

**CHFD 6800 Research Methods**  
**Spring 2009, Mondays, 9:05 – 12:05**

Instructor: Dr. David W. Wright Office: Family Science Center II  
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Office hours: Immediately after class and by appointment

**Textbook and required resources:**

- Neuman, W. L. (2006). Social research methods: Qualitative and quantitative approaches, 6<sup>th</sup> Edition. Boston: Allyn and Bacon.
- Creswell, J. W. (2008). Research design: Qualitative, quantitative, and mixed methods approaches, 3<sup>rd</sup> Edition. Thousand Oaks: Sage Publications
- American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed.). Washington D.C.: Author.
- Additional required readings that will be available through WebCT or as handouts.

**Objectives:**

- 1 Gain understanding of the foundations of research (e.g., ethics, formulation of research questions, development of measurement strategies and the validity and reliability of research).
- 2 Demonstrate awareness of the ethical and professional responsibilities of the family researcher.
- 3 Gain understanding of research strategies.
- 4 Gain understanding of the data collection and interpretation processes.
- 5 Gain understanding of the processes involved in writing research papers/proposals and completion of a research proposal.
- 6 Gain an understanding of the process of reviewing research proposals

Completion of this course requires the following of you: 1) Attend class prepared for discussions as partially indicated by submission of assignments, 2) prepare and present a research proposal that will identify an area of inquiry and include two different strategies for addressing that inquiry, 3) submit drafts of your proposal for peer review and conduct three peer reviews of classmates' proposals.

All students are required to have a University email account and must be able to access WebCT. Most course materials will be placed on WebCT. Students will also be subscribed to a listserv for the class. This listserv will be used for all email communication. If you use an email address different from your UGA address, notify the instructor.

NOTE: This course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.

### **Attendance and Participation**

Because this class will be taught in a seminar format, students will be expected to be prepared for in-class discussions. In fact, proper preparation on your part is necessary for the success of the class. In particular, discussions will not be helpful unless you have read the assignments and come prepared with questions and comments. To facilitate this, each student is required to turn in at each class session a variety of homework assignments. Although there is variation in how involved or complicated the assignments are, there will be a possible 25 points for each submission (there will be 11 submissions) for a total of 275 points (about 30% of your total grade).

### **Research Proposal Project**

The purpose of this assignment is to develop your skills in conceptualizing and designing sound research studies. I strongly suggest you use this (and all) class assignments toward the completion of a thesis. At the end of the semester you will present the complete proposal to your colleagues. The final project will be submitted at the day/time of the final exam for the course.

Your topic must be related to family studies, human development, marriage and family therapy, or mental health. It must be approved by me and there may not be duplication of topics among class members (which is not to say they can't be closely related). The first person to have a topic approved gets that topic.

In general, the paper should include an introduction/review of literature, research questions, and a methods section. Since this is a research methods class, the bulk of your work should go into the methods section, which should reflect the concepts presented in the text and readings. The paper must be scholarly, well written, at least 18-22 pages of text (not counting references), include references outside those listed on the syllabus, and follow APA Publication Manual guidelines. It is acceptable to use outlines or bulleted lists to summarize parts of the proposal (especially for your literature review).

To prepare your paper, you may need to read as many as 30 scholarly (i.e., peer reviewed) articles, book chapters, and/or monographs on your chosen topic and on research methodology. You will present and define the research problem, review relevant literature, state appropriate ethical concerns, introduce the research methodology, identify limitations in the field/need for the proposed study, state the purpose of the proposed study, state research questions/hypotheses, identify appropriate theory(ies) to be tested/integrated, discuss limitations and significance of the study, include a model to be tested (if appropriate to the chosen strategy), and detail your proposed methods.

You also will complete an IRB application for your proposal. This will not be submitted to IRB, but will be submitted along with your proposal for grading. Go to <http://www.ovpr.uga.edu/compliance/hso/> for the application form (use the IRB Application at the top of the web page). Be sure to read the IRB Guidelines for Researchers link before completing the application. That web page has good information and samples.

Throughout the semester (three times) you will be required to submit sections of your proposal for peer review. At each of these three times you also will be required to review and provide written feedback for the sections of your colleagues.

Towards the end of the course you will make a 15-20 minute oral presentation of your paper using PowerPoint technology. As part of your presentation you will facilitate questions and discussion among your classmates. Be creative in how you present your topic! Accompanying your presentation should be a 3-page handout summarizing the main points of your presentation. The handouts are due the day you present your project. The final paper will be due on the date of the final exam at the end of the exam time period.

The total points possible for the proposal project will be 500. This will constitute about 54% of your total grade.

### Peer Review

To facilitate students' skills in the use of research methods and to maximize learning in the course, three times students will submit accumulated portions of their paper for review by others in the class. For each review you will submit the complete paper (a draft) up to that point, not just the new sections. You will be awarded points for submitting your paper and for the quality of the review you provide your classmates. The submission points will be included in the 500 possible for the paper. Each of the three written peer reviews you complete will have possible 50 points for a total of 150 (about 16% of your total grade).

### Grading

	Points Possible	Percent
11 homework assignments @ 25	275	29.7%
3 peer reviews	150	16.2%
Proposal project	500	54.1%
Total	925	

Points required for letter grades. NOTE: All scores will be rounded to nearest whole number. To be fair to all students, grade cutoffs are final. I know it is painful to miss getting a higher grade by only 1-2 points (or maybe even a few tenths), but these cutoffs will be held to strictly. Sorry, no exceptions, so don't even ask.

Grade	Percentage	Points Required	Grade	Percentage	Points Required
A	95%	878	C+	78	721
A-	90	832	C	75%	693
B+	88	814	C-	70	647
B	85%	786	D	60%	555
B-	80	740	F	< 60%	

## Class Session Topics

1/1 **PREPARATION, PLANNING AND WRITING** Cennamo, K. S., Nielsen, M. C., &  
2 Box, C. (1992). Survivors guide to graduate research. *Tech Trends*, 37, 15-18. \*  
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Handout: Unofficial guidelines for doing your dissertation. Walter Schumm.

My proposal format handout.

Handout: Writing for publication: Do's and don't's, etc. Michael Sporokowski. \*

Handout: Take me to your reader: Shortcuts for writers in a hurry. Cooperative Extension Service University of Georgia, Athens, GA. \*

Tibbetts, A. (1981). Ten rules for writing readably. *The Journal of Business Communication*, 18, 53-62. \*

Handout: Fumble rules. William Safire

Handout: The optimal interface paradigm for academic administrators. D.G. Kehl.

GraduatePapers.com web page printout.

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1/2 **PREPARATION, PLANNING AND WRITING** Flower, L. S., & Hayes, J. R. (Dec.  
6 1977). Problem solving strategies and the writing process. *College English*, 39, 449-461. \*  
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Bem, D. J. (1987). Writing the empirical journal article. In M. Zanna & J. Darley (Eds.), *The compleat academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House. \*

White, L. (2005). Writes of passage: Writing an empirical journal article. *Journal of Marriage and the Family*, 67, 791-798.

Osipow, S. H. (1996). Dealing with journal editors. In F. T. L. Leong and J.T. Austin (Eds.) *The psychology research handbook: A guide for graduate students and research assistants* (pp. 302-308). Thousand Oaks: Sage. \*

Neuman, Chapter 5. Literature review and ethics (focus only on the lit review part)

Boote, D. N., & Beile, P. (2006). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34, 3-15

(Readings continue next page)

	<p>Oleson, K.C. &amp; Arkin, R. M. (1996) Reviewing and evaluating a research article. In F. T. L. Leong and J.T. Austin (Eds.) <i>The psychology research handbook: A guide for graduate students and research assistants</i> (pp. 40-54). Thousand Oaks: Sage. Benson, M.J., Sporakowski, M. J., &amp; Stremmel, A. J. (1992). Writing reviews of family literature: Guiding students using Bloom’s taxonomy of cognitive objectives. Publication manual of the APA. Chapter 2: Expressing ideas and reducing bias in language. * Publication manual of the APA. Chapter 3: APA editorial style. * Publication manual of the APA. Chapter 5: Manuscript preparation and sample papers to be submitted for publication. * Neuman, Chapter 16. Writing the research report and politics of social research. *</p>
	<p>ASSIGNMENTS 1 (due 1/26) 1. Proposal topic due – submit these to me in written form with a brief statement about your current thinking on what you want to examine. 2. Identify and write 10 goals you have for improving your writing that are derived from the readings followed by an asterisk. Give specific examples from your previous papers or projects. At least 7 of these should be focused on your writing skills. 3. Complete the APA self-test handed out in 1<sup>st</sup> class and discuss in class. 4. Write a brief essay on what you personally need to focus on to strengthen your literature reviews, including the greatest challenges you deal with in writing reviews?</p>
<p>2/2 MO (3)</p>	<p><b>ETHICS AND GETTING STARTED</b></p> <p>Neuman, Chapter 5. Literature review and ethics (focus only on the ethics part) Neuman, Appendix A. ASA Codes of ethics Codes of Ethics for American Anthropological Association; American Educational Research Association; National Council on Family Relations; and American Association for Marriage and Family Therapy; American Psychological Association. UGA Policy On Responsible Research &amp; Scholarship: <a href="http://www.ovpr.uga.edu/training/responsible-conduct">http://www.ovpr.uga.edu/training/responsible-conduct</a></p> <p>(Readings continue next page)</p>

Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147. (note: this also can be found at [www.apastyle.org/authorship.html](http://www.apastyle.org/authorship.html)) Handout: Proposed guidelines for student-faculty collaborative research. Janice Linn, Sandra Stith, and Stephanie Barasch.

ASSIGNMENTS 2 (due 2/2) 1. Exercises 5.2 from Workbook for Neuman in preparation for class discussion. 2. What are your primary defenses against unethical conduct in your research?

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(4) **PLANNING AND PREPARATION**

Creswell, Chapter 1. Foundations of Design. Creswell, Chapter 2. Review of the literature. Creswell, Chapter 3. Writing Strategies and ethical considerations. Creswell, Chapter 4. The introduction. Creswell, Chapter 5. The purpose statement. Creswell, Chapter 6. Research questions and hypotheses. Creswell, Chapter 8. Definitions, limitations and significance.

ASSIGNMENTS 3 (due 2/9) Note that these assignments are intended to be part of your proposal preparation. I understand that what you submit here may change as your proposal develops. 1. Using your chosen topic, answer Writing Exercise 1.2 on page 24 of Creswell. 2. Writing Exercise 2.1 on page 47 of Creswell, focusing on your topic. You may need to do a GALLILEO search first. 3. Writing Exercise 3.1 on page 68 of Creswell, focusing on your topic. 4. Writing Exercise 4.1 and 4.2 on page 85 of Creswell, focusing on your topic. You'll present these in groups in class for interaction. 5. Writing Exercise 5.1, 5.2, or 5.3 (only do one of these) on page 103 of Creswell, depending on your study 6. Writing Exercise 6.1 or 6.2 on page 117 of Creswell, depending on your topic. Also, do 6.4. 7. Writing Exercises 8.2., 8.3, & 8.4 on page 151 of Creswell, focusing on your topic.

<p>2/16 MO (5)</p>	<p><b>THEORY</b></p> <p>Neuman, Chapter 1. Science and research Neuman, Chapter 2. Dimensions of research Neuman, Chapter 3. Theory and research Neuman, Chapter 4. The meanings of methodology Creswell, Chapter 7. Use of theory Schutt, R.K. (1999). <i>Investigating the social world: The process and practice of research</i>, 2nd Ed (34-43). London: Sage. Pages 180-186 of Pedhauzer, E. J. &amp; Schmelkin, L.P. (1991). Theories, problems and hypotheses. In E. J. Pedhauzer, &amp; L. P. Schmelkin, <i>Measurement, design, and analysis: An integrated approach</i> (180-210). Hillsdale: NJ: Lawrence Erlbaum. Pedhauzer, E. J. &amp; Schmelkin, L.P. (1991). Science and scientific inquiry. In E. J. Pedhauzer, &amp; L. P. Schmelkin, <i>Measurement, design, and analysis: An integrated approach</i> (147-163) Hillsdale: NJ: Lawrence Erlbaum</p>
<p>ASSIGNMENTS 4 (due 2/16) SUBMIT 1ST DOCUMENT FOR PEER REVIEW 1. Workbook exercises 1.2, part two of 1.4, 2.2, 2.4, 3.1, 3.4, 4.1, 4.2 (with article from any source). We'll do 4.3 in class. 2. Do either Writing Exercise 7.1 or 7.2. on page 140. Even though it says to focus on a quantitative proposal, you may do this for a qualitative study if you are planning one.</p>	
<p>2/23 MO (6)</p>	<p><b>INTRODUCTION TO METHODS, MEASUREMENT, AND SAMPLING</b></p> <p>Neuman, Chapter 6. Qualitative and quantitative research methods. Neuman, Chapter 7. Qualitative and quantitative measurement. Neuman, Chapter 8. Qualitative and quantitative sampling Neuman, Appendix D. Measurement theory and specialized techniques for index and scale construction Note: this reading was located in those for 2/16. Pages 187-198 of Pedhauzer, E. J. &amp; Schmelkin, L.P. (1991). Theories, problems and hypotheses. In E. J. Pedhauzer, &amp; L. P. Schmelkin, <i>Measurement, design, and analysis: An integrated approach</i> (180-210). Hillsdale: NJ: Lawrence Erlbaum. Entwisle, D. R. &amp; Astone, N. M. (1994). Some practical guidelines for measuring race/ethnicity and socioeconomic status. <i>Child Development</i>, 65, 1521-1540. (Readings continue next page)</p>

	<p>Hauser, R. M. (1994). Measuring socioeconomic status in studies of child development. <i>Child Development</i>, 65, 1541-1545. Pedhauzer, E. J. &amp; Schmelkin, L.P. (1991). Definitions and variables. In E. J. Pedhauzer, &amp; L. P. Schmelkin, <i>Measurement, design, and analysis: An integrated approach</i> (164-175) Hillsdale: NJ: Lawrence Erlbaum. Readings on sample size from Whitley, B. E. (2002). Principles of research in behavioral science. (2nd Ed.). New York: McGraw-Hill. (396-399, 431-434).</p>
	<p>ASSIGNMENTS 5 (due 2/12) 1. Peer review 1 due 2. Workbook exercises 6.1, 6.2, 6.3 (pick 4), 6.5, 7.1, 7.3, 7.5, 7.6 with optional #13, 8.1 and 8.2. For 8.1 use any printed directory you have available (UGA directory, phone book, etc.).</p>
<p>3/2 MO (7)</p>	<p><b>QUANTITATIVE METHODS</b></p> <p>Neuman, Chapter 9. Experimental research Neuman, Chapter 10. Survey research Neuman, Chapter 11. Non-reactive research and secondary analysis Neuman, Appendix C. Data Archives Creswell, Chapter 9. Quantitative methods. Readings on using the internet to collect data from Whitley, B. E. (2002). Principles of research in behavioral science. (2nd Ed.). New York: McGraw-Hill. (411-421).</p>
	<p>ASSIGNMENTS 6 (due 3/2) 1. Workbook exercises 9.3, 9.4, 9.5, 10.3, &amp; 11.2. 2. Creswell writing exercise 9.1 on page 176</p>
<p>3/9 MO</p>	<p><b>NO CLASS - SPRING BREAK</b></p>
<p>3/16 MO (8)</p>	<p><b>QUANTITATIVE ANALYSIS</b></p> <p>Neuman, Chapter 12. Analysis of quantitative data Note: this reading was located in those for 2/16. Pages 198-210 of Pedhauzer, E. J. &amp; Schmelkin, L.P. (1991). Theories, problems and hypotheses. In E. J. Pedhauzer, &amp; L. P. Schmelkin, <i>Measurement, design, and analysis: An integrated approach</i> (180-210). Hillsdale: NJ: Lawrence Erlbaum.</p>

Cohen, J. (1990). What I have learned (so far). *American Psychologist*, 45, 1304-1312. (Readings continue on next page) Olejnik, S. & Algina, J. (2000). Measures of effect size for comparison studies: Applications, interpretations and limitations. *Contemporary Educational Psychology*, 25, 241-286. McCartney, K. & Rosenthal, R. (2000). Effect size, practical importance, and social policy for children. *Child Development*, 71, 173-180. Acock, A. (2005). SAS, STRATA, SPSS: A comparison. *Journal of Marriage and the Family*, 67, 1093-1101.

ASSIGNMENTS 7 (due 3/16) 1. Workbook exercises 12.3, 12.4, 12.5, and 12.6.

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**QUALITATIVE**

Neuman, Chapter 13. Field Research Neuman, Chapter 14. Historical-comparative research Neuman, Chapter 15. Analysis of qualitative data. Creswell, Chapter 10. Qualitative procedures. Kvale, S. (1996). Qualitative research in science and practice. In S. Kvale, *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks: Sage. (59-80) Kvale, S. (1996). The social construction of validity. In S. Kvale. *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks: Sage. (229-252) Silverman, D. (1993). Six rules of qualitative research. In D. Silverman, *Interpreting qualitative data: Methods for analyzing talk, text and interaction* (196-211). London: Sage. Huberman, A. M. & Miles, M. B. (1994). Data management and analysis methods. In Denzin, N. K. & Lincoln, Y. (Eds.) *Handbook of Qualitative research*. Thousand Oaks: Sage, 428-444. Corbin, J. & Strauss, A. (1990). Grounded theory research: Procedures, Canons, and Evaluative Criteria. *Qualitative Sociology*, 13, 3-21. Constas, M. A. (1992). Qualitative Analysis as a Public Event: The Documentation of Category Development Procedures. *American Educational Research Journal*, 29, 253-266.

ASSIGNMENTS 8 (due 3/23) 1. Workbook exercises 13.2 or 13.3 (note: on the site go to “Publications” instead of “Working Papers” as directed in the workbook). Also do 14.3, and 15.2. 2. Creswell 10-1 and 10-2. Use either your study topic or another that lends itself to qualitative analysis.

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**MIXED METHODS**

Creswell, Chapter 11. Mixed methods Mason, J. (2006). Mixing methods in a qualitatively driven way. *Qualitative Research*, 6, 9-25 Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative Research*, 6, 97-113, Greene, J. C. (2005). The generative potential of mixed methods inquiry. *International Journal of Research & Method in Education*, 28, 207-211.

ASSIGNMENTS 9 (due 3/30) SUBMIT 2ND DOCUMENT FOR PEER REVIEW 1. Creswell Writing Exercises 11.2 and 11.3 on page 226. Use these to conjecture about how you would make your project mixed methods.

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**FAMILY RESEARCH ISSUES**

Copeland, A.P & White, K.M. (1991). *Studying families*. Thousand Oaks, CA: Sage. (1-27). Greenstein, T. N. (2001). Causal inference in family research. In T. N. Greenstein, *Methods of family Research* (pp. 17-31). Thousand Oaks: Sage. Sprey, J. (1995). Explanatory practice in family studies, *Journal of Marriage and the Family*, 57, 867-878. Copeland, A.P & White, K.M. (1991). Quantitative data analysis. In Copeland, A.P & White, K.M, *Studying families*. Thousand Oaks, CA: Sage. (85-101). (Readings continue next page) Cheng, S. & Powell, B. (2005). Small samples, big challenges, *Journal of Marriage and the Family*, 67, 926-935.

	<p>Greenstein, T. N. (2001). Using other people's data. In T. N. Greenstein, <i>Methods of family Research</i> (163-176). Thousand Oaks: Sage. Matthews, S. H. (2005). Crafting Qualitative Research Articles on Marriages and Families. <i>Journal of Marriage and the Family</i>, 67, 799-808. Hofferth, S. L. (2005). Secondary data analysis in family research. <i>Journal of Marriage and the Family</i>, 67, 799-3737. 891-907. LaRossa, R. (2005). Grounded Theory Methods and Qualitative Family Research, <i>Journal of Marriage and Family</i>, 67, 837-857 . O'Brien, M. (2005). Studying Individual and Family Development: Linking Theory and Research, <i>Journal of Marriage and Family</i>, 67, 880-890.</p>
<p>ASSIGNMENTS 10 (due 4/6) 1. Peer Review 2 Due. 2. Using the readings for this class session, identify and write about 10 aspects of, or issues related to family research that vary from things we have learned so far.</p>	
<p>4/13 MO (12)</p>	<p><b>EVALUATION RESEARCH</b></p> <p>Chapter 15, Evaluation Research from Whitley, B. E. (2002). <i>Principles of research in behavioral science</i>. (2nd Ed.). New York: McGraw-Hill. 477-512. Worthen, B. R., Sanders, J. R., &amp; Fitzpatrick, J. L. (1996). <i>Program evaluation: Alternative approaches and practical guidelines</i> (2nd ed). New York: Longman. (pp.3-23). Rossi, P.H., Freeman, H.E. &amp; Lipsey, M. W. (1999). <i>Evaluation: A systemic approach</i>. Thousand Oaks, CA: Sage. (pp. 20-34; 62-75). Small, S. A. &amp; Uttal, L. (2005). Action-Oriented Research: Strategies for Engaged Scholarship. <i>Journal of Marriage and Family</i>, 67, 936-948.</p>
<p>ASSIGNMENTS 11 (due 4/13) SUBMIT 3RD DOCUMENT FOR PEER REVIEW. (Assignments continue next page)</p>	

1. Choose an evaluation study idea and, then, outline the study's design in terms of concepts under the sections: Goal Definition, Program Monitoring, Impact Assessment, Efficiency Analysis, Information Utilization, and Measuring Change. OR 1. Find an article describing an evaluation study and assess it using the same criteria above. If you use GALLILEO, just enter "evaluation research" in the search box to easily find a selection of articles.

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**PROPOSALS AND FUNDING** Handouts and others to be determined

ASSIGNMENTS (due 4/20) 1. Peer review 3 due

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**PRESENTATIONS** 3 students will each make presentations.

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**PRESENTATIONS** 4 students will each make presentations.

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**FINAL EXAM TIME 8:00 – 11:00 AM** Final papers due and course evaluations will be competed

### **Class policies and other information**

Protection of Private Information: If you have requested a restriction of your personal information please call or email the instructor as soon as possible and I will use an alternate way of calling your name in class.

Questions on Grading and Assignments: Every attempt will be made to fairly and consistently evaluate students' performance on assignments. If you would like your instructor to reconsider points that have been assigned to any assignment, the request must be submitted in writing within 2 days from the day the assignment, quiz, or exam was returned. The written request must include the specific reason why you believe the grade should be changed.

Timeliness: Class will begin and end on time. Therefore, students are expected to arrive on time and remain for the entire period. Assignments must be completed and submitted on time according to the course schedule to receive full credit. Ten percent of an assignment's grade will be subtracted from your grade for each 24 hours that the assignment is late up to a maximum of

25 percentage points. (past the deadline and within 24 hours from deadline, subtract 10%; next 24 hour period, another 10%; after that an additional 5%)

Documentation for absences or late assignments: Written documentation must be from a physician, law enforcement officer, or other professional in which an explanation is given regarding the seriousness of the issue that prevented the student from completing the exam, project or paper on time. Written explanations from family members and friends will not be accepted.

Withdrawal and incomplete: Should you choose to withdraw from this class after drop/add for graduate students ends (noon on January 15th), a W only can be assigned if you are passing the course at the time you withdraw. If you are failing the course, you will receive a WF. Also, according to university policy, students who withdraw after the semester mid-point (or those who are withdrawn due to excessive absences) automatically receive a WF. The only exceptions are when the withdrawal is recommended by the Office of Student Affairs because of some emergency or health reasons that they have verified. The midpoint withdrawal deadline for Spring 2009 semester is March 24th. Since you can initiate a withdrawal on-line, be sure you are aware of your progress in the class prior to doing taking that action. Also remember than a reduction in your course load may affect financial aid eligibility (including HOPE) and full-time student status.

Incompletes: The UGA Graduate Bulletin states that a grade of Incomplete “indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. If an I is not satisfactorily removed after three semesters, the symbol will be changed to the grade of F.” This is the policy regarding receiving a grade of ‘incomplete’ for this class. Circumstances leading to an incomplete will require documentation.

### **Additional considerations**

MORN OFF CELL PHONES AND PAGERS before coming to class. Students are not to use cell phones to talk to or text others during class. Use of camera phones during exams can result in academic dishonesty reports. If you need to keep a cell phone or pager on vibrate/silent for emergency or childcare purposes please notify the instructor.

COMPUTERS IN CLASS. You are welcome to use a laptop in class, but it is my expectation that you will be using it to take notes, not to shop, visit social networking web sites, answer email, or work on tasks not associated with the course, etc.

Students are expected to come to class prepared to share ideas and discuss assigned readings. Lively discussion, diversity of opinions and critical thinking are encouraged and welcomed. It is expected that you will complete all readings by the assigned date, come to class prepared to discuss the readings and attend class regularly. Use as a guide the course schedule or any announced revisions to know how to prepare. Be aware that I call on students by name to answer questions in discussions so be prepared.

It is important that we all feel comfortable expressing our personal views on course matters. This requires that we respect the views of others. The class will follow two ground rules: (a) Everyone has a right to be heard; (b) We will respectfully agree to disagree.

Students should avoid rude, disruptive and otherwise unprofessional behavior. Examples include non-participation in small group activities, leaving early, leaving and coming back into the classroom during class, sleeping, reading newspapers, side discussions during class lectures and presentations, and doing other work during class sessions.

### **UGA Academic Honesty Policy**

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. Academic honesty is vital to the very fabric and integrity of the University. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. All members of the University community are responsible for knowing and understanding the policy on academic honesty. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. To do so go to:

<http://www.uga.edu/honesty/>

Specific information on requirements and prohibited activities are discussed at the web site in sections 5 and 6. Violations include plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, using any source of information that is not common knowledge, writing a lab observation with another student, giving a false excuse for failing to show up for an exam or class, and obtaining advance exam copies by unauthorized means. Students who assist other students in academically dishonest acts are in violation of the policy. Assistance by another person, when authorized by the Faculty Member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source.

A violation of these regulations is grounds for filing a report to the Vice-President for Academic Affairs.

### **Additional Student Needs**

Computer Access: The computer lab, located in Dawson Hall, is available to students enrolled in CFD. The lab includes computers for both MAC and PC users. There is a printing fee. A list of additional computer labs available to students across campus may be obtained in the Dawson Hall computer lab.

Student accommodations: Students with a disability or health-related issue who need an accommodation should contact the instructor as soon as possible so that your needs can be met.

Help with writing. The UGA Writing Center is available to assist students with their writing skills. They are located in Room 66 of Park Hall and in the Student Learning Center. Learn more about them at <http://www.english.uga.edu/writingcenter/>. You can [e-mail](#) them or call them at (542-2119). A final option is to use their new [online help form](#).