INLS 581
RESEARCH METHODS OVERVIEW
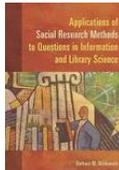
FALL 2016
MONDAY/WEDNESDAY, 1:50 – 3:05
MANNING 208

TABLE OF CONTENTS

OVERVIEW AND REQUIRED MATERIALS

An introduction to research methods used in Information and library science, exploring the design, interpretation, analysis and application of published research.

The following text is required:

Wildemuth, B. M. (2009). *Applications of Social Research Methods to Questions in Information & Library Science.* Libraries Unlimited: Westport, CT.

This book is available for purchase online and is on reserve in the SILS Library. Students will also need to have a laptop capable of accessing UNC's Virtual Lab (virtuallab.unc.edu).

INSTRUCTOR

Dr. Casey Rawson
Email: crawson@email.unc.edu
Office: Manning 002 (office hours by request)

COURSE OBJECTIVES

You may or may not become a full-time researcher after you graduate from SILS. However, regardless of your post-SILS career path, this course should help you stay aware of current best

practice in your field, learn about and evaluate new trends as they emerge, assess your own professional practice, and effectively communicate with other professionals about "what works" in your job. In this course, I hope students will:

- have fun while exploring and learning about research methods.
- gain an understanding of the concepts and terminology used in ILS research and of the methods used to perform this research.
- become acquainted with different research specialties and approaches in ILS.
- improve their abilities to read, evaluate and appreciate research.
- develop their quantitative, logical and analytical thinking abilities.
- begin to develop their abilities to engage in research-based practice.

MY TEACHING PHILOSOPHY

I believe that students learn best in an inquiry-based classroom environment in which they are given the opportunity to construct their own understanding of content through authentic engagement with ideas and with each other. My role is to facilitate your learning, not to impart knowledge; as such, there will be as little as possible "sit-and-get" instruction in this course. Some "lecture" is unavoidable, however during these periods of class time (which I try to keep under 15 minutes at a stretch), I want and expect you to engage with me by asking questions and sharing your (relevant) comments.

We will spend most of our class time on large- and small-group discussion and/or debate, thinking protocols, case studies, and self and peer reflection. We will frequently engage in small group activities, and I will ask you to move around the room quite a bit so that you work with as many different classmates as possible over the course of the semester. In addition to being your instructor, I am also a student, and my favorite courses are ones with the following characteristics:

1. the instructor cares about the course and the students, and encourages feedback throughout the semester;
2. class time is used for authentic learning tasks (not lengthy summaries of the readings); and
3. all students participate fairly equally in class activities and discussions.

With your help, I will endeavor to create such an environment in this course.

ASSIGNMENTS

An overarching goal of any SILS course is to help prepare you to become not only competent professionals, but leaders in your respective fields. While I am happy to meet with you outside

of class if you are having trouble with a particular assignment or other aspect of the course, you will be primarily responsible for establishing your own work schedules and internal deadlines and for locating and retrieving information to complete your assignments. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered by a full letter. Any incidence of plagiarism or other academic dishonesty will result in an F for the course.

#1 – HOMEWORK ("LAB ASSIGNMENTS") (25%)

At five points over the course of the semester, you will be assigned brief take-home assignments that introduce, reinforce, or extend topics covered in class. The format of these assignments will vary and specific instructions for each will be provided to you at least one week ahead of the due dates (which are listed in the "Class Schedule and Readings" table at the end of this document). These assignments will be graded on a 5-point scale, with specific criteria for each assignment to be posted in Sakai.

#2 – RESEARCH REVIEW #1 (10%)

Regardless of whether you ever conduct a research study after your master's paper (I hope you do!), in order to be a leader in your chosen career you will need to be able to read, evaluate, and appreciate research in your field. In this course, we will focus on reading research articles with an eye toward describing and evaluating the methods used by the researchers.

You will conduct two research reviews. For the first review, you will work with a group of your classmates to critique one SILS master's paper from the Dean's Achievement Award list (http://sils.unc.edu/about/awards/sils-achievement). You can find PDF versions of these papers online at http://tinyurl.com/SILSmps.

You will form your group and collectively choose a master's paper in class on **Wednesday, September 7**. You will then have a week and a half to read your chosen paper before meeting with your group during class time on **Monday, September 19** to discuss the paper and collaboratively assess its strengths and weaknesses. It is fine if you choose to focus this assessment on the topics we will have covered in class up to that point; it is also fine if you notice and want to discuss other issues with the paper that we have not yet covered.

On **Wednesday, September 21**, you will meet again with your group during class time to record a **video review** of your group's chosen paper. This review should be approximately 8-10 minutes in length and all group members must contribute to the review (i.e., everyone must speak on the recording). Start your review by briefly describing the research: what was done, why it was done, how it was done, what was found. This should be a *neutral* description without any commentary or analysis. Then, discuss the research. (I hesitate to use the word

'critique' because sometimes people think that means to shred something!) Your discussion should be balanced, pointing out what you see as the strengths and weaknesses of the work. Where you note weaknesses, try to suggest ways the study might have been improved.

You may check out a video camera from the SILS library to record this video if you like, however a cell phone video is also fine (as long as the audio is clear). When you're done, post the video to our class Sakai site in the Forums area. **Videos must be posted no later than 3:05pm on September 21st.**

Finally, I would like you to watch and comment on at least one other group's video (you are not required to read the papers these students reviewed). If someone asks you a question about your group's review, please respond. Comment on or ask questions about the research presented in the review, not the quality of the review. Your comments / questions / responses should be posted by the beginning of our next class session (**Monday, 9/26 at 1:50pm**).

#3 - RESEARCH REVIEW #2 (10%)

For this research review, you will work independently to write a two-page (single spaced) review of two articles published in an ILS journal or conference proceedings. Both of these articles should present original empirical research (no literature reviews, position papers, etc.). You might want to choose either two articles that both address a similar topic / research question using different methods, or two articles that address different research questions using the same method (you could choose two totally unrelated papers, but choosing papers that are similar in terms of either topics or methods should make your job easier).

Just as with the group review, you should start by briefly describing the research: what was done, why it was done, how it was done, what was found. This should be a *neutral* description without any commentary or analysis. Then, discuss the research. Your discussion should be balanced, pointing out what you see as the strengths and weaknesses of the work. Where you note weaknesses, try to suggest ways the study might have been improved. If you have chosen studies that are similar in either topic or method, you may compare and contrast their strengths and weaknesses. At the end of your review, on a separate page, please include full citations for each paper you have reviewed.

Once you've done this, you should **post a message** to the appropriate Forum in Sakai with a **4-5 sentence summary** of your papers and a full citation for each no later than 1:50pm on **Monday, November 7**. **Attach your full research review to this forum post.** During the course of the week following the due date of the review, you should **read and comment** on **two** other people's reviews (you are not required to read the papers these people reviewed). If someone asks you a question about your review, please respond. Pick reviews that discuss topics that interest you; it is okay if the review you want to read has already been read by many other

people. <u>Comment on the research presented in the review, not the quality of the review</u>. Comments and responses should be posted no later than 1:50pm on **Monday, November 14.**

#3 – MID-TERM (15%) AND FINAL (25%) EXAMS

Exams!?! Yeah, I know … scary. But they don't have to be! It is important that you internalize some of the content of this class and exams are good assessment methods for evaluating knowledge of a range of topics and issues.

You will take the mid-term exam online on **Wednesday, October 12**. I will make the exam available to you online beginning at 8:00am and you will have up to one hour and fifteen minutes to complete the exam once you open it (we will not have class that day, so you may choose to complete the exam during our normal class time). All exams must be completed by 9:00pm. The midterm exam will cover material presented through the 10/10 class session.

The final exam will be a three-hour online exam, which you will take on **Thursday, December 15** (SILS's scheduled exam day for this course). You may take that exam from any location and during any three-hour period between 8am and 9pm. The final exam will be cumulative and integrative (it will include material from the entire course).

Both exams will be closed-book and closed-note (that includes communicating with classmates during the exam time). The format of the exam questions will be varied. I like open-ended questions; in particular, I like to present stimuli (for example, a passage from a piece of research) and ask you questions about the stimuli (for example, what type of sampling was used). You might also have a few multiple-choice questions and statistics problems to work. We will go over sample exam questions in class.

CLASS PARTICIPATION (15%)

The ability to work successfully and communicate effectively with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your interactions with your peers and instructor. Your active participation in class is vital not only for your own learning, but for the learning of everyone in the class.

I believe that each of you has valuable experiences and contributions that will deepen and extend our understanding of the course content, both during class and online. Therefore, I expect you to be engaged in class. This does *not* mean that you need to raise your hand for every question in class - the quality of your participation matters just as much as the quantity, and when a handful of people dominate class discussions it is difficult for other students to fully engage. There are several ways to actively participate in class, and each will factor in to your class participation grade:

- **Attendance:** You are expected to attend class each week and to arrive on time. More than one absence or repeated tardiness will result in a lower class participation grade.
- **Preparation:** Full participation in class will require that you have not only completed all readings, but also thought critically about them before coming to class. In your lab assignments, research reviews, and in-class contributions, I will look for evidence that you have engaged in thoughtful preparation for each class session. UNC's definition of one credit hour is "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week." As this is a three credit-hour course, by this standard, you should be spending a minimum of 6 hours of time each week *outside of class* preparing for class and completing assignments.
- **Participation in class activities**: In addition to large-group discussion, this class will include individual, pair, and small-group activities, and I will look for your engagement in all of those activities. I understand that it is not always easy to jump into a large-group discussion; however, without a variety of voices and opinions, the quality of those discussions is significantly lowered. Take notes, ask questions, and above all, actively engage your mind with the ideas we are exploring in class.
- **Behavior:** Behave professionally. Be courteous to your instructor and classmates by refraining from conversing with others during lecture times, turning off all devices that might interrupt class, and using your electronic devices only to support class activities.

Since class participation grades can often be a "black box," I will ask you to self-assess your participation near the midpoint of the semester using the same rubric that I will use to grade your participation at the end of the course.

TECHNOLOGY POLICY

Research on laptop use in higher education has shown that laptops used for course activities can result in learning gains, but that in-class laptop use also can also lead to distraction and decreased course satisfaction, understanding, and overall performance among students.[1] This course will occasionally require the use of a laptop computer or tablet for class activities, and you may wish to have digital copies of readings accessible to you during class. However, other

---

[1] Efaw, J., Hampton, S., Martinez, S., & Smith, S. (2004). Miracle or menace: Teaching and learning with laptop computers in the classroom. *EDUCAUSE Quarterly, 27*(3), 10-18.
Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education, 50*(3), 906-914.
Wurst, C., Smarkola, C., & Gaffney, M.A. (2008). Ubiquitous laptop use in higher education: Effects on student achievement, student satisfaction, and constructivist measures in honors and traditional classrooms. *Computers & Education, 51*(4): 1766-1783.

activities such as checking e-mail, social networking, etc. should be restricted to before and after class and break times. You may find that taking notes on paper is easier and more effective for this course.

GRADING SCALE

Based on UNC Registrar policy for graduate-level courses:

H	(95-100) "clear excellence", **above and beyond** what is required
P	(80-94) all requirements satisfied at entirely acceptable level (note: this is expected to be the median grade for this course)
L	(70-79) low pass; substandard performance in significant ways
F	(<70) failed; performance that is seriously deficient and unworthy of graduate credit

***Undergraduate grading scale: 95-100 (A), 90-94 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 70-79 (C, same +/- ranges as above), 60-69 (D, same +/- ranges as above), <60 (F).*

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at http://www.unc.edu/depts/honor/honor.html. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:
- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;

- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

~The faculty of the School of Information and Library Science, Dr. Barbara B. Moran.

STUDENTS WITH DISABILITIES

"The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible, meet the demands of University life." Visit their website at http://disabilityservices.unc.edu/ for more information.

CLASS SCHEDULE

A NOTE ON THE READINGS

All PDF readings will be downloadable from the Sakai resources folder for that day's class session. If you encounter a link that won't work or a file that won't download, please contact me as soon as possible; you should also take the initiative in that case to search for the article yourself using the UNC Library's website. Please have readings accessible during class (via your laptop / electronic device or in print).

Date		Topic	Readings	Assignments Due
8/24	Issues Common to All Studies	Introduction to the course (and each other); Overview of research in ILS	Course syllabus Wildemuth, Chapter 1 Wilson, V. (2016). Conducting Your Own Research: Something to Consider. *Evidence Based Library and Information Practice, 11*(1(S)), 18-21.	
8/29		Choosing a planning a project: Research Questions	Wildemuth Chapters 2-4 Bron, M., Van Gorp, J., & de Rijke, M. (2016). Media studies research in the data-driven age: How research questions evolve. *Journal*	

Date		Topic	Readings	Assignments Due
			of the Association for Information Science and Technology, 67(7), 1535-1554.	
			Agee, J. (2009). Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education, 22*(4), 431–447.	
8/31		Grounding the Project: Theories / Models and Literature Reviews	Wildemuth, Chapter 6 Wilson, V. (2016). Looking to the Literature: Domains to Help Determine Where to Look. *Evidence Based Library and Information Practice, 11*(1(S)), 12-14. Wilson, V. (2016). Looking to the Literature: Open Access and Free Sources of LIS Evidence. *Evidence Based Library and Information Practice, 11*(1(S)), 15-17. Bates, M. J. (2005). An introduction to metatheories, theories and models (Ch. 1). In K. E. Fisher, S. Erdelez, & L. E. F. McKechnie's (Eds.) *Theories of Information Behavior*. ASIST Monograph Series, Information Today, Inc.: Medford, NJ. [OPTIONAL: Levy, Y., & Ellis, T. J. (2006). A systems approach to conduct an effective literature review in support of information systems research. *Informing Science Journal*, *9*, 181-212.]	Lab assignment #1 distributed
9/5		**No class (Labor Day)**		
9/7		Sampling, Part 1	Wildemuth, Chapters 13-15 Daniel, J. (2012). Choosing between nonprobability sampling and probability sampling. In *Sampling essentials: Practical guidelines for making sampling choices* (pp. 66-80). Thousand Oaks, CA: SAGE. Li, D., & Walejko, G. (2008). Splogs and abandoned blogs: The perils of sampling bloggers and their blogs. *Information, Communication & Society, 11*(2), 279-296.	
9/12		Sampling, Part 2	No new readings for today's class.	Lab Assignment #1 Due

Date		Topic	Readings	Assignments Due
		"Rapid Extraction" reading		
9/14		Research Quality	Thyer, B. A. (2001). Reliability and validity in quantitative measurement. In Thyer, B. A. *The handbook of social work research methods* (pp. 52-67).: SAGE. Gorman, G. E., & Clayton, P. (2005). Evaluating qualitative research. In Gorman, G. E. & Clayton, P., *Qualitative Research for the Information Professional*. London: Facet Publishing, pp. 20-33. Wilson, V. (2016). Research Methods: Triangulation. *Evidence Based Library and Information Practice, 11*(1(S)), 66-68. OPTIONAL but highly recommended: Watch all three parts of Dr. Johnson's PSY 293/294 Vids #3: Reliability and Validity • Part 1: https://www.youtube.com/watch?v=DS8Hw0Ort4w • Part 2: https://www.youtube.com/watch?v=LolwQXYjuh8 • Part 3: https://www.youtube.com/watch?v=CZQlqVswAq8	
9/19		Group Research Reviews	Meet with your group to analyze paper. Before meeting, read: Wyllys, R. E. (2002). Evaluating reports of research. Retrieved from https://www.ischool.utexas.edu/~wyllys/IRLISMaterials/evaluatingres.html	
9/21			Meet with your group to record your review.	Post recorded review to Sakai by 3:05pm.
9/26	Major	Qualitative Approaches to Research	Wildemuth, Chapter 8 Sandelowski, M. (2004). Qualitative research. In Lewis-Beck, M. S., Bryman, A. & Futing Liao,	Comment on at least one other research review / respond to comments on

Date		Topic	Readings	Assignments Due
			T. (eds.). *The SAGE encyclopedia of social science research methods*: SAGE.	your review by 1:50pm.
			Harviainen , J. T. (2015). Information literacies of self-identified sadomasochists: An ethnographic case study. *Journal of Documentation, 71*(3), 423 – 439.	
			Emary, L. R. (2015). Librarians are already in the field: How and why to begin ethnographic fieldwork. *Bibliothek – Forschung und Praxis, 39*(2), 138-142.	
9/28		Case Studies	Wildemuth chapter 7	
			Wakimoto, D. K., Hansen, D. L., & Bruce, C. (2013). The case of LLACE: Challenges, triumphs, and lessons of a community archives. *American Archivist, 76*(2), 438-457.	
10/3		Experiments and Hypotheses	Wildemuth, Chapters 5, 11, and 12	
			Neuman, W. L. (2005). *Social research methods: Qualitative and quantitative approaches (6th Edition)*. Allyn and Bacon Publishing, pp. 160-166: The Language of Variables and Hypotheses	
			Shachaf, P., & Horowitz, S. (2006). Are virtual reference services color blind? *Library & Information Science Research, 28*(4), 501-520.	
10/5		Mixed Methods and Participatory Action Research	Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: SAGE. (Chapter 10)	Lab assignment #2 distributed
			Tufecki, Z. Beyond the deficit model: Gender schemas, computing preferences, and I.T. career choices (grant application).	
			Somerville, M. (2014*). Participatory action research: Improving professional practices and local situations.* London, : SAGE Publications Ltd.	
10/10		Surveys, Part 1	Wildemuth, Chapter 26	
			Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). Internet, Mail and Mixed-Mode	

Date		Topic	Readings	Assignments Due
			Surveys (3rd Edition). John Wiley & Sons, Inc.: Hoboken, NJ. Chapters 1-5.	
10/12		Surveys, Part 2	Read EITHER Becker & Nogues or Islam & Murno (both in Sakai folder)	Lab Assignment #2 due; Lab assignment #3 distributed
10/17		**Online Midterm (take during any 75-minute period between 8am and 9pm)**		
10/19		**No Class (Fall Break)**		
10/24		Interviews and Focus Groups	Wildemuth, Chapters 23-25 Agosto, D. E. (2002). Bounded rationality and satisficing in young people's Web-based decision making. *Journal of the American Society for Information Science and Technology*, *53*(1), 16–27. Greyson, D. (2013). Information world mapping: a participatory, visual, elicitation activity for information practice interviews. *Proceedings of the 76th ASIS&T Annual Meeting: Beyond the Cloud: Rethinking Information Boundaries*. Silver Springs, MD: American Society for Information Science. [Read the brief paper AND look over the research poster, both in Sakai]	
10/26	Data Sources	Existing Content, Part 1	Wildemuth, Chapters 17, 18, and 29 Hughes-Hassell, S., Overberg, E., & Harris, S. (2013). Lesbian, gay, bisexual, transgender and questioning (LGBTQ) themed literature for teens: Are school libraries providing adequate collections? *School Library Research, 16*. Sood, S. O., Antin, J., & Churchill, E. F. (2012). Profanity use in online communities. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '12)*, Austin, TX, 1481-1490.	Bring completed Lab Assignment #3 to class

Date		Topic	Readings	Assignments Due
10/31	Data Sources	Existing Content, Part 2	Wilson, V. (2016). Research Methods: Bibliometrics. *Evidence Based Library and Information Practice, 11*(1(S)), 50-52. Webb, L., Gibson, D. & Wang, Y. (2015). *Selecting, scraping, and sampling big data sets from the internet: Fan blogs as exemplar.* London: SAGE Publications Ltd.	
11/2		Observation	Wildemuth, Chapters 20-21 McKechnie, L. E. F. (2000). Ethnographic observation of preschool children. *Library & Information Science Research, 22*(1), 61-76.	
11/7		Think-Alouds and Diaries	Wildemuth, Chapters 19 and 22 Hertzum, M. (2016). A usability test is not an interview. *Interaction, 23*(2), 82-84. Toms, E. G. & Duff, W. (2002). "I Spent 1 1/2 Hours Sifting Through One Large Box... Diaries as Information Behavior of the Archives User: Lessons Learned. *JASIST, 53*(14), 1232-1238.	Research Review #2 due Lab assignment #4 distributed
11/9	Data Analysis	Qualitative Data Analysis / Coding	Wildemuth, Chapter 30 Zakaria, N. & Zakaria, N. (2016). *Qualitative content analysis: A paradigm shift from manual coding to computer-assisted coding using ATLAS.ti*. London: SAGE Publications Ltd. Crawford Barniskis, S. (2013). Embedded, participatory research: Creating a grounded theory with teenagers. *Evidence Based Library and Information Practice, 8*(1), 47-58.	
11/14		Quantitative data analysis 1: Hypothesis testing, types of variables, and errors	Banerjee, A., Chitnis, U. B., Jadhav, S. L., Bhawalkar, J. S., & Chaudhury, S. (2009). Hypothesis testing, type I and type II errors. *Industrial Psychiatry Journal, 18*(2), 127-131. Neuman, W. L. (2005). *Social research methods: Qualitative and quantitative approaches (6th Edition)*. Allyn and Bacon Publishing, pp. 160-166: The Language of Variables and Hypotheses (re-read); pp. 181-188: Conceptualization and Operationalization; pp. 198-200: Levels of Measurement.	Lab Assignment #4 due Comments / responses to research reviews completed by 1:50pm

Date		Topic	Readings	Assignments Due
			OPTIONAL: Hornbæk, K. (2006). Current practice in measuring usability: Challenges to usability studies and research. *International Journal of Human---Computer Studies, 64*, 79-102.	Lab assignment #5 distributed
11/16		Quantitative Data Analysis 2: Descriptive Statistics	Wildemuth, Chapter 33	Make sure you have installed the Virtual Lab plugin (virtuallab.unc.edu) and can access SPSS 23 on your laptop.
11/21		Quantitative data analysis 3: Statistical significance, Chi-square tests	Wildemuth, Chapter 34 SKIM: Brennan, K., Kelly, D., & Arguello, J. (2014). The effect of cognitive abilities on information search for tasks of varying levels of complexity. *Proceedings of the Information Interaction in Context Conference (IIiX)*, Regensburg, Germany.	
11/23	Data Analysis, Continued	**No Class (Thanksgiving Break)**		
11/28		Quantitative data analysis 4: T-tests and ANOVAS	Wildemuth, Chapter 37 SKIM: Adler, R. F. & Benbunan-Fich, R. (2013). Self-interruptions in discretionary multitasking. *Computers in Human Behavior, 29*, 1441---1449.	
11/30		Quantitative data analysis 5: Correlation and regression; Sample sizes	Wildemuth, Chapter 36 Daniel, J. (2012). Choosing the size of the sample. In *Sampling essentials: Practical guidelines for making sampling choices* (pp. 236-253). Thousand Oaks, CA: SAGE Publications Ltd	
12/5		Quantitative data analysis 6: Catch up / Wrap up	No new readings for today's class.	Lab assignment #5 due
12/7		Research Ethics;	Punch, K. F. (2014). Ethics in social science research. In Punch, K. F. *Introduction to Social Research: Quantitative and Qualitative Approaches* (pp. 35-56). Los Angeles, CA:	

Date		Topic	Readings	Assignments Due
		Course wrap-up	SAGE. **(Hint: read this before you take the CITI Ethics Course.)** Complete the CITI Ethics course: http://research.unc.edu/offices/human-research-ethics/getting-started/training/ (only complete Social and Behavioral Research Module) Direct link to CITI registration for UNC-CH: https://www.citiprogram.org/index.cfm?pageID=155&icat=3&ac=0 Williams, P., Block, L. G., & Fitzsimons, G. J. (2006). Simply asking questions about health behaviors increases both healthy and unhealthy behaviors. *Social Influence, 1*(2), 117---127.	