23 | Thanksgiving Break - No Class |  |  |
| 11/25 | Thanksgiving Break - No Class |  |  |
| 14 |  |  |  |
| 11/28 | Transcribing and Statistics | Use Transcribe function in MS Word Online (microphone symbol at top right). |  |
| 11/30 | Coding and Statistics |  | [Interview Transcripts](https://csbsju.instructure.com/courses/20053/assignments/312755)  [Code Ideas](https://csbsju.instructure.com/courses/20053/assignments/312737) |
| 12/2 | Quotations and Statistics |  | [Quotations by Code Report](https://csbsju.instructure.com/courses/20053/assignments/312763)  By the end of class: [Statistical Tests and Graphs](https://csbsju.instructure.com/courses/20053/assignments/312770) |
| 15 |  |  |  |
| 12/5 | Day to work on papers/presentations  Corrie gives feedback on tests and graphs  Course survey | [Presentation Guidelines](https://csbsju.instructure.com/courses/20053/files/2873206/download?wrap=1) |  |
| 12/7 | No Class - work on your papers and presentations |  |  |
| 12/9 | Presentations - 5 groups | [Presentation Guidelines](https://csbsju.instructure.com/courses/20053/files/2873206/download?wrap=1) | [Presentations](https://csbsju.instructure.com/courses/20053/assignments/312747) (post 15 minutes before class)  [Peer Feedback](https://csbsju.instructure.com/courses/20053/discussion_topics/108529) (post right after class) |
| 16 |  |  |  |
| 12/12 | Presentations - 5 groups | [Presentation Guidelines](https://csbsju.instructure.com/courses/20053/files/2873206/download?wrap=1) | [Presentations](https://csbsju.instructure.com/courses/20053/assignments/312747) (post 15 minutes before class)  [Peer Feedback](https://csbsju.instructure.com/courses/20053/discussion_topics/108529) (post right after class) |
| Thursday, 12/15 | Final Paper, Self/Peer Evaluations, Collaboration Reflection, Info Lit Reflection, due at **5:30 pm** |  | [Final Paper](https://csbsju.instructure.com/courses/20053/assignments/312745), also post [here](https://csbsju.instructure.com/courses/20053/assignments/312746)  [Self and Peer Evaluation](https://csbsju.instructure.com/courses/20053/assignments/312766)  [Collaboration Reflection](https://csbsju.instructure.com/courses/20053/assignments/312739), post [here](https://csbsju.instructure.com/courses/20053/assignments/312739)  [Information Literacy Reflection](https://csbsju.instructure.com/courses/20053/assignments/312750), post [here](https://csbsju.instructure.com/courses/20053/assignments/312750) |