**Great Bay Community College

Course Syllabus
Spring 2015**

**Course Number:** SOC 110: HYA **Course Title:** Sociology
**Theory Hours:** 3 **Lab Hours:** 0 **Credits:** 3

**Prerequisites:** N/A  **Instructor:** Ezra Temko **Phone:** (302) 283-9393 **E-mail:** etemko@ccsnh.edu
**Campus:** Rochester **Room:** 134 **Office Hours:** Available before or after in-person classes and by appointment. For appointments we can meet in person or virtually via a Blackboard chat session.

**Catalog Description:** This course will provide an introduction to the concepts and principles of sociology. The basic social units of society and how they interact are studied in order to understand and appreciate the contributions of sociology to the field of social behavior. Social changes and its causes and effects will also be addressed. (Fulfills Social Science requirement.)

 **Course Objectives:** By the end of the course, you will be able to:
1. Apply a sociological perspective to explain and analyze social phenomena.
2. Understand and apply sociological theories, concepts, and methods to social issues.
3. Critically engage with sociological material, including having an increased ability to observe and understand social inequalities.
4. Investigate sociological questions through basic social scientific research and analysis.

Note: This is an introductory sociology course. We will often deal with complex and persisting social problems. The questions and issues raised are frequently ones that cannot be resolved quickly, easily, or satisfactorily. Oftentimes sociology not only helps one understand the social world, but also helps one to see its complexity. Investigations frequently lead to more questions, not fewer questions. Whether or not you decide to pursue sociology further academically, my hope is that you will leave this class with the ability to think sociologically and study issues scientifically in a way that will continue to impact your thinking and analysis of the social world into the future.

**Required Text:**Henslin, James M. 2015. *Essentials of Sociology: A Down-to-Earth Approach (11th Ed.)*
ISBN-13: 978-0133810608, ISBN-10: 0133810607Note: MySocLab has the full e-text and chapter audio in addition to other resources to help you study and learn. Make sure you have access to MySocLab as you will only be able to access some assignments through it.

**Content Outline**
The Sociological Perspective

* Sociological Imagination
* Sociological Theory
* Social Structure
* Social Interaction
* Socialization
* Social Construction
* Culture
* Social Groups & Formal Organization
* Social Control and Deviance

Doing Sociology

* Qualitative Methods
* Quantitative Methods
* Research Ethics

Social Stratification

* Global Stratification
* Social Class in the United States
* Race and Ethnicity
* Gender and Sexuality
* Age

Social Institutions

* Politics
* The Economy
* Marriage and the Family
* Education
* Religion

Social Change

* Population and Urbanization
* Social Change and the Environment
* Social Movements
* Public Sociology

**Course Requirements**

**Grades**

* Class Contributions: 20% of your grade
* Investigations: 20% of your grade
* Quizzes: 20% of your grade
* Final Examination: 20% of your grade
* Research Project: 20% of your grade

**Class Contributions (20% of your grade):** Actively engaging in the educational process is necessary for you to master the course objectives. You will receive a weekly grade each week of class for your class contributions. Each week is weighted equally in determining your overall class contribution grade. You must actively participate and engage with class each week, regardless of whether the class is in person or virtual. A lack of attendance for either in-person classes or virtual classes will result in a 0 for the week.

For in-person classes, your class contribution requires active participation and engagement. To receive full credit, you must complete all classwork, be on-task, listen to and respect others’ contributions during class sessions, make your own contributions, pay attention during in-person classes, and keep private conversations to a minimum.

Class will occur each week regardless of whether we have a scheduled in-person class. We will have a virtual class the weeks without an in-person class. For these weeks, you will complete assignments (i.e. specific readings, videos, activities, written reflections and analyses) on your own schedule as detailed on Blackboard. These assignments are your class attendance and participation for weeks with virtual classes. Follow the specific instructions on Blackboard for how to complete and receive full credit for this work. Failure to complete them will affect your learning, attendance, course contribution grade, and understanding of material you need to be successful with other parts of the course.

**Investigations (20% of your grade)**Weekly investigations involve reflection, application, analysis, and discussion of sociological content and concepts. The Course Schedule details what is covered each week; details will also be posted each week on Blackboard. Each week you will:

* Read the assigned chapter(s) from the Henslin text,
* Post a reading reflection on the Blackboard discussion board,
* Post an application analysis on the Blackboard discussion board, and
* Respond to others’ posts and posed questions on the Blackboard discussion board.

*Read the assigned chapter(s) from the Henslin text.*Assigned textbook reading can be found under the Course Schedule and will also be posted each week on Blackboard.

*Post a reading reflection on the Blackboard discussion board.*Your reading reflection should respond to the material covered in the textbook chapter(s) assigned for that particular week. For your reflection, the following are the minimum requirements (Note: You may go above and beyond these requirements if you wish, including reflecting on the reading in ways not included below):

* 1-2 paragraphs exemplifying a real-life application of a concept from the week’s reading; this can be an observation or experience from outside the course, and it can be personal or empirical. The example cannot be one provided in the textbook. Make sure to 1) explain the concept, 2) provide the example, and 3) explain the connection between the two.
* 1-2 paragraphs sharing:
	+ 3 things you read that you learned, found interesting, thought were important, or found surprising,
	+ 1 discussion question about something you read that intrigued you, and
	+ 1 thing you still have questions about, did not understand or found confusing, or struggled with.

*Post an application analysis on the Blackboard discussion board.*Each week you will search for and identify an example of a concept addressed in the Henslin text in a contemporary piece of media (e.g. newspaper article, blog post, video clip, etc.). This media piece will provide an empirical example of the concept in current practice or discussion. For your analysis, the following are the minimum requirements:

* A citation of your media selection, in ASA (American Sociological Association) format,
* 1-2 paragraphs summarizing the media item you selected, and
* 1-2 paragraphs explaining the specific sociological concept the piece of media demonstrates and explaining how the piece of media (or select parts of it) applies to said concept

*Respond to others’ posts and posed questions on the Blackboard discussion board.*

Each week you will respond to others’ reading reflections and application analyses. Posts should go beyond comments such as “good job” and move the discussion forward so that other students can learn from you and you can learn from other students. This activity will be a means of covering course content. You may respond to as many posts as you wish and continue any dialogues you find interesting. However, the following are the minimum requirements for weekly responses:

* At least 1 paragraph responding to someone’s reading reflection from the preceding week. You can either respond to a posed discussion question or help clarify something someone noted they did not understand or found confusing.
* At least 1 paragraph responding to someone’s application analysis from the preceding week.
* At least 2 sentences each responding to any 2 reading reflection or application analysis discussion thread other than those from the preceding week. If someone has responded to one of your posts, you may respond back to them to fulfill this requirement.

Breaching our class’s community norms (outlined below) on the online discussion board will result in:

* 1st occurrence: warning and reparations
* 2nd occurrence: 5 point deduction from “Investigations” final grade
* 3rd occurrence: removal from the course and an issued grade of AF

**Quizzes (20% of your grade)**Each week you will take a timed quiz on Blackboard. You will be given 15 minute to answer 10 questions. Your lowest quiz grade will be dropped; the remaining quizzes will be weighted equally to determine your overall quiz grade. The quizzes are open-book and open-note. An optional practice quiz will be posted on Blackboard prior to the first graded quiz.

The quizzes are focused on the Henslin text from the preceding week, which is reinforced each week through our online investigations. The best way to be successful on the quizzes is to read the guiding questions I post on Blackboard for each week’s chapter readings and focus on these questions while you read and while you engage in your investigation. Review the guiding questions to see if you can answer and apply them prior to taking the quiz. You will not have sufficient time during the quiz to search the text for answers; additionally, many questions are oriented towards applying concepts, so the answers cannot be found directly in the text. However, you may find it useful to create outlines, vocabulary sheets, or other notes to use for studying and for taking the quiz.
 **Final Examination (20% of your grade)**The final exam will be available on Blackboard beginning Monday, May 4 at 5:30pm through Monday, May 11 at 5:30pm. The final exam will focus on the content and concepts covered in the in-person and virtual classes, including the sociological perspective (sociological imagination, socialization, social construction, and sociological theory), sociological research (methods and ethics), and social stratification. An outline and review questions will be posted on Blackboard by Monday, May 4, at 5:30pm, to help guide your preparation and review. **Research Project (20% of your grade)**
You will write a research paper and develop a presentation that you will give to the class during our final in-person meeting. The project will involve developing a sociological research question, exploring existing literature related to your research question, and conducting your own scientific research to answer the question. See the complete project assignment on Blackboard for information about the grade breakdown for this assignment.

**Course Policies**

 **Attendance:**Attendance will be taken every Monday at 5:30pm. For virtual classes, you will be considered absent if you have not submitted the corresponding assignments by that time. There are only five in-person classes so it is crucial for you to be at each of them. In general, absences will not be designated as excused or unexcused, since both mean you are missing out on learning necessary for being successful in this course. A doctor’s note does not qualify as an excuse for missing class. Under extreme situations, a student who misses an in-person class will be given substitute work to make up for missing the class; I reserve the right to judge the severity of the situation. For in-person class meetings, arriving more than 5 minutes late or leaving more than 5 minutes early will count as an absence. Returning late from a class break will also affect your weekly class contribution grade. Consult the student handbook for additional information regarding absences.

On occasion an in-person class may be canceled due to weather or my absence. When this occurs, I may e-mail the class via the college e-mail system with assignments to make up for missed class time; the assignments will count towards attendance and the class contribution grade for that class. Assignments may also be given out in class. If school is canceled on a day in which virtual deadlines are due, the default will be that the assignments will be due at 5:30pm on the first day of which the school re-opens. If there are extenuating circumstances regarding wireless or power access that would necessitate a later due date, I will inform the class of the new due date for said assignments. It is your responsibility to check the college e-mail system for the assignment and complete the work prior to the next class meeting.

**Administrative Failure (AF) Grade:**If you miss 3 consecutive class dates, you will be administratively withdrawn from the class (an AF grade). You are financially responsible for the class if you drop the class or are dropped from the class after the Drop Add period, which is the first 2 weeks of class. In the case of an AF grade, the Vice President of Academic Affairs will send you a letter indicating that you are administratively withdrawn from the course. You have a small window in which you can appeal the AF grade.
If you are disruptive in class, you will be reminded of the Classroom Norms we are trying to create for this class. Disruption in class will lead to a written warning. Further disruptions will lead to an instructor administered AF grade. You will not be allowed back into the class and will still be financially responsible for the class. If you are asked to leave a specific class period, you will be considered absent for that class. See the Student Handbook for further information.
**Warnings:**

In general, I will not issue a warning report to you if you are in danger of failing the course. You are responsible for keeping track of progress in the course. Grades will be regularly updated on Blackboard. I encourage you to contact me or meet with me if you have questions or concerns, and to avail yourself of the resources available through the Center for Academic Planning and Support (CAPS).

**Academic Support:**
CAPS (Center for Planning and Support ) has a variety of services to support your academic success at Great Bay Community College. These free services include:

Math, Writing, and Science Center for drop-in tutoring (no appointment needed)

Scheduled appointment times for individual tutoring sessions

Online writing tutoring via Blackboard (contact CAPS to enroll)

Study Groups organization and tutor facilitation

Open computer lab with various course software, including CIS & DMT classes

Individual academic coaching for setting goals, organization, time management and finding strategies to increase your learning and performance;

Assistive technology

ESOL support

Academic workshops – times posted each semester.

For more information about any of the above plus other CAPS services, call CAPS at 603-427-7621 or email CAPS at greatbaycaps@ccsnh.edu . We’d be happy to answer any questions. Tutoring request forms can be found in CAPS or on the GBCC website at http://greatbay.edu/student-services/tutoring .

**Written Work:**All work submitted as an attachment must have double spacing, 12-point Times New Roman font, and one-inch margins. In general, one paragraph is considered to be 5-8 meaningful sentences. Work to be handed in for grading should be neat and organized with attention given to correct spelling and grammar. All work, including discussion board posts and responses, must conform to the rules of standard English (e.g. avoid slang, do not use profanity unless you are discussing it as a subject matter, use standard spelling and proper punctuation, do not use shorthand (e.g. write you not u, are not r, “I found that humorous” not lol, etc.). All work that is not your own must have citations and/or references, properly formatted using ASA style (this includes the weekly investigation assignment). No hard copies of work will be accepted; all assignments must be submitted via Blackboard.

**Late Assignments:**
Assignments are due at the specified day and time, usually 5:30pm on Mondays. Assignments are considered late if handed in after the work has been collected or electronically submitted after the day and time given as the deadline. Late assignments will lose 10 points for every hour past the due date. Technical issues with submitting assignments via Blackboard do not excuse tardiness; it is your responsibility to identify and correct any technical problems regarding submitting assignments to ensure your work is submitted correctly and that I can open it.

**Student E-mail:**All correspondence for this course will be done through the CCSNH (Community College System of New Hampshire) email accounts. This is essential because CCSNH has a very sensitive spam filter. This e-mail address is already programmed into the course and Blackboard and alternate addresses are unable to be created. It is your responsibility to check this e-mail for all course announcements. Missing an e-mail communication does not excuse late assignments.

**Incomplete Grades:**

Incomplete grades will only be given for unusual cases. Documentation may need to be provided. Incomplete work does not justify an incomplete grade. You must speak to me *before* the end of the course if this may be an issue. **Accommodations for Students with Disabilities:**

The College is committed to providing support for students with disabilities. If you have a physical, learning, attention, and/or psychological disabilities, you are encouraged to visit the Center for Academic Planning and Support (CAPS) and make an appointment with the Coordinator of Disability Support Services. More information is available at http://greatbay.edu/student-services/academic-support/disability-services

**Academic Honesty:**Academic misconduct is a serious offense with serious consequences. Consult the Student Handbook for more information about academic dishonesty.
You may not consult with others while you are taking quizzes or the final exam. You may not discuss the content of a quiz or exam with another classmate until you have both taken the assessment. Violations are considered unauthorized assistance, which is cheating.

Do not plagiarize. You must document all sources of information. Credit must be given when using the ideas of others. No credit will be given for assignments that contain any instance of academic dishonesty. It is your responsibility to prove work is original in nature. You may be asked to provide additional source information. It is recommended you keep all notes and materials used to complete your assignments.

**Classroom Norms**It is vital that we create an environment that ensures this class is as beneficial as possible to every student’s educational and professional goals. We will best be able to meet our goals and grow together if the classroom (used broadly here, both the in-person classroom and the virtual classroom) is a supportive space and if everyone practices proper etiquette. There are certain norms we want to co-create and hold within this space that reflect a vision for how we want to be as a class and in relation to one other—safe, supported, open, productive, trusting, intellectually curious, thoughtful, and engaged.

Be present. Participate actively in discussions, having completed the readings and thought about the issues. Refrain from activities that can cause distractions and focus your energy and attention on the topic at hand. The use of electronic devices (other than laptops) is prohibited during in-person classes and should remain off or in silent/vibrate mode for the duration of class. Presented slides will be posted on Blackboard. Using electronic devices during class will result in a 0 for your weekly class contribution grade. Computer use is allowed for uses directly related to class activities. Using your computers during class-time for non-class activities will also result in a 0 for your weekly class contribution grade. That being said, you are in college and will be treated as an adult. Take care of yourself and step out if you need to do so. For in-person classes, if you need to use the bathroom, do so. If you need to take a call because a family member is in the hospital, do so. If you can handle your needs before or after class or during breaks, even better. You are responsible for any material you miss. Respect the space and the people in it. Be conscientious and courteous.

Practice responsibility, fairness, honesty, mutual respect, and integrity. These are the same ethical principles Great Bay Community College uses to determine its policies and practices.

Be respectful, thoughtful, and conscientious. A good deal of sociological content is of a sensitive nature; individual students may have strong opinions and/or personal experiences that relate to the material we cover. Therefore, it is essential that sharing (in-person or via online posts and responses) maintains a positive tone, respects the beliefs of others, and does not inhibit others from participating. Follow the guidelines below to help create a healthy classroom climate:

* Be professional and respectful, considerate and kind. Do not make derogatory comments of any kind. For in-person classes, only one person should speak at a time. Evaluate and reflect on the amount of space you are taking up in a particular conversation. If you have not spoken up and have something to add to the conversation, speak up; if you feel like you have been talking a lot, create that space for others’ opinions. Listen to others' thoughts and feelings, even if they differ significantly from your own. All posts and comments on Blackboard must be professional in nature, based on content knowledge, and related to course material (Note: Professional does not mean it cannot be personal). Think through your posts and comments before you write and post them. To ensure that what you post comes across with the appropriate “tone,” consider re-reading your posts and comments before you post them, or re-reading the post out loud before submitting it; think about if you would say the same thing to another student if you were in person in the classroom. Ask clarifying questions when appropriate. Your comments and questions are meant to probe and shed new light, not to minimize or devalue others’ comments or posts. Make sure if you are disagreeing with an idea your comments are aimed at the idea and not a personal attack on a fellow student.
* Take risks. Share what you are thinking or ask questions even if you are worried that you have not put what you are feeling or thinking into the right words or that it may not be the “right” thing to say. You are encouraged to express your opinions, encourage others to develop and share their ideas, explore controversial material, risk making mistakes in writing about and discussing issues, and ask for help in understanding ideas you do not understand. This intellectually rigorous work may be uncomfortable at times, but risking such discomfort often leads to insight. Be patient in situations where you may feel challenged or uncomfortable, there may be something else behind that emotion. Help ensure others who may feel this way are safe and supported. Keep an open mind and be willing and open to being challenged or confronted about ideas or prejudices you have been socialized into and internalized. When challenging others, do so with the intent of facilitating their growth; do not demean or embarrass others.
* Assume good intentions and give others the benefit of the doubt. Comments and assertions by others in this space should be assumed to be coming from a place of good intentions. Understand that there may be a range of knowledge and experience around the issues we discuss. This is a space where you can challenge things you do not necessarily agree with and be challenged by others, without taking things personally or being clouded by feelings of offense.
* Respect everyone’s individual identity. Speak from your own experience and analysis of the readings. Only speak on behalf of yourself; do not generalize. Do not expect others to speak as representatives of a social or cultural group. Do not make assumptions about other class members’ identities, experiences, or beliefs. Recognize and value the diversity of the class and everyone’s experiences, abilities, and knowledge that they bring to the class that we can all learn from. Personal stories or experiences that are shared in class or via the online discussion board should remain confidential. However, what you learn from those stories and experiences can definitely be shared.

**Course Schedule**
This schedule is only a guide. I reserve the right to make any necessary changes.

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Class** | **Investigation** | **Project** |
| **0** | **1/20-1/25** | Prepare for your first class |
| **1**\* | **1/26-2/1** | Course Overview,Thinking Sociologically | The Sociological Perspective | Topic |
| **2**\* | **2/2-2/8** | The Sociological Imagination | Culture | Sub-topic |
| **3** | **2/9-2/15** | Socialization | Socialization | Research Question |
| **4** | **2/17-2/22** | Social Construction | Social Structure & Social Interaction | Annotated Bibliography |
| **5** | **2/23-3/1** | Sociological Theory | Social Groups & Formal Organizations |
| **6**\* | **3/2-3/8** | Sociological Theory & Doing Sociology | Deviance & Social Control | Literature Review |
| **7** | **3/9-3/15** | Doing Sociology: Research Ethics  | Social Stratification: Global Stratification, Social Class | Methods /Research Design |
| **Spring Break, 3/16-3/22** |
| **8** | **3/23-3/29** | Doing Sociology: Qualitative Methods  | Race & Ethnicity | Conduct Research |
| **9** | **3/30-4/5** | Doing Sociology: Quantitative Methods, Experiments | Gender and Age |
| **10**\* | **4/6-4/12** | Social Stratification | Politics & The Economy |
| **11** | **4/13-4/19** | Marriage & The Family | Draft Research Paper |
| **12** | **4/20-4/26** | Student Choice | Education & Religion | Peer Review |
| **13** | **4/27-5/3** | Social Movements & Public Sociology | Population, Urbanization, Social Change, and the Environment | Develop presentation |
| **14**\* | **5/4-5/11** | Research Project Presentations | Review & Synthesis | Deliver presentation,Final Paper |

\*In-person class held this week.

**Class**

In-person classes are held from 5:30pm-8:10pm on the following Mondays: 1/26, 2/2, 3/2, 4/6, and 5/4. Weeks with no in-person class will have online assignments in lieu of an in-person class. Virtual assignments will be available on Blackboard on Mondays at 5:30pm. Work being done for online classes is due prior to the following Monday at 5:30pm, with the one exception of 2/16 which is Presidents’ Day; in this case the assignments are due on Tuesday, 2/17 at 5:30pm. Note: Due to Spring Break, you may complete your virtual classwork for Week 7 anytime until Monday, March 23, at 5:30pm.

 **Quizzes & Investigations**The weekly investigation assignments and quizzes are covered above in the syllabus under “Course Expectations.” The schedule for investigations is below; each week’s assignment and quiz will also be posted on Blackboard each week on Mondays at 5:30pm and are due the following Monday prior to 5:30pm.

*Week 1: Monday, January 26, 2015 – Sunday, February 1, 2015*Chapter 1, The Sociological Perspective (Henslin)
Media format: news article

*Week 2: Monday, February 2, 2015 – Sunday, February 8, 2015*Quiz #1: The Sociological Imagination
Chapter 2, Culture (Henslin)
Media format: advertisement

*Week 3: Monday, February 9, 2015 – Sunday, February 15, 2015*Quiz #2: Culture
Chapter 3, Socialization (Henslin)
Media format: website
*\*Note: Because of Presidents’ Day on 2/16, assignments are due on Tuesday, 2/17 at 5:30pm.*

*Week 4: Tuesday, February 17, 2015 – Sunday, February 22, 2015*Quiz 3: Socialization
Chapter 4, Social Structure & Social Interaction (Henslin)
Media format: blog post

*Week 5: Monday, February 23, 2015 – Sunday, March 1, 2015*Quiz 4: Social Structure & Social Interaction
Chapter 5, Social Groups & Formal Organizations (Henslin)
Media format: video clip

*Week 6: Monday, March 2, 2015 – Sunday, March 8, 2015*Quiz 5: Social Groups & Formal Organizations (Henslin)
Chapter 6, Deviance and Social Control (Henslin)
Media formats are your choice for the remainder of the semester’s investigations.

*Week 7: Monday, March 9, 2015 – Sunday, March 15, 2015*

Quiz 6: Deviance and Social Control
Chapter 7, Global Stratification (Henslin)
Chapter 8, Social Class in the United States (Henslin)
*Note: Because of Spring Break, assignments are due Monday, March 23, at 5:30pm.*

*Week 8: Monday, March 23, 2015 – Sunday, March 29, 2015*Quiz 7: Global Stratification, Social Class in the United States
Chapter 9, Race and Ethnicity (Henslin)

*Week 9: Monday, March 30 – Sunday, April 5*Quiz 8: Race and Ethnicity
Chapter 10, Gender and Age (Henslin)

*Week 10: Monday, April 6 – Sunday, April 12*Quiz 9: Gender and Age
Chapter 11, Politics and the Economy (Henslin)

*Week 11: Monday, April 13 – Sunday, April 19*Quiz 10: Politics and the Economy
Chapter 12, Marriage and Family (Henslin)

*Week 12: Monday, April 20 – Sunday, April 26*Quiz 11: Marriage and Family
Chapter 13, Education and Religion (Henslin)

*Week 13: Monday, April 27 – Sunday, May 3*Quiz 12: Education and Religion
Chapter 14, Population and Urbanization (Henslin)
Chapter 15, Social Change and the Environment (Henslin)

*Week 14: Monday, May 4 – Monday, May 11*Quiz 13: Population, Urbanization, Social Change, and the Environment
Final Examination
\*The final day of classes for the semester is Monday, May 11. Your weekly assignments and final examination are due by 5:30pm on Monday, May 11.

**Project**The research project is addressed above in the syllabus under “Course Expectations.” Project assignment will be posted on Blackboard each week on Mondays at 5:30pm and are due the following Monday prior to 5:30pm, with a few exceptions (see the schedule below). The project assignments are “cumulative” in the sense that they build on each other and each will help strengthen the next and final products; the project assignments will culminate with you presenting your project at our final in-person class.

Project assignments are due at the following days and times:*Monday, February 2, at 5:30pm*Research Topic

*Monday, February 9, at 5:30pm*Research Sub-Topic
*Tuesday, February 17, at 5:30pm*Research Question
*\*Note: Because of Presidents’ Day on 2/16, assignment is due on Tuesday, 2/17.**Monday, February 23, at 5:30pm*Annotated Bibliography Part 1*Monday, March 2, at 5:30pm*Annotated Bibliography Part 2

*Monday, March 9, at 5:30pm*Literature Review
*Monday, March 23, at 5:30pm*Methods / Research Design
*Note: Because of Spring Break, assignment is due Monday, 3/23.**Monday, April 13, at 5:30pm*Research Findings
*\*Note: Conducting your research is a multi-week process. You have three weeks to complete this assignment, but should be making steady progress towards it each week in order to complete it successfully.**Monday, April 20 at 5:30pm*Draft Research Paper

*Monday, April 27 at 5:30pm*Peer Review of Draft Research Papers

*Monday, May 4 at 5:30pm*Presentations

*Monday, May 11 at 5:30pm*Final version of Research Paper