

SOC W 603 - Research Methods in Social Work

Fall 2023

Wed 3:00 - 4:50 p.m.

KMBL 112

Professor: Annie Carter

Email: annie_carter@byu.edu

Office Hours: by appointment online or
in-person

Teaching Assistants:

Mei Huang: meienelm@gmail.com

Jill Burgon: sburgon3@byu.edu

See LS for Office Hours

Course Purpose

Students will be confident reading peer-reviewed articles and designing research studies. This will enable them to independently analyze and utilize research when working with clients.

Learning Outcomes

- CSWE 2015 competency 4
 - Students will be able to engage in practice-informed research and research-informed practice.
- CSWE 2015 competency 9
 - Students will be able to evaluate practice with individuals, families, groups, organizations, and communities.

Link between BYU AIMS and Learning Outcomes

Intellectually Enlarging (competence)

- Competency 4. Engage in practice-informed research and research-informed practice.
- Competency 9. Evaluate practice with individuals, families, groups, organizations, and communities.

Assessment of Competence

The following points outline how Competency 4 will be assessed in this course, including the corresponding dimensions (knowledge, values, skills, and processes) necessary for learning and developing competence (see assignment descriptions for further details):

- Papers 1 & 2 require students to understand the fundamentals of research methods (knowledge), assess how their personal values and those of other authors may impact their interpretation of research (values), use prior research to inform their creation of a research question (processes), and apply their knowledge in composing the introduction and methods sections of an original research paper (skills). These papers help students understand how to conduct and consume research with individuals, families, groups, organizations, and communities.
- In order to be considered proficient for competency 4, students must receive an 80% or better on paper 1 or 2. If a student is not proficient in this competency, he/she will follow remediation instructions as outlined in the BYU School of Social Work MSW Student Handbook.

The following points outline how Competency 9 will be assessed in this course, including the corresponding dimensions (knowledge, values, skills, and processes) necessary for learning and developing competence (see assignment descriptions for further details):

- Tests 1 & 2 require students to understand the fundamentals of research methods (knowledge) and demonstrate their ability to use their knowledge to design ethical research studies and interpret results (skills, values, processes). These tests assess information that is essential for conducting research with individuals, families, groups, organizations, and communities.
- In order to be considered proficient for competency 9, students must receive an 80% or better on tests 1 or 2. If a student is not proficient in this competency, he/she will follow remediation instructions as outlined in the BYU School of Social Work MSW Student Handbook.

Required:

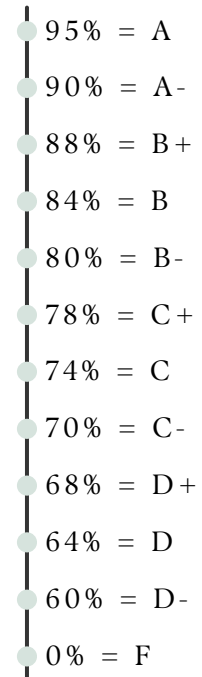
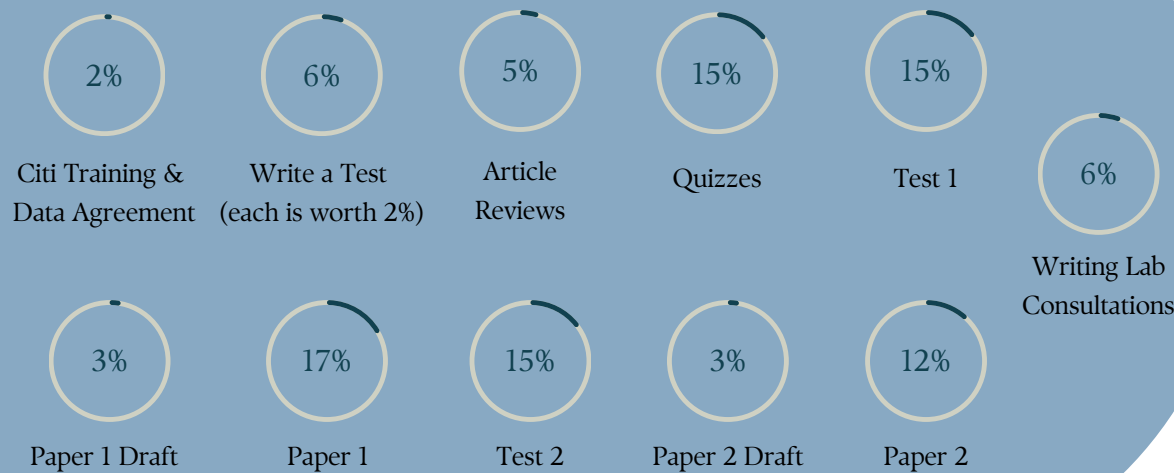
Engel, R. J., & Schutt, R. K. (2017). *The practice of research in social work* (4th ed.). Thousand Oaks, CA: Sage.

Recommended:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed., Rev. ed.). Washington, DC: Author.

ASSIGNMENTS

(APPROXIMATE % OF FINAL GRADE- SEE LS FOR EXACT DECIMALS)



Class Policies

1. Demonstrate charity towards others (including the instructor!) at all times.
2. Regardless of the reason for missing, after your first class absence each additional absence will result in a 4% reduction in your overall course grade. Not being present in class means you are missing content, discussion, and group/individual learning that cannot be easily obtained through other means. Exceptions to this policy are rare.
3. Assignments (not quizzes or tests) can be turned in up to 24 hours past their due date, but you will only be eligible to receive a maximum of 50% of the total possible points (e.g., maximum of 10 points if the assignment is worth 20). Exceptions must be requested well in advance and approved in writing (i.e., email) by the professor.
4. Unless the syllabus says otherwise, all assignments should be considered individual assignments. Working together with other students to complete assignments is not permitted because it robs you of the experience you need to master the material. Plagiarism or collaborating with other students could be considered academic dishonesty, and may be dealt with by the instructor, school, college, and university as such.
5. From time to time I am asked why this class does not use rubrics. The reason for this is as follows. When I am asked by editors of academic journals to review articles submitted for publication, my recommendation is not made based on a rubric. They may ask me to assess the quality of specific aspects of the article, but my recommendation for publication is not based on Likert-scale questions. There are many reasons a paper may be worthy of publication, and the reasons behind one paper being accepted can be quite different from the reasons another paper is rejected. Sometimes the writing on an article is so poor that it overshadows the quality of the methodology and analysis, and vice versa. At times, a critical mistake in one area of the manuscript negates the quality of the rest of the article (sometimes considered a fatal flaw). In other instances, the presentation of the work is of such quality that a small sample size and somewhat elementary statistical analyses can be overlooked. In sum, by not using a rubric I am modeling the real-world protocol for the evaluation of research.

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be completely honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

- Intentional Plagiarism - Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.
 - Inadvertent Plagiarism - Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.
 - Direct Plagiarism - The verbatim copying of an original source without acknowledging the source.
 - Paraphrased Plagiarism - The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic - The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement - The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

FHSS Diversity and Inclusion

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statement, the BYU honor code, and principles of Christian discipleship (President Russell M. Nelson, News Release, 2020, <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>). It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God" (Elder Holland, "A Perfect Brightness of Hope", April, 2020). This includes embracing one another compassionately and "eliminat[ing] any prejudice, including racism, sexism, and nationalism" (Elder M. Russell Ballard, "The Trek Continues", Oct, 2017)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God", Sep, 2019). It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation" (President Russell M. Nelson, "The Love and Laws of God", Sept, 2019). To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue; (2) To enable time for everyone to speak, strive to be concise with your thoughts; (3) Respect all speakers by listening actively; (4) Treat others with the respect that you would like them to treat you with, regardless of your differences; (5) Do not interrupt others; (6) Always try to understand what is being said before you respond; (7) Ask for clarification instead of making assumptions; (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack; (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion; (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information; (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person; and (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation

Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting, sharing, or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Inappropriate
Use of
Course
Materials

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information, please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Mental Health
Concerns

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another" (President Cecil O. Samuelson, Annual University Conference, August 24, 2010). "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets" (Vice President John S. Tanner, Annual University Conference, August 24, 2010).

CITI Training Certificate and Data Use Agreement

Completion of CITI training ensures that students are aware of ethical research standards. This training is available at <https://irb.byu.edu/citi-training>. If you have not taken the training before, you should select the Social and Behavioral Research Best Practices module. If your certificate has expired, CITI will require you to take a booster session. Students need to upload a copy of their CITI Human Subjects online training to Learning Suite.

The Data Use Agreement is available on Learning Suite under the Content tab. Please read carefully, sign, and upload to Learning Suite.

Article Reviews

Article reviews help students learn to consume research papers. They encourage critical thinking, and model how an article should be approached. The purpose is not to ensure you understood everything you read, but rather to help you know what to look for. Each question should be answered, and your grade will be based on your ability to simply and clearly provide detailed responses.

Quizzes

Regular quizzes help students focus as they complete homework assignments, and ensure learning is consistently taking place throughout the semester (as opposed to cramming before tests). Quizzes will take place during the first 10 minutes of class. Those who are late or absent will not receive quiz points for that day. At the end of the semester, your lowest quiz score will be dropped. Quiz questions will always cover the previous week's material (homework and lecture) as well as material covered since the start of the semester.

Write a Test

There are three Write a Test assignments throughout the semester. These assignments help you review and master the material by thinking about the content as a teacher instead of as a learner. For each assignment, you will be asked to write a few test questions. You will also be asked to provide an answer key. Questions should be uniquely your own, and not based on examples used in class, discussions with classmates, or online resources.

NOTE

You might expect the tests to be composed of 5 true/false or multiple choice questions, and 10 short answer or application questions (test format and details are subject to change at the professor's discretion).

Test 1

This test will cover chapters 1, 3-5 of the Engel and Schutt text, and all class lectures, discussions, and assignments up to the time of the test. There will be a particular emphasis on measurement and sampling.

Test 2

This test will cover chapters 6-7 and 9 of the Engel and Schutt text and all class lectures, discussions, and assignments up to the time of the test. There will be a particular emphasis on threats to internal validity, experimental research designs, and survey research.

FHSS Writing Lab Consultations

Before the Final Draft of Paper 1 and 2 are due, each student is required to meet with an advisor of the FHSS Writing Lab at least once per paper. You may attend any of their three options of a 30-minute appointment (writing, online, or grammar), the most commonly used appointment for this class is the in-person writing appointment.

See LS for more details.

Extra Credit

Students have the opportunity to earn extra credit if they meet with either TA at least once per paper BEFORE the final draft for that paper is due (so once for Paper 1 and then another time for Paper 2).

Paper 1: Introduction

This assignment is the beginning of a research paper that you will write over the course of your first year in the BYU MSW program. You will choose a research topic based on the variables available to you in the dataset provided by the instructor (or a dataset of your choosing that has been approved by the instructor). For Paper 1 you will conduct a thorough review of current literature on your topic and write the introduction. The introduction should include the following:

- An overview of your identified problem/topic and why it is important to address
- A synthesis of the theories and/or frameworks that have been used to study your topic, your choice of theory, and a justification of your choice of theory
- A review of themes found in the recent literature on your topic (i.e., critique / critical analysis) (NOTE: sources should not be more than 10 years old unless they are seminal works)
- A summary paragraph demonstrating how your research will build on and add to the research previously conducted on the topic(s) you reviewed
- Include in this final paragraph your research question and hypothesis
- At least nine peer-reviewed articles should be cited and referenced. Additional reliable sources may be used in addition to peer-reviewed articles.
- This paper must be written in APA style (7th edition), and have a title page and references section. No abstract is needed.
- The paper should be no more than 5 double-spaced pages (not including the title page and references section). Times New Roman 12-point font is expected.
- Please submit your paper as a PDF.

Paper 2: Method

This assignment builds on Paper 1 by adding a Method section with two subsections:

- Procedures – This section should contain all necessary information to understand and replicate the study, and should include information on the following:
 - Details about your target sample and their environment (e.g., school, treatment center, community).
 - Sampling
 - Research design
 - The process of data collection
- Measures
 - Primary independent and dependent variables, control variables, and how they were each measured.
 - Include information on reliability and validity for the measures. If that information is not available, cite a study that previously used the measure with your population of interest.

- You will only be graded on Paper 2 at this time, but you need to turn in a document with both your literature review (Paper 1) and your method section.

- Even though you are not being graded on Paper 1, the entire research paper will be graded at the end of Winter semester, so it is recommended that any feedback received on Paper 1 be incorporated at this time.

-This paper must be written in APA style (7th edition), and have a title page and references section. No abstract is needed.

- The paper should be no more than 7 double-spaced pages (not including the title page and references section). Times New Roman 12-point font is expected.

-Please submit your paper as a PDF.

CLASS SCHEDULE

The professor may change the class schedule as professional or class-specific circumstances arise. The professor will seek to ensure any changes are clearly explained with as much advanced notice as possible. Assignments are due before class unless otherwise noted.

DATE	DUE TODAY	DURING CLASS	HOMEWORK
D1 9.06		<ul style="list-style-type: none"> - Does this course have any true value for future social workers? - Course overview - Ethics discussion 	<ul style="list-style-type: none"> - Read E&S Chapters 1 & 3 - Complete data use agreement - Complete CITI Training - Read a basic science original research peer-reviewed article aligned with your research or clinical interests and complete an Article Review. - Watch The Context of Social Work Research - Watch Research Ethics - Prepare for Quiz #1
D2 9.13	<ul style="list-style-type: none"> - Submit Citi Training Certificate prior to class - Submit Data Use Agreement prior to class 	<ul style="list-style-type: none"> - Quiz 1 - Introduction to measurement, conceptualization, and operationalization - Measurement reliability and validity 	<ul style="list-style-type: none"> - Read E&S Chapter 4 - Read the method and results sections of two peer-reviewed articles. Observe how they operationalize their measures. Did they report on the reliability and validity of their measures? - Read a basic science original research peer-reviewed article aligned with your research or clinical interests and complete an Article Review. - Complete the Write a Test: Variables and Measurement assignment on Learning Suite - Watch Conceptualization and Measurement - Prepare for Quiz #2
D3 9.20	<ul style="list-style-type: none"> - Submit Article Review #1 prior to class 	<ul style="list-style-type: none"> - Sampling: sampling error; generalizability; sampling methods - Quiz #2 	<ul style="list-style-type: none"> - Read E & S Chapter 5 - Read the method and results sections of two peer-reviewed articles. Observe how they obtained their sample. Did they use random sampling? Did they specify which type of sampling procedure they used? If not, what type do you think they used? - Complete the Write a Test: Sampling assignment on Learning Suite - Read a basic science original research peer-reviewed article aligned with your research or clinical interests and complete an Article Review. - Watch Sampling - Prepare for Quiz #3
D4 9.27	<ul style="list-style-type: none"> - Submit Write a Test: Variables and Measurement prior to class - Submit Article Review #2 prior to class 	<ul style="list-style-type: none"> - Quiz #3 - Review for test 	<ul style="list-style-type: none"> - Prepare for Test 1

CLASS SCHEDULE

DATE	DUE TODAY	DURING CLASS	HOMEWORK
D5 10.04	<ul style="list-style-type: none"> - Submit Write a Test: Sampling prior to class 	<ul style="list-style-type: none"> - TEST 1 yay! good luck 	<ul style="list-style-type: none"> - Read Writing Tips and Common Feedback - Read APA 7 Quick Overview - Read APA Quick Reference - Read APA 7 Quick Tables - Read 3 basic science original research peer-reviewed articles aligned with your research or clinical interests and complete an Article Review for one of the articles.
D6 10.11	<ul style="list-style-type: none"> - Submit <u>Article Review #3</u> prior to class 	<ul style="list-style-type: none"> - APA writing and citing (guest presentation) - Overview of data and introduction to the data codebook - Identifying a problem with corresponding research question 	<ul style="list-style-type: none"> - Study E & S Chapter 2 - Choose a research topic using at least two variables from a dataset (what is the relationship between [variable 1] and [variable 2]), and identify the corresponding problem that an understanding of the relationship between the variables you choose would address given your sample. Come to class with a research question and hypothesis based on the variable you choose. - Read 3 basic science original research peer-reviewed articles aligned with your chosen research question and complete an Article Review for one of the articles. - Prepare for Quiz #4
D7 10.18	<ul style="list-style-type: none"> - Submit <u>Article Review #4</u> prior to class - <u>Bring a research question to class</u> 	<ul style="list-style-type: none"> - <u>Quiz #4</u> - Outline of the Introduction section - Discuss research questions and corresponding problems & presenting your research logically (outlining your case) - Writing tips 	<ul style="list-style-type: none"> - Read 3 basic science original research peer-reviewed article aligned with your chosen research question - Write a complete draft of Paper 1 (see the Assignment Details section of syllabus) - Prepare for Quiz #5
D8 10.25	<ul style="list-style-type: none"> - <u>Bring two hard copies of Paper 1 draft to class</u> 	<ul style="list-style-type: none"> - <u>Quiz #5</u> - Peer feedback on Paper 1 Draft - Ind, Dep, and Control variables - Cross sectional and longitudinal research 	<ul style="list-style-type: none"> - Read E & S Chapters 6-7 & 9 - Incorporate peer feedback into Paper 1, and prepare to submit a revised draft to TA - Review data codebook and come prepared to discuss possible control variables for your study - Read 3 basic science original research peer-reviewed article aligned with your chosen research question. - Prepare for Quiz #6

CLASS SCHEDULE

DATE	DUE TODAY	DURING CLASS	HOMEWORK
D9 11.01	- Submit <u>Paper 1 Draft</u> prior to class	- <u>Quiz #6</u> Causation and experimental design - Threats to internal validity - Control variable consultation with professor	- Complete the Write a Test: Research Design and Threats to Internal Validity assignment of Learning Suite - Incorporate TA feedback into Paper 1 and prepare for final submission - Watch Experimental Design and Threats to Internal Validity - Prepare for Quiz #7
D10 11.08	- Submit <u>Write a Test: Research Design and Threats to Internal Validity</u> prior to class	- <u>Quiz #7</u> - Review for Test 2	- Prepare for Test 2
11.10	- Submit Paper 1 Final Draft and Writing Lab Consultation before midnight		
D11 11.15		- TEST 2 ya gonna crush it	
11.22		No Class for Thanksgiving Break	
D12 11.29		- Writing the Method section	- Write draft of Paper 2
D13 12.06	- <u>Bring two hard copies of Paper 2 draft to class</u>	- Peer review of Method section - Individual consulting as needed	- Make adjustments to Paper 2 and prepare paper for TA review
D14 12.13	- Submit <u>Paper 2 Draft</u> prior to class	- Optional individual consulting with Bro. Hoffman (set up a appointment prior to class)	- Incorporate TA feedback and prepare version of Paper 2
12.20	- Submit Paper 2 Final Draft and Writing Lab Consultation before midnight -Extra Credit with TA's due before midnight		