



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Music Department Music Education and Therapy

Subject MUE Number 381 Title Music Therapy Research Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____
Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

Contact information:

Name Margaret Schmidt Phone 5-8277

Mail code 0405 E-mail: marg.schmidt@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Heather Landes Date: 8/1/14

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	Over 50% of the grade is based on writing and critical analysis. See the course syllabus, which gives the grading breakdown and some criteria for the assignments.
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	The quantitative and qualitative projects require students to collect, analyze, and write about original data. The article and literature reviews require analyzing and writing about published research by others. Weekly assignments also require collection, analysis, and reporting of original data.
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Students engage in in-depth inquiry through four major written projects. Students present their research in class, and are expected to make professional-type presentations. Criteria are given in the syllabus.

ASU - [L] CRITERIA

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements
2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>The four major writing/speaking assignments are spaced throughout the course. Students present plans for and drafts of these projects in class to receive feedback before completing the final written research reports. Final drafts of assignments are returned with comments and grades within no more than two weeks. Weekly assignments are returned at the next class meeting. This consistent feedback ensures that students have consistent opportunities to improve their research and writing skills. These opportunities for feedback are labeled C-4 and marked in pink font in the syllabus.</p>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4

Course Prefix	Number	Title	General Studies Designation
MUE	381	Music Therapy Research	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 At least 50% of the grade depends upon writing assignments.	Students are given some data to work with, and completed examples of writing assignments, but each week they must collect some original data and analyze it. The larger assignments require both original research and the ability to analyze and summarize existing research. These assignments prepare students with the independent analytical and writing skills needed for their careers as music therapists.	The relevant assignments are shown in blue font and are labeled C-1 on the attached syllabus. The course includes four major writing assignments, which make up 50% of the course grade: written critique of historical research, written report of qualitative research, formal literature review, and the term project. These projects are highlighted in yellow on the syllabus. Weekly data analysis assignments constitute another 10% writing (and 10% quantitative analysis).
2 The writing assignments involve gathering, interpreting, and evaluating evidence. They reflect critical inquiry, going beyond opinion and reflection.	Students are expected to demonstrate their understanding of the various research modes typically used in the social sciences and humanities through selecting, collecting, analyzing, and writing the results of their findings.	In both major projects and weekly assignments, students collect their own data from primary and secondary sources, within the exemptions allowed under the IRB regulations. The weekly assignments, the qualitative research project, and the term project require students to develop research questions, collect and analyze original data, and contextualize their conclusions within existing research on their research topics. The written critique of historical research and the literature review require students to read, analyze, and critique extant research on a given topic. These assignments are labeled with C-2 in green font.
3 The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity.	Students are required to complete four major writing/speaking assignments during the semester.	The course includes four substantial writing assignments. The criteria identified in the syllabus with yellow highlighting indicate that these assignments require in-depth analysis and substantial writing. Students present their work in class, using a spoken format appropriate for a formal research conference presentation.

<p>4 These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</p>	<p>Class requirements are designed to help students develop a big-picture understanding of social science research processes used in music therapy research, improving their skills and enlarging their understandings throughout the course.</p>	<p>The four major writing/speaking assignments are spaced throughout the course. Students present plans for and drafts of these projects in class to receive feedback before completing the final written research reports, which reinforces the value of peer review of original research. Final drafts of assignments are returned with comments and grades within no more than two weeks. Weekly assignments are returned at the next class meeting. This consistent feedback ensures that students have consistent opportunities to improve their research and writing skills.</p>
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MUE 381
Music Therapy Research*
Spring 2014

School of Music
Room: Music E283
Mondays 4:30-7:15 p.m. Break 6:00-6:10

Jere T. Humphreys
Office: Music E267 480-965-4997
Jere.Humphreys@asu.edu
www.public.asu.edu/~aajth

Office Hours: Mondays and Tuesdays 3:20-4:20, 7:15-8:00 p.m. (as needed); other times TBA
(To arrange an appointment, email is preferred, or see instructor before or after class, or call).

Materials:

No textbook is required. Readings are assigned from a text on reserve in the library:
Shadish, W. R., Cook, T. D., & Campbell, D. T. (2001). *Experimental and quasi-experimental designs for generalized causal inference* (2nd ed.). Boston: Houghton Mifflin Harcourt. [Q175 .C23](#)

We will also use a **course pack** (pdf on Blackboard).

*Note: **Print this pack only on one side** of the paper because you will turn in some pages while working on others.

You will need a **handheld calculator with the four basic mathematical functions** (i.e., addition, subtraction, multiplication, division) plus square root.

You will want to **use pencils, not pens**, for the mathematical work.

Other materials, including the course syllabus, will be available on Blackboard.

Journals:

<i>Bulletin of National Association for Music Therapy</i>	ML 3920 .N2
<i>Journal of Historical Research in Music Education</i>	ML 1 .B786
<i>Journal of Music Therapy</i>	ML 3920 .J64
<i>Journal of Research in Music Education</i>	ML 1 .J6
<i>Journal of Applied Gerontology</i>	HQ 1061 .J66
<i>Journal of Autism and Developmental Disorders</i>	RC 512 A1 .J6
<i>Music Therapy Perspectives</i>	ML 3920 .M8995
<i>Physical Therapy</i>	RM 695 .A53

Most of these journals are available through JSTOR and other databases, such as International Index to Music Periodicals, Education Index, ERIC, RILM, etc.

Catalog Description:

Statistics and research design appropriate for investigations in music therapy.

Course Objectives:

This course has four primary objectives:

- Students will gain an awareness and appreciation for the importance of research as a basis for the practice of music therapy, and for the continuing improvement of the field.
- Students will develop the skills needed to locate and evaluate published research in the field.
- Students will demonstrate the ability to conduct a review of related literature on a given topic, and to present it as both oral and written research reports. (C-1, C-2, C-3)
- Students will demonstrate their ability to collect and analyze simple qualitative, quantitative, and historical data sets, and to present the results in a scholarly written and spoken form. (C-1, C-2, C-3)

Note: A high level of skill in mathematics/arithmetic is not required for this course. The ability to solve simple algebraic equations at the level of first-semester high school algebra will suffice. Students will not be required to memorize formulas.

Assignments:

Assignments are due at the beginning of class on the date due (4:30 p.m.). All assignments must be completed to pass the course. Assignments submitted late but within one week of the due date will be credited at 80% of the points awarded; assignments submitted more than one week after the due date but by the final due date for the semester (**April 28 at 4:30 p.m.**) will be credited at 50% of the points awarded.

All written assignments should be typewritten on a word processor, double spaced, with pages stapled (not clipped, folded over, or bound), with page numbers.

Some assignments will be oral presentations, such as completed statistics handouts and questions presented orally for discussion.

Class participation: expected each week, in the form of comments, observations, answers, and/or questions.

C-1 *Quantitative worksheet assignments:* You will collect and analyze real data each week for these assignments; made-up data are not acceptable. Sports pages in newspapers and the internet can be very useful for this purpose. Cite the source on your worksheet. Turn in photocopies of the weekly assignments at the beginning of the respective class periods (4:30 p.m.).

C-1 *Historical article review:* The review must include the full citation for the article and be divided into two sections with subheadings: "Summary" and "Critique." The summary should be at least 2 pages and the critique at least 4 pages. The article must be from **one of three journals:** *Journal of Historical Research in Music Education* (formerly *Bulletin of Historical Research in Music Education*), *Journal of Research in Music Education*, or *Journal of Music Therapy*. The specific article must be approved by instructor in advance (in class). Do not choose an article authored or co-authored by the course instructor or any other member of the ASU music faculty.

- C-1** *Historical topics assignment:* Identify one potential historical research topic and describe it in one page. Also list possible types of sources, categorized as primary or secondary sources.
- C-2**
- C-3** *Qualitative observation or historical interview:* Conduct a field observation (minimum one hour) or personal interview (minimum ½ hour) and write a summary of the results (at least 5 pages). (also **C-2**)
- C-1** *Qualitative topics assignment:* Select a qualitative topic suitable for an article-length study. Write at least one paragraph describing the topic, and at least one paragraph describing a research plan.
- C-2**
- C-3** *Literature review:* Summarize 5-6 research articles based (at least largely) on quantitative data from scholarly research journals—articles that relate to your data-collection project. The review should summarize the articles and relate the findings to your term project. Include your analysis of the work reported in the articles, your own conclusions and complete citations for the articles. This review should be at least 6 pages long, double spaced. (also **C-2**) **Do not use trade journals like** *Music Educators Journal, Choral Journal, or General Music Today*. Acceptable journals include *Journal of Music Therapy, Journal of Research in Music Education, Bulletin of the Council for Research in Music Education, Contributions to Music Education, Psychology of Music, British Journal of Music Education* (a hybrid research/trade journal), *Music Education International, Research Studies in Music Education*, and various journals inside and outside the field, including those listed on the first page of this syllabus. Scholarly journals are always refereed (juried) (though not all refereed journals are scholarly), and most are published quarterly or semi-annually, and most number their pages consecutively throughout a volume and do not start over with each issue. You will find appropriate sources outside of music education and music therapy as well, such as *Journal of Autism and Developmental Disorders* and *Journal of Applied Gerontology*.
- C-3** *Term project (data collection and analysis):* Describe your sample and how you collected the data. If you developed and used a survey instrument, append that instrument to this report. Give the hypothesis and analyze the results. Report the results (retain or reject the null hypothesis) for two correlations (one Pearson and one Spearman), two t-tests (one independent and one dependent), one analysis of variance test (one-way factorial), and one chi-square test (one- or two-way). Append your written computations to the report, labeled. This project should be at least 12 pages. (also **C-2**)

Grading:

<u>Assignments/activities</u>	<u>Possible</u>
Class participation (1 x 14 classes)	20
C-1, C-2 Weekly analysis and research topics assignments	20
C-1, C-2, C-3 Historical article written critique	10
C-1, C-2, C-3 Written report of qualitative field observation or interview	10
C-1, C-2, C-3 Formal literature review	10
C-1, C-2, C-3 Term project (quantitative research)	20
Overall contribution to class	10

Possible grades: A+, A, A-, B+, B, B-, C+, C, D, E, I

Policies:*Attendance:*

Attendance in class is expected. You have one excused absence for the semester. If you come to class late and miss the roll taking, it is your responsibility to discuss this **IN PERSON** with the instructor immediately after class or at the beginning of the next class. **DO NOT SEND AN EMAIL** and expect the absence to be changed. More than one absence or excessive tardiness will result in a reduced grade for the course. School of Music performances take precedence over classes, and classes take precedence over rehearsals (including dress rehearsals).

Academic freedom and respect

Academic freedom is important and will be defended and maintained. However, students are expected to exhibit professional behavior in the classroom. If you have a (preconceived or not) bias against this class, one or more other students, the instructor, or the subject matter that could manifest itself in disrespectful behavior, you should drop the course. Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Academic Integrity/Plagiarism

The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Provost and Academic Affairs and from the deans of the individual academic units.” The rest of the code, which consists of several pages, is available at: <http://www.asu.edu/studentlife/judicial/integrity.html>.

Disability Accommodations for Students

Student who believe they may need disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible to assure appropriate accommodations can be provided. It is your responsibility to make the first contact with the DRC.

Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or to participate in required religious functions must notify the instructor in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the instructor. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the instructor to make arrangements for making up tests/assignments within a reasonable time.

Military Personnel Statement

A student who is a member of the National Guard, Reserves, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, see <http://www.asu.edu/aad/manuals/ses/ses201-18.html>.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you believe another student is harassing you based on any of the factors listed above; contact EO/AA (480-965-5057) if you believe an ASU employee is harassing you based on any of the factors above. The policy in this class will be higher than that set by the federal government and the university. That is, while always respecting academic freedom, harassment of any type will not be tolerated, whether based on the above or other factors. The stating of one's opinion will not be construed as harassment in this class, but repeated badgering will be.

Cell Phone Policy

The instructor of this course understands that students have multiple professional and personal obligations, and that these obligations have resulted in a sharp increase in the use of cell phones and other communication devices. In this course, all cell phones and other communication devices are to be turned off or placed on vibrate during class. Should an emergency occur that requires use of a cell phone or other communication device, quietly exit the classroom before responding to the call or text. Do not check for text messages during class as it is distracting. If you expect to receive a necessary text message and must check for it during class, notify the instructor in advance. Failure to adhere to these policies will result in reduced class participation grades.

Lap Top Use Policy

Do not use laptop computers in this class unless you have a disability that requires it or the class activities call for it. In the first instance you must submit disability documentation to the instructor (see above). In the second instance the instructor must approve such use. Except for these two special cases, please keep your computers closed and turned off in this class.

Attendance, punctuality, and participation:

This is a required course in your training program designed to prepare you for a successful career as a professional music therapist. Therefore, it is important for you to attend class, complete the assignments on time, and participate in class activities, including discussions. Reading and obtaining notes from a classmate will not suffice. Ten percentage points will be deducted from the final grade for all absences beyond one. No distinction will be made between excused and unexcused absences, except for religious holidays, documented (in advance) absences for School of Music performances, and documented medical emergencies. Lateness will be treated as absence.

Grade Appeals

The responsibility for assigning grades is vested in the instructor. A student wishing to appeal a grade must first meet with the instructor to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs:

<http://asu.edu/acadaffairs/curriculum/catalog.cfm/>.

Weekly Schedule, Assignments, Class Activities:

[1] Jan 13: Orientation to course

Class activities:

- Class member introductions
- Discuss syllabus and other aspects of the course
- Lecture on types of research in music therapy
- Description of literature search process (databases) and quantitative data collection/analysis
- Quantitative: types of data
- Quantitative worksheets: normal distributions, skewness & kurtosis, central tendency (pdf file, Blackboard)

[x] Jan 20: No class (Martin Luther King Day)

[2] Jan 27

Assignments:

- Complete quantitative worksheets: normal distributions, shapes, skewness & kurtosis, central tendency (C-1)
- Examine example of a literature review (pdf file on Blackboard)
- Peruse historical research bibliography (pdf file Blackboard)

Class activities:

- Lecture I on methods of historical research
- Description of historical article review assignment: from **ONLY**:
Journal of Historical Research in Music Education: published historical articles only
 *ML1 .B786 Music Library Periodicals, bound paper volumes, complete: 1980-present
 *online: International Index to Music Periodicals Full Text: only 2004-Present [available on JSTOR but ASU does not subscribe]
 or
Journal of Research in Music Education: approximately 15% historical articles
 *ML1 .J6 Music Library Periodicals, bound paper volumes, complete: 1953-present
 *online: JSTOR Music Collection, complete: 1953-present
 or
Journal of Music Therapy: approximately 10% historical articles
 *ML1 .J685 Music Library Periodicals, bound paper volumes, complete: 1964-present
 *online: International Index to Music Periodicals Full Text: 2002-present
 Education Full Text: 1996-present
- Discuss (continuation) literature review and quantitative project

- Discuss quantitative worksheets: normal distributions, shapes, skewness & kurtosis, central tendency
- Describe new quantitative worksheets: variance & standard deviation, standard scores
- Lecture on test theory and regression toward the mean (test theory handout in packet), including correction for guessing worksheets

[3] **Feb 3**

Assignments:

- Complete quantitative worksheets: variance & standard deviation, standard scores (C-1)
- Complete correction for guessing worksheets (C-1)
- Identify 2 historical articles for possible review—bring full citations in writing to class (or copies of the articles) [see instructions in syllabus, above] (C-4)

Class activities:

- Lecture II on historical research methods (including criteria for critiques)
- Present possible historical articles, with reasons for selecting them (C-4)
- Discuss progress on literature review (C-4)
- Survey instrument design
- Discuss quantitative worksheets: variance & standard deviation, standard scores, correction for guessing
- Describe new quantitative worksheets: correlation (Pearson)
- Describe Spearman-Brown Prophecy Formula
- Lecture on probability/hypothesis testing

[4] **Feb 10**

Assignments:

- Complete quantitative worksheets: correlation (Pearson), Spearman-Brown Prophecy Formula (C-1)
- Begin/continue work on historical review, literature review, and data collection/analysis assignment
- Draft a survey instrument for the term project

Class activities:

- Discuss qualitative project
- Discuss progress on literature review (C-4)
- Critique survey instrument drafts (pairs of students) and discuss (C-4)
- Discuss Chronbach's alpha worksheet
- Discuss quantitative worksheets: correlation (Pearson)
- Discuss quantitative worksheet: Spearman-Brown Prophecy Formula
- Questions/review of material to date
- Discuss multiple regression (correlation)
- Describe new quantitative worksheets: correlation (Spearman)
- Lecture on Type I and Type II error

[5] February 17

Assignments:

- Complete quantitative worksheets: correlation (Spearman) (C-1)
- Begin to collect data; continue to work on the larger assignments
- Complete literature reviews (C-2, C-3)

Class activities:

- Student presentations of literature reviews
- Discuss data collection, including principles of sampling
- Describe principles of probability, including probability sampling
- Discuss quantitative worksheets: correlation (Spearman), Chronbach
- Questions/review of material to date
- Describe new quantitative worksheets: t-test (independent/unpaired)

[6] Feb 24:

Assignments:

- Complete quantitative worksheets: t-test (independent/unpaired) (C-1)
- Complete historical topics assignment (C-1)

Class Activities:

- Student presentations of historical topics and sources (C-1)
- Student proposals for a field observation or interview
- Discuss quantitative worksheets: t-test (independent/unpaired)
- Describe new quantitative worksheets: Mann-Whitney U

[7] Mar 3:

Assignments:

- Complete historical article critiques (C-1)
- Complete quantitative worksheets: Mann-Whitney U (C-1)
- Identify a website devoted to qualitative research

Class activities:

- Student presentations of historical article critiques (C-2, C-3)
- Discuss progress on qualitative project, including websites (C-4)
- Discuss quantitative worksheets: Mann-Whitney U
- Describe new quantitative worksheets: t-test (dependent/paired)

[x] Mar 10: SPRING BREAK**[8] Mar 17**

Assignments:

- Complete quantitative worksheets: t-test (dependent/paired) (C-1)
- Complete drafts of qualitative projects

Class activities:

- Discuss quantitative worksheets: t-test (dependent/paired)
- Describe new quantitative worksheets: analysis of variance test (factorial)
- **Student trial presentations of drafts of qualitative projects (C-4)**

[9] **Mar 24**

Assignments:

- **Complete quantitative worksheets: analysis of variance (factorial) (C-1)**

Class activities:

- Discuss quantitative worksheets: analysis of variance (factorial)
- Describe new quantitative worksheets: Kruskal-Wallis
- **Student presentations of qualitative projects (C-2, C-3)**

[10] **Mar 31**

Assignments:

- Complete quantitative worksheets: Kruskal-Wallis
- Bring preliminary data for the term project

Class activities:

- Discuss quantitative worksheets: Kruskal-Wallis
- Describe new quantitative worksheets: chi-square test (one-way)
- **Present draft of term project plan; class discussion of appropriate statistics for analysis of each project (C-4)**
- Questions/review of writing hypotheses and other course material

[11] **Apr 7**

Assignments:

- **Complete quantitative worksheets: chi-square (one-way) (C-1)**

Class activities:

- Discuss quantitative worksheets: chi-square (one-way)
- Describe new quantitative worksheets: chi-square test (two-way)
- **Continued discussion of term project plans and procedures (C-4)**

[12] **Apr 14**

Assignments:

- **Complete quantitative worksheets: chi-square (two-way) (C-1)**

Class activities:

- Discuss quantitative worksheets: chi-square (two-way)
- Describe new quantitative worksheets: Kendall W
- **Continued discussion of term project plans and procedures (C-4)**

[13] **Apr 21**

Assignments:

- Complete quantitative worksheets: Kendall W (C-1)
- Complete drafts of term projects

Class activities:

- Discuss quantitative worksheets: Kendall W
- Describe new quantitative worksheets: sign test, probability sampling
- Student trial presentations of drafts of quantitative projects (C-4)

[14] **Apr 28**

Assignments:

- Complete quantitative worksheets: sign test, probability sampling (C-1)
- Complete term projects (C-2, C-3)

Class activities:

- Discuss quantitative worksheets: sign test
- Discuss quantitative worksheets: probability sampling
- Student presentations of quantitative projects (final) (C-2, C-3)

[x] **May 1, 12:00 Noon**

Deadline for any late work (instructor's office)

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2001). *Experimental and quasi-experimental designs for generalized causal inference* (2nd ed.). Boston: Houghton Mifflin Harcourt.

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14. A Critical Assessment of Our Assumptions

http://www.barnesandnoble.com/w/experimental-and-quasi-experimental-designs-for-generalized-causal-inference-william-r-shadish/1100170374?cm_mmc=googlepla--textbook_instock_75up_pt109--q000000633--9780395615560&ean=9780395615560&isbn=9780395615560&r=1