

SYLLABUS
SOCL 3433-201
Spring 2024
T/TH 9:30am-10:50am
Martin Hall 108

Professor: Amy Clark, ABD

OFFICE: O'Donohoe 131

Mon. 10:00am-10:30am; 12pm-2pm

Tues. 11:00 am-12:00pm

Wed. 10:00am-10:30am; 12pm-1pm

The best way to meet with me face-to-face is on campus during my office hours, which are listed above. If you have a limited time window, then please make an appointment with me during my office hours; that way I am able to dedicate specific time to addressing your needs and concerns. Otherwise, you may have to wait if I am in an appointment with another student. If you need to schedule a Zoom appointment, then please give me as much advanced notice as possible, and we can set up a time. You can also reach me via email or by the D2L message inbox; I answer emails Monday through Friday within 48 hours *excluding weekends*. However, electronic communication is time stamped, and I will honor the date and time that you contact me.

EMAIL: amy.clark@msutexas.edu

There is no required textbook for this course. All readings and required materials will be provided in D2L.

COURSE OBJECTIVES

- Compare family theories and concepts
- Utilize theories and concepts to analyze research
- Articulate the social, historical, political, and economic factors that influence the evolution of the family
- Conduct and analyze research related to the family
- Explore changing family roles and family structures

COURSE DESCRIPTION

Sociology is the scientific study of society, social institutions, and social relationships. Family is a major social institution. This course involves several active learning activities and emphasizes changing family roles and family structures, consider alternatives to the nuclear family and traditional marriage, and explore both new and old and new definitions of family. To produce new knowledge about family, students will explore their own topics of interest by conducting, analyzing, and presenting their research.

Real world research skills students gain from this course

In accordance with the mission of MSU Texas, this class focuses on active and high impact learning. Students gain and then actively practice research skills related to relevant course topic of their choice, which will be highly beneficial to their professional career.

By the end of this course, students will be able to put the following **research skills** on their professional resume/curriculum vitae:

- (1) Designed and piloted a 5-question interview schedule
- (2) Conducted and transcribed three qualitative interviews, approximately 20 minutes in length (60 minutes total)
- (3) Generated and analyzed interview transcripts and coded them for emergent themes; worked as part of a team to analyze data
- (4) Presented qualitative, sociological research findings in an academic setting
- (5) Based on findings from pilot interviews, provided suggestions for additional qualitative research; designed a 15-question interview schedule with theory and data driven questions to be used in future studies

Rigor and Reaching Out for Help

Because this is an upper level course, the perceived difficulty level of this class should average a 7/10 (with 1 being the easiest class ever and 10 being the hardest class ever). That means, at times, it may feel harder than a 7 on that scale and, at times, it may feel easier than a 7 on that scale. Though this course is designed to be challenging, *I am more than willing to take extra time with you one on one to help you learn the course material if you are struggling or feeling left behind.* However, I don't know what you don't tell me. So, please communicate with me regularly if you feel confused or are needing extra help. I am absolutely here for you, and I want you to be successful in this class regardless.

ASSESSMENTS AND GRADING:

Exams: Worth 100 points each; 300 total

Exams will be submitted in D2L. They will be made available at 8am CST on the day they are due, and they will close at 11:59pm CST. Each exam will be 50 questions, which includes true/false, multiple choice, and short answer questions. Students will have 50 minutes and one attempt to complete each exam. **The Lockdown browser will not be used unless there are instances of cheating/academic dishonesty/ or collusion.** Questions will be randomly drawn from a test pool. **No late tests will be accepted** without extensive documentation for a verifiable excused absence.

- Exam 1: Covers lectures as well as materials and readings located in D2L from weeks 2-4.
- Exam 2: Covers lectures as well as readings and materials located in D2L for weeks 6-8.
- Exam 3: Covers lectures as well as readings and materials located in D2L for weeks 10-13.

Policy on Missed Exams

- Please refer to the policy on excused absences for more information. Students can only make up an exam with verifiable documentation an excused absence.
- If students experience technical difficulties during an exam, then a screenshot/picture **must be taken** verifying the specific technical difficulties as well as verifying how far the student made it through the exam questions-including the time elapsed.
 - If students experience a technical issue in D2L, students should reach out through the D2L help feature to "[report a problem.](#)"
 - I reserve the right to require students to make up a **different version** of the remaining test if they experience technical difficulties. This is the fairest to all of the other students.

Special Notes on Accommodations:

- Based on accommodations and testing needs, students can arrange to take a test on campus with an approved proctor **on the date in which the test is due.** For example, *a student can also use a scantron and a blue composition notebook*, which are available for purchase in the [MSU Texas Bookstore](#). Exam materials must be **collected by the proctor on the same day as the test is due in D2L.**

- If students are allotted extra time based on a reasonable accommodation, then they should *also plan ahead and communicate with me* in order to complete the exam with a proctor on the *same day in which it is due in D2L*.

Test grades will not be curved or dropped

Test grades will not be curved, and no test grades will be dropped. However, students are encouraged to complete the extra credit opportunity in the event that one of their test grades was much lower than they expected. See the description of the extra credit under Grading.

Policy on Academic Dishonesty

- Exams are open book/open notes, but students are NOT allowed to use the internet (on computers, cell phones, iPads, etc.) to search for answers to exam questions. Also, students are NOT allowed to use ChatGPT or any other unauthorized AI to prepare for their tests. **Students are NOT allowed to take the tests together or consult ANY other students or any other people about answers to test questions.** As students prepare for exams, they should ask ME questions if they need help. **Any form of chatting/texting or communicating with other students about test questions/answers or possible answers is academic dishonesty and not allowed.** Initially, the Lockdown Browser will not be used for exams in this course. However, if any form of academic dishonesty/ cheating is suspected or uncovered at any point, the instructor **reserves the right to implement use of the Lockdown Browser.**

Attendance: Worth 100 points

Points for attendance are awarded over the course of the semester by the instructor for the following reasons: Preparation for and participating in discussions, answering written in-class prompts, a civil and respectful attitude, and *physical presence in class*. **For each unexcused absence, students LOSE 10 points per class from their attendance points; missing MORE THAN 10 classes for an unexcused reason will result in a ZERO for attendance points without exception. If students miss class for an excused reason such as an athletic event, they should seek out the instructor for a relevant make up activity for attendance points for the specific days that they were absent.**

Attendance policy

Lack of attendance should not become a pattern. Otherwise, a student will be warned via texts through Banner and emails through D2L. A pattern, for example, is three unexcused absences in a row (consecutive). Students who miss more than 10 classes for an unexcused reason **will forfeit their attendance points and are at risk of being dropped** by the instructor and will be **warned accordingly**.

Interviews Transcripts, Initial, and Final Analysis: Worth 100 points each (200 total)

Students will be required to conduct three interviews, which are 5 questions each. Students should generate the interview questions for their interview schedule based on a family related topic of their choice, which they might be interested in exploring in future studies. Students should modify/develop interview questions, locate at least three different participants, conduct data collection and record interviews. Interviews should be transcribed and coded for themes. Emergent themes should be analyzed utilizing resources presented in class as well as peer reviewed literature. Students are required to turn in a deidentified, coded transcript for each interview. In addition to the three transcripts of their interviews, students are required to submit two different 3-4-page analysis assignments (Initial Analysis and Final Analysis).

Generating Transcripts

In order to receive credit on the initial and final analysis assignments, students will be required to audio record the interviews and turn in the transcripts for interviews #1-3. Students can handwrite the transcripts,

autogenerate the transcripts using their MSU Texas student license for Microsoft Office, Zoom, or an equivalent, or turn in approved field notes* if interviewing people who are not English speaking. (The instructor must approve the field notes prior to the interview.)

Initial Analysis Assignment

This 3 to 4-page analysis requires the following: an introduction, problem statement, rationale, research question, theoretical framework, methods, data collection, data analysis, findings and conclusion section. The analysis is based on the first interview, which has an attached deidentified transcript. The instructor will provide *feedback* on the assignment to *help students to prepare* for the final analysis assignment, and the instructor realizes that the entire class is *new* to qualitative research. ☺ The analysis should be cited in APA 7th edition format, and a reference list should be included. A detailed description and rubric for each interview will be provided in D2L.

Final Analysis Assignment

Along with transcripts of interviews #2 and #3 saved as a .docx, jpeg, or .pdf file, students should submit a **3-to-4-page analysis of all three of interviews**. This analysis should incorporate *feedback provided by the instructor* on the initial analysis assignment. The following sections required: results, findings, conclusions, and suggestions for future research section. This assignment should compare describe themes that were present throughout all transcripts and new themes that emerged in interviews two and three. Students should discuss how their theory and analysis of themes in their transcripts help to answer their research question. Finally, students should describe the contributions of their study and suggest ideas for future research. If students have questions, then they can email the instructor, drop by during office hours, schedule an appointment face-to-face or schedule a Zoom appointment. *She is ready and willing to help!* ☺ Citations should be provided in APA 7th edition format and listed in a reference section.

Power Point Presentation: Worth 100 points

After conducting three interviews, students should organize a PowerPoint presentation as a *summary of the research that they have conducted*, which they will present to the entire class. The presentation should be a minimum of 10 slides and a maximum of 12. The presentation should take between 15 to 20 minutes. A detailed description and rubric for the presentation will be provided in D2L. Students can model the PPT example presented in class to help structure their presentation.

The Power Point Presentations should include the following: (1) A title slide; (2) an introduction slide (includes major points from literature reviewed); (3) problem statement slide; (4) rationale slide; (5) a research question slide; (6) a theoretical framework slide; (7) a methods slide; (8) a data collection slide; (9) a data analysis slide; (10) a findings and conclusions slide; (11) a suggestions for future research slide; and (10) a references slide. The references should be formatted in APA 7th edition. *Detailed instructions about what each slide should contain will be posted in D2L.*

Homework #1-4: Worth 50 points each; 200 total

On homework #1 and #2, students are required to *actively engage* with required readings. They are asked to identify, list, describe, and explain theories, concepts, and ideas discussed in the Knox (2024) chapter outlines and PowerPoints covered in class. They will also be asked to address key concepts and questions related to the weekly readings. Homework one covers readings from weeks 1-4; homework 2 covers readings from weeks 6-8.

Homework #3 and #4 are reflective in nature. Homework #3 and #4 are one-page reflections, which are double spaced. In these reflections, students should informally link a topic that they found interesting in the course material covered thus far to their own life experiences, the family dynamics in which they were raised, or their

field of interest. Students will be asked to briefly summarize their reflection for the rest of the class on the date in which it is due. All homework may be hand written or typed, but it should be uploaded to D2L as a Jpeg or Png file.

Reflection: Worth 100 points

The reflection should be between two- and four-pages double space, written in an informal style. Only one citation is required for of a Knox (2022) chapter outline from the following list: Chapter 1, 6-7, or 11- 12. You can pick ANY topic from those five chapters, which was most interesting to you. Connect the course material with your own life experiences, the family dynamics in which you were raised, and/ or a topic that you find particularly relevant to sociology or your field of interest. Then, be prepared to *informally* share the topic that you picked with the class on the due date.

Graded Assessments	POINTS	Weighted Percentage of Final Grade by Category
Exams 1-3 (50 questions/100 points each)	300	30%
Homework (4@ 50 points each)	200	20%
Interview Analysis*,** (Initial and Final) (2@100 points each)	200	20%
Power Point Presentation (Summary of Research)	100	10%
Reflection	100	10%
Attendance (Preparation for and participating in discussions; completing required in-class activities; civil and respectful attitude; physical presence in class)	100	10%
Total Number of Points Available in the Course	1000	100%

*The initial analysis requires transcripts from interview #1 to be graded.

**The final analysis requires transcripts from interviews #2-3 to be graded.

Extra Credit

- There is one extra credit discussion board worth 25 points. It is due by the date and type listed in the Syllabus.

Late work:

- Homework, Interviews Analysis, the Reflection, and PowerPoints will be accepted late for a penalty. **No late work** will be accepted for exams or attendance (unexcused absences). Thus, **exams close at 11:59pm CST on their due date without exception.**
- Homework, Interview Analyses, the Reflection, and PowerPoints may be accepted UP TO 72 HOURS LATE in D2L with an unexcused absence according to the policy listed below. Therefore, students **MUST PAY ATTENTION** to the difference between **the due date and the last date that an assessment is available**. If students have any questions about this, then please ask me as soon as possible. *Submitting an assignment minutes late in D2L is still late and will be penalized at the rates listed below without an approved excuse.*

- **Unexcused homework, interviews, and PowerPoints may be submitted in D2L up to 72 hours late, but they will be penalized at the following rates:**
 - **< or equal to 24 hours late, 25 % reduction in the total point value of the assignment.** The deduction will be manually calculated by the instructor and applied in D2L once the assignment has been graded. The number of points deducted will depend on the point value of the assignment.
 - **> 24 hours late but < or equal to 48 hours late, will receive a 50 % reduction in the total point value of the assignment.**
 - **>48 hours late but < or equal to 72 hours late, 75% reduction in the total point value of the assignment.** The deduction will be manually calculated by the instructor and applied in D2L once the assignment has been graded. The number of points deducted will depend on the point value of the assignment.
 - **>72 hours late WILL NOT be accepted and will be marked as a ZERO in D2L.**

COURSE POINT TOTALS AND CORRESPONDING GRADING SCALE

Grades will be determined by the following scale:

Table 2: Total points for final grade.

Grade	Points
A	900 or higher
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Posting of Grades

Grades are posted two weeks from the **due date** of an assignment. The instructor reserves the right to move a due date, and grades will thus be posted from the due date of the assignment.

Course Policies

Student Handbook

Refer to: Student Handbook-2021-22

Academic Misconduct Policy & Procedures

- Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. *In this class, any use of ChatGPT or other unauthorized AI is considered cheating and academic dishonesty.*

The Americans With Disabilities Act

- The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable

accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Office of Disability Accommodation. The telephone number is 397-4618.

- **Expectations about classroom etiquette and netiquette**
- Coming to class is an essential part of a student’s learning experience in this course. Students are expected to promptly attend class and actively participate. Students should engage in civil dialogue with others and keep a positive attitude and a growth mindset. Students should be willing to listen to others and not engage in any form of hostile communication or excessively disruptive behavior (see policies on course etiquette and netiquette).
- Respect, empathy, kindness, and compassion for others will be a cornerstone in this course. Sociologists discuss things that are inherently controversial. Some of our class discussions may be energized at times, and it may become apparent that not everyone agrees. Regardless, we are all part of a larger community at MSU Texas, and I expect that each of you will do your very best to respect one another. We are all here to learn and listen and grow. Please know that if you feel triggered, there are campus support services available.
- When interacting with me and each other, please keep MSU Texas’ core value of respect in mind at all times. As a class, we will design a course contract, which is a document that contains “rules of the road” for how we will treat each other in this class. Signing the contract will be a requirement before continuing in the class. Rude, abusive behavior will not be tolerated either in person or online. Disruptive behavior will be referred to Office of Student Rights and Responsibilities. Online communications should display principles of netiquette and be civil in tone.
- If students are sleeping, then they will be asked to leave class and marked as absent.

Use of cell phones and laptops in class

- There may be times where brining your phones and laptops are appropriate based on instructor direction. Otherwise, please refrain from using your phone or laptops during class, and keep them put away during lecture. In the event that you are experiencing a family or personal crisis, then please sit close to the door; you may go into the hall and check your messages or make a phone call if it is **absolutely an emergency**. Otherwise, please be mindful that unauthorized use of technology can be distracting. Class lectures **cannot be recorded** unless you have an accommodation from disability services. *I must have the appropriate documentation from the DSS office as soon as possible.*

Excessive absences

- If you stop coming to class without communicating with me, you can be dropped. If something serious has happened, which prevents you from coming to class, then please *reach out to me as soon as is reasonably possible*. In this class, **more than 10 unexcused absences are considered excessive**. MSU Texas is student-oriented, and I am student focused. So, I will do everything I can to help you be successful this semester, but I don’t know what you don’t tell me. Per MSU Texas’ policy, students will be issued one verbal and one written warning prior to being dropped from the class. Please don’t just stop coming to class without notifying me of your specific situation. I understand that life happens, and I want to do everything possible to help you stay on track and have a positive experience in my class.

Extenuating Circumstances, Emergencies, Illness, and Academic Activities:

Emergencies and other extenuating circumstances happen. The following count as emergencies and/or extenuating circumstances and should be evidenced by appropriate documentation:

- Written evidence of attending a mandatory university-sponsored activity (band, athletics, etc.)-documentation must come from college dean, Athletic Director, and/or Provost
- Official documentation of mandatory military service (i.e., deployment, etc.)

- Religious observance or Holy Day(s)
- Medical appointments related to pregnancy, pregnancy related complications, delivering early, or being restricted from activity for a certain amount of time due to pregnancy
- An acute or chronic illness, which prevents you from coming to campus or coming to class on time
- A written note from a medical clinic
- A written note from the MSU Office of Student Rights and Responsibilities
- A written note from a physician for a family member/loved one's illness
- You experience issues related to Title IX including but not limited to assault, stalking, or domestic violence
- Official documentation of required jury or court appearance
- Death of a family member/loved one/close relative
- Documentation of a motor vehicle accident, domestic disturbance, theft of your property, etc., which prevented you from coming to class
- Unexpected homelessness, food insecurity, job displacement, or a loss of otherwise reliable transportation-*please let me know about this as soon as possible*
- If you suddenly became an unexpected caregiver of someone critically ill
- If you are a law enforcement, corrections officer, or first responder and are faced with a verifiable/documented work emergency, which prevented you from coming to class (i.e. a transport, accident, fire, or major trauma etc.)

Though the aforementioned list is thorough, if you have absences related to other extreme/extenuating circumstances beyond your control that are not listed above, then please let me know as soon as possible. I want you to be successful in this class, and I will make EVERY EFFORT to help you do so. **Please communicate with me as soon as something has gone wrong and before you begin missing several classes.** MSU Texas has a team of dedicated people ready to help you stay in school, and my desire is to support your continued education. The MSU Texas Student Handbook has additional information on certain types of absences and what you should do next. Some of these are listed below.

Emergencies (MSU Texas Student Handbook, pp. 61-62):

Office of Student Rights and Responsibilities - For personal emergencies such as hospitalization or family emergency, or a prolonged absence, a student should notify the Office of Student Rights and Responsibilities.

Illness (MSU Texas Student Handbook, pp. 61-62):

Vinson Health Center - When a student's illness warrants verification, the student may seek medical treatment through the Vinson Health Center, after which the Office of Student Rights and Responsibilities and/or faculty members will be notified by the Vinson Health Center.

Academically Related Activities (MSU Texas Student Handbook, pp. 61-62):

MSU Texas Student Handbook policy states: "Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities. Faculty members who organize such activities should assist their students in contacting and informing relevant faculty of the planned activity. Excused absences for such activities may be given at the discretion of the faculty member whose class is missed."

Navigating Through Technical Difficulties

Interview transcription: Students are required to produce interview transcripts for interviews #1-3. Transcripts can be handwritten, typed, or autogenerated by Microsoft Word, Zoom, or an equivalent. Students can use their MSU Texas student Office 365 license via their @my.msutexas.edu email on the <https://www.microsoft.com/en-us/education/products/office> website to autogenerate transcriptions utilizing the Dictate function. Students should upload an audio file in the required format in order to use Dictate. If students need help determining the type of audio file to best use with Dictate, then they should contact the IT Help Desk.

There are known browser issues with Safari on a Mac. If students are using a Mac, then the only supported browser is Google Chrome. On a PC, students should use Chrome or Edge. There may be browser issues with Firefox. If students have any issues with using the Dictate function, then they should reach out to MSU Texas IT Help Desk email at helpdesk@msutexas.edu.

Exams: If students experience a technical issue in D2L, students should reach out through the D2L Help feature to “[report a problem](#).” Students should use the most secure internet connection available and allot enough time to complete the exam in one sitting.

COURSE CALENDAR AND SCHEDULE OF READINGS AND REQUIRED ACTIVITIES

All assignments, with the exception of in-class participation activities which occur throughout the week, are due in **the D2L course shell on Thursday at 11:59pm CST**. Please check the Academic Calendar for a schedule of holidays. There is NO final exam in this class.

WEEK NUMBER	ITEMS TO READ/VIEW/DISCUSS	ITEMS DUE/ SUBMISSION FORMAT
Week 1: January 16-21	In the D2L course shell, students should read/view the following <ul style="list-style-type: none"> • Syllabus, course calendar, course policies, and course etiquette/netiquette- • Knox (2023) Chapter 1 Outline & PPT • <i>The Modern American Family</i> (YouTube video) 	<ul style="list-style-type: none"> • In-class participation activities; introduction
Week 2: January 22-28	In the D2L course shell, students should read/view the following: <ul style="list-style-type: none"> • Mills – The Sociological Imagination • Coontz – The Evolution of American Families 	<ul style="list-style-type: none"> • Begin to locate interview participants for interviews 1-3
Week 3: January 29-Feb 4	In the D2L course shell, students should read/view the following: <ul style="list-style-type: none"> • Qualitative Research and Interview Techniques • In-class demonstrations on transcriptions and coding 	<ul style="list-style-type: none"> • In-class participation activities as assigned • Begin to conduct interviews and transcribe data

Week 4: Feb 5-Feb 11	<p>In the D2L course shell, students should read/view the following</p> <ul style="list-style-type: none"> • Knox Chapter 6 (Outline & PPT) • Hondagneu-Sotelo & Avila – I’m Here but I’m There: Transnational Motherhood • Coontz – The Myth of Black Family Collapse 	<ul style="list-style-type: none"> • In-class participation activities as assigned • Homework #1 due February 8
Week 5: Feb 12-18	<ul style="list-style-type: none"> • Verbal interview progress report/check-in • Demonstration on how to navigate technical difficulties when transcribing data; using Dictate in Microsoft Word • Updates from the Help Desk 	<ul style="list-style-type: none"> • Exam 1 due February 15
Week 6: February 19-25	<p>In the D2L course shell, students should read/view the following:</p> <ul style="list-style-type: none"> • Knox Chapter 7 (Outline & PPT) • The Research Process Handout (adapted from Dixon 2023) • Quijada and Sierra (2018) and Appendix- <i>Understanding Undocumented Migration from Honduras</i> • Clark and Williams (2021)- <i>Adult Beliefs about the Migration Motives of Unaccompanied Honduran Youth</i> • As a class, analyze instruments used in focus groups, interviews, and surveys (Appendix); <i>find family related questions</i> 	<ul style="list-style-type: none"> • Continue to conduct interviews, transcribe data, locate additional participants for remaining interviews, and code data

<p>Week 7: February 26-March 3</p>	<p>In the D2L course shell, students should read/view the following:</p> <ul style="list-style-type: none"> • Knox Chapter 11 (Outline & PPT) • NY Times: The Relentlessness of Modern Parenting • Powell – Who Gets to Count as Family? • Stacey & Biblarz – How Does Sexual Orientation of the Parent Matter? 	<ul style="list-style-type: none"> • In-class participation activities as assigned • Continue to conduct interviews, transcribe data, locate additional participants for remaining interviews, and code data
<p>Week 8: March 4-March 10</p>	<p>In the D2L course shell, students should read/view the following</p> <ul style="list-style-type: none"> • Knox Chapter 12 (Outline & PPT) • Chesley – Stay at Home Fathers and Breadwinning Mothers: Gender, Couple Dynamics, and Social Change 	<ul style="list-style-type: none"> • Continue to conduct interviews, transcribe data, locate additional participants for remaining interviews, and code data • Homework #2 Due March 7
<p>Week 9: March 11-March 17 SPRING BREAK</p>	<p>N/A</p>	<p>N/A</p>
<p>Week 10: March 18-March 24</p>	<ul style="list-style-type: none"> • Exam #2 Review • In-class demonstration on generating theory versus data driven interview questions • In-class demonstration on building an interview schedule 	<ul style="list-style-type: none"> • Continue to conduct interviews, transcribe data, locate additional participants for remaining interviews, code data; analyze data • Exam #2 due March 21 • Initial Interview Analysis due March 21st (interview #1 transcript, coding, and analysis) due March 26th
<p>Week 11: March 25-31 No class March 28 due to holiday break</p>	<p>In the D2L course shell, students should read/view the following</p> <ul style="list-style-type: none"> • Newman (2022) Chapter 7 (Outline & PPT) • Newman (2022) Table of Contents • Course updates 	<ul style="list-style-type: none"> • In-class participation activities as assigned • Continue to conduct interviews, transcribe data, locate additional participants for remaining interviews, and code data

Week 12: April 1-April 7	In the D2L course shell, students should read/view the following: <ul style="list-style-type: none"> • Knox Chapter 14-15 (Outline & PPT) 	<ul style="list-style-type: none"> • In-class participation activities as assigned • Continue to conduct interviews, transcribe data, locate additional participants for remaining interviews, and code data
Week 13: April 8-April 14	In the D2L course shell, students should read/view the following: <ul style="list-style-type: none"> • Knox Chapter 16 (Outline & PPT) 	<ul style="list-style-type: none"> • Homework #3 due April 11th • Reflection due April 11th
Week 14: April 15-April 21 *No class April 18	<ul style="list-style-type: none"> • Course demonstration for exam short answer • Exam Review 	<ul style="list-style-type: none"> • Exam #3 Due April 18
Week 15: April 22-28	Begin Power Point Presentations	<ul style="list-style-type: none"> • Final Interview Analysis (includes transcripts for interviews 2-3) due April 26th • Power Point Presentations begin in class
Week 16: April 29-May 5	Power Point Presentations Continue	<ul style="list-style-type: none"> • Power Point Presentations due in D2L by May 2nd • Homework #4 Due by May 2nd • Optional Extra Credit due May 2nd
Week 17: May 6-May 12	No Final Exam	