

# EDUC 5395: Designing Classroom Research Fall 2014



## Department of Curriculum & Instruction

### Instructor Information:

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<b>Faculty Profile:</b>	<a href="https://www.uta.edu/profiles/dr-mohan-pant">https://www.uta.edu/profiles/dr-mohan-pant</a>		
<b>Course Web Site:</b>	<a href="https://elearn.uta.edu">https://elearn.uta.edu</a>		

### Course Information:

<b>Course Title:</b>	Designing Classroom Research
<b>Course Number:</b>	EDUC 5395
<b>Semester:</b>	Fall 2014
<b>Time and Place of Class Meetings:</b>	Monday, 5:30-8:20 PM in <b>PH 206</b> (and <b>TH 111</b> )

### Catalog Description:

In this course, students will develop an individual research problem statement, argue the significance of the problem, complete a written literature review and logical chain of reasoning related to the stated problem, write specific research questions to investigate the problem in educational settings, and design a research study (methodology) that will effectively investigate their research questions. Students design a research study that shows promise for improving education, written as the first three chapters of a scholarly classroom action research project. An additional emphasis of this course is to enhance learning of basic statistical procedures.

### Course Prerequisites:

EDUC 5394 Understanding Classroom Research

### Textbooks and Other Course Materials:

1. Leedy, P. D. & Ormrod, J. E. (2013). *Practical research: Planning and design*. Upper Saddle River, NJ: Pearson. 10<sup>th</sup> ed. ISBN 10: 0-13-269324-0.
2. *Publication Manual of the American Psychological Association (APA)*-6<sup>th</sup> ed. Authors. American Psychological Association, Washington, DC. ISBN-10: 1-4338-0561-8.

3. You will need to purchase an individual Tk20 account for a one-time only. The account is good for seven years after the purchase date and may be renewed at your option. You may purchase your subscription online from a link provided on the system's web site or from the UT Arlington Bookstore. You have to upload your final assignment (Assignment 6) on Tk20 in order to receive credit for this assignment. Read "Dean's Letter Announcing Tk20" on the website <http://www.uta.edu/coehp/academics/tk20/> for further details.

### University Mission:

The mission of the University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

### College Mission:

The mission of the College of Education and Health Professions is to promote a collaborative culture of excellence in research, teaching, and service. Furthermore, the College is committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society.

### Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

*Partners for the Future* serves as the theme of the College of Education and characterizes the understanding that it takes collaboration among many partners to ensure high-quality education for all.

### Learning Outcomes:

This course has two major objectives. **First**, the course is designed to provide you with an introduction to educational research. This will include the purposes, procedures, and implications of educational research. **Second**, this course will help you prepare an action research project that you will complete and implement in subsequent courses. In this course, you will write (a) the Introduction section, (b) the Literature Review section, (c) the Research Questions, and (d) the Method section of your research proposal.

Specific learning outcomes are:

1. Be informed of current trends, research, and issues in education and their implications for curriculum and instruction, recognizing the role of research in the improvement of teaching and learning.
2. Become familiar with professional journals, organizations and other resources that support instruction and research.
3. Use research journals and other professional literature; write a review of the literature related to an individually selected topic of significance and interest in education.
4. Design a research study that shows promise for improving education, and prepare the first three chapters of a scholarly research proposal for conducting a classroom action research project.
5. Become knowledgeable of the format and form of the master's action research project in order that the proposed research may be implemented in future coursework (EDUC 5397) or in the professional career.
6. Develop an ability to analyze data and understand the basic statistical procedures.

### **Expectation for Out-of-Class Study:**

Students are expected to read all the reading assignments as shown in the **Tentative Course Schedule**, at the bottom of this document. Specifically, students are expected to spend at least 9 hours per week on reading the assigned chapters or articles, participating in discussion, and completing assignments. Also, students are expected to contribute in class discussions by responding to questions being discussed.

### **Attendance and Drop Policy:**

#### **Class Attendance**

Taking attendance at this university is not required. However, each instructor has freedom to develop his/her own policy regarding attendance. Attendance is important for class participation, which enhances your ability to develop your capstone research. Therefore, as instructor of this course, I will follow the program policy of taking attendance. It is your responsibility to sign in the attendance sheet at each class meeting. Timely arrival to the class and staying in the class during the entire class period are required. You are allowed one absence for health or religion related reasons. Arriving substantially late or leaving early will count as half of an absence. When circumstances do occur, you must communicate with the instructor in advance (via UTA email) of any anticipated absence or late arrival to class due to health reasons. More than one absence will reduce your final grade by one letter grade.

#### **Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or

withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

### **Other Important Policies:**

- **APA Style:** All assignments in this course should strictly follow the style of the *Publication Manual of the American Psychological Association* (APA)—6<sup>th</sup> ed., known as APA Style.
- **Microsoft Word:** All assignments in this course must be typed using Microsoft Word. Assignments in other formats will not be accepted.
- **Blackboard:** Class communication will utilize the course website at the Blackboard, which can be accessed by logging at <https://elearn.uta.edu>
- **Late Work:** Late work will be graded with a 10% penalty for each day after the due date.
- **Resubmissions:** In this course it is important that your assignments are of high quality so that you will be able to complete the capstone research project. Therefore, when your grade on an assignment falls below 70%, you will be allowed to resubmit your assignment under the following conditions:
  - Note that resubmission of Assignment 6 is not possible.
  - You have one week for the resubmission (e.g., if you are resubmitting the Week 3 Assignment, you have to submit it by 11:59 PM on Monday of Week 4)
  - You can resubmit an assignment only once.
  - Be sure to address all the comments/feedback written by the professor on your assignment before the resubmission. Assignments resubmitted without addressing these comments/feedback will not be graded the second time.
  - The weighted average of the two grades will be computed as: 33% of the first grade + 67% of the second grade and will be recorded as the final grade of the resubmitted assignment.

### **Grading Policy:**

Grades will be assigned based on Weighted Total (expressed in %) with the following scheme. The Weighted Total will be computed using weights allocated to assignments (see, Assignments section for details).

<b>Weighted Total</b>	<b>Letter Grade</b>
<b>90–100</b>	<b>A</b>
<b>80–89</b>	<b>B</b>
<b>70–79</b>	<b>C</b>
<b>60–69</b>	<b>D</b>
<b>&lt; 60</b>	<b>F</b>

### **American with Disabilities Act (ADA):**

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at

UTA include the Office for Students with Disabilities (located in the lower level of the University Center), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

## **Title IX Policy**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

## **Student Support Services:**

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-3684 for more information and appropriate referrals.

## **Academic Integrity:**

All students enrolled in this course are expected to follow the UT Arlington’s Honor Code:

**I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

## **Professional Dispositions Statement** (Approved by Teacher Education Council, 2-7-2012)

*The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.*

**Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.**

**Professional Dispositions Guidelines** *The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code.<sup>1</sup> Students and candidates are responsible for identifying and following professional standards and policies for their particular state.*

**A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9**

- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
  - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
  - Accepts decisions made by institutional authority.
  - Treats others in a just and equitable manner.
- Maintains composure and self-control.
  - Responds positively to constructive criticism.
  - Follows appropriate channels of communication/authority.
  - Reacts professionally (calm and patient) when under stressful situations.

**B. Professional Practices: TAC Standards 1.1 through 3.9**

- Complies with class and program requirements
  - Attends classes, trainings, and field experiences.
  - Arrives on time and remains for the duration.
  - Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards<sup>2</sup>

**C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5**

- Displays personal appearance and/or hygiene appropriate for professional settings.

**D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9**

- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
- Uses UT Arlington email as official university form of electronic communication and information.
- Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

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<sup>1</sup> Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at:  
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2).

<sup>2</sup> Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

### **Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. **I do not respond to emails sent from other email accounts.**

There is no additional charge to students for using MavMail account, which remains active even after graduation. Information about activating and using MavMail account is available at

<http://www.uta.edu/oit/cs/email/mavmail.php>

### **Student Feedback Survey:**

At the end of this term, you will be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to you through MavMail approximately 10 days before the end of the term. Your feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

### **Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, **which is located on the east side of the building—right next to this classroom.** When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

### **Librarian to Contact:**

Do you need help in redefining or expanding your research topic? If you are not sure where to find articles and want to further enhance your ability to correctly use APA style citations, then try the Education Subject Guide, <http://libguides.uta.edu/education>. For further help, contact the Education Librarian: Andy Herzog ([amherzog@uta.edu](mailto:amherzog@uta.edu)).

### **Assignments:**

#### **1. Assignment 1: Introduction section (10% of the final grade)**

For this assignment you will write a 2-5 page Introduction section of your research proposal. The Introduction section is not a literature review. Rather it introduces the topic and explains why the topic is important. However, you may use some sources of literature to give the background information of the problem you want to investigate and use APA style citation to refer to those sources. Introduction may begin by pointing out a national or local problem that the research is designed to address.



## **2. Assignment 2: Literature Review section (20% of the final grade)**

For this assignment you will develop and write a 8-12 page literature review section of your research proposal. This literature review may include several major sections. For example, if the topic is inquiry to teach science to students with reading problems, the literature may begin with an overview of the research findings on inquiry problems, then move to research findings on reading problems, then conclude with the findings of any previous studies that have tried using inquiry teaching methods with struggling readers. A literature begins broadly, then moves to specifics, and leads directly to the research questions. A literature review is not an annotated bibliography. Rather it is a synthesis of the research findings of many studies. As you prepare to write the Literature Review, go to the library and/or do an online search for references that you may want to include in your review. Identify a minimum of 15 references. Save these to include in the References section of your research project. Consult recently published research articles for style guidelines.

## **3. Assignment 3: Research Questions (10% of the final grade)**

For this assignment, you will write 2-4 research questions for your research proposal. The research questions are the focus of the proposal. The questions should derive from the literature review and then form the basis of the Method section of the research proposal. Research questions may be brief, but every word matters.

A sample research question for a quantitative/experimental study is:

- What are the effects of using graphic organizers during pre-reading discussions on the science learning of struggling 5<sup>th</sup> grade students?

A sample research question for a qualitative/descriptive study is:

- What backgrounds, attitudes, and behaviors are characteristic of 7<sup>th</sup> grade students who struggle to learn mathematics?

## **4. Assignment 4: Basic Statistical Procedures (10% of the final grade)**

For this assignment you will use Microsoft Excel and SPSS. This assignment will involve questions from Chapter 11 from Leedy & Ormrod textbook and a handout provided in class. You need to submit the original, independently completed assignment. You will complete this assignment in the computer lab.

## **5. Assignment 5: Method section (20% of the final grade)**

For this assignment you will write a 4-8 page Method section of your research proposal. This section will include a description of the setting and participants, the research design, measures, activities, and data analysis techniques to be used. The Method section is the plan you will use to answer your research questions. Each of the measures you select must be directly connected to one of the research questions. Every part of the Method section must be detailed enough that someone else could read the section and follow your plan to effectively replicate the study.

## **6. Assignment 6: Completed Research Proposal (20% of the final grade)**

Using feedback provided by instructor and peers throughout the course, revise and complete the writing of your research proposal, Chapters 1 through 3, and prepare a final copy. The final research proposal is to consist of the three chapters plus additional sections. Briefly, the research proposal includes:

- Cover/Title Page
- Chapter 1 Introduction
- Chapter 2 Literature Review
- Chapter 3 Method
- References
- Appendices (if any)



## 7. Class Participation (10% of the final grade)

- Each week, one or two chapters from the textbooks and relevant research articles will be assigned for you to read. The purpose of these chapters is to give you an overview of educational research methods AND to help you prepare your research proposal. The effectiveness of your readings will be reflected in your responses to Discussion Board questions on the Blackboard. This will count toward 50% of Class Participation.
- Your contribution to the in-class activities such as peer review of assignments and participation in class discussion will count toward the remaining 50% of Class Participation.

### Tentative Course Schedule:

Date	Topic/Activity	Reading Assignment & Due Dates
Mon, Aug. 25	<b>1st Class Meeting</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Discuss syllabus and course overview</li><li>• Educational research overview<ul style="list-style-type: none"><li>➢ Quantitative vs. Qualitative</li><li>➢ Research Questions</li><li>➢ Research proposal overview</li><li>➢ Research proposal components</li></ul></li></ul>	Reading Assignment for the next week: <ul style="list-style-type: none"><li>• Chapters 1 and 2 from Leedy and Ormrod (2013)</li><li>• Chapter 3 from APA Manual</li></ul>
Mon, Sep. 1	<b>Labor Day Holiday</b>	
Mon, Sept. 8	<b>2nd Class Meeting</b> <ul style="list-style-type: none"><li>• Discuss Chapters 1 and 2 from Leedy and Ormrod (2013)</li><li>• Peer review of your research questions</li><li>• Literature Review</li><li>• Using UTA Library resources for searching relevant literature</li></ul> Tips on Writing Introduction section	Reading Assignment for the next week: <ul style="list-style-type: none"><li>• Chapter 3 from Leedy and Ormrod (2013)</li><li>• Chapter 3 from APA Manual</li></ul>
Mon, Sept. 15	<b>3rd Class Meeting</b> <ul style="list-style-type: none"><li>• Discuss Chapter 3 from Leedy and Ormrod (2013)</li><li>• Review of Related Literature</li><li>• Class activity on Literature Review</li><li>• Peer review of Assignment 1 (hard copy)</li></ul>	Reading Assignment for the next class: <ul style="list-style-type: none"><li>• Chapter 4 from Leedy and Ormrod (2013)</li></ul> <b>Due: Assignment 1</b> (by 11:59 PM)
Mon, Sept. 22	<b>4th Class Meeting</b> <ul style="list-style-type: none"><li>• Discuss Chapter 4 from Leedy and Ormrod (2013)</li><li>• Measurement scales and variables</li><li>• Criteria for good Measuring Instruments</li></ul>	Reading Assignment for the next week: <ul style="list-style-type: none"><li>• Chapter 6 from Leedy and Ormrod (2013)</li></ul>

Mon, Sept. 29	<b>5th Class Meeting</b> <ul style="list-style-type: none"> <li>• Dr. Peggy Semingson: Qual. Research</li> <li>• Discuss Chapter 6 from Leedy and Ormrod (2013)</li> <li>• Data Collection Sources and Techniques</li> <li>• Validity and Reliability in Qualitative Research</li> <li>• Narrative Research, Ethnographic Research, and Case Study</li> </ul> Tips on Writing Literature Review	Reading Assignment for the next week: <ul style="list-style-type: none"> <li>• Chapters 7 and 8 from Leedy and Ormrod (2013)</li> </ul>
Mon, Oct. 6	<b>6th Class Meeting</b> <ul style="list-style-type: none"> <li>• Discuss Chapters 7 and 8 from each textbook</li> <li>• Observation studies</li> <li>• Correlational research</li> <li>• Survey research</li> <li>• Questionnaires</li> </ul> Tips on Writing Literature Review	Reading Assignment for the next week: <ul style="list-style-type: none"> <li>• Chapter 9 from Leedy and Ormrod (2013)</li> </ul>
Mon, Oct. 13	<b>7th Class Meeting</b> <ul style="list-style-type: none"> <li>• Robin Dickey: IRB protocol</li> <li>• Discuss Chapter 9 from Leedy and Ormrod (2013)</li> <li>• Peer review Assignment 2 (hard copy)</li> </ul>	Reading Assignment for the next class: <ul style="list-style-type: none"> <li>• Chapter 11 from Leedy and Ormrod (2013)</li> </ul> <b>Due: Assignment 2</b> (by 11:59 PM)
Mon, Oct. 20 (TH 111)	<b>8th Class Meeting</b> <ul style="list-style-type: none"> <li>• Discuss Chapter 11 from Leedy and Ormrod (2013)</li> <li>• Using SPSS for data analysis</li> <li>• Preparing Data for Analysis</li> <li>• Types of Descriptive Statistics</li> <li>• Measures of Central Tendency</li> <li>• Measures of Variability</li> <li>• The Normal Curve</li> <li>• Graphing Data</li> </ul> Tips on Writing Research Questions	Reading Assignment for the next week: <ul style="list-style-type: none"> <li>• Chapter 11 from Leedy and Ormrod (2013) contd...</li> <li>• Selected chapters from <a href="http://www.onlinestatbook.com">www.onlinestatbook.com</a></li> </ul>
Mon, Oct. 27 (TH 111)	<b>9th Class Meeting</b> <ul style="list-style-type: none"> <li>• Discuss Chapter 11 from Leedy and Ormrod (2013)</li> <li>• Concepts Underlying Inferential Statistics (e.g., Sampling Distribution, Null Hypothesis Significance Testing, etc.)</li> <li>• Peer review of Assignment 3 (hard copy)</li> </ul>	Reading Assignment for the next class: <ul style="list-style-type: none"> <li>• Selected Chapters from <a href="http://www.onlinestatbook.com">www.onlinestatbook.com</a></li> </ul> <b>Due: Assignment 3</b> (by 11:59 PM)

Mon, Nov. 3 (TH 111)	<b>10th Class Meeting</b> <ul style="list-style-type: none"> <li>Discuss selected chapters from <a href="http://www.onlinestatbook.com">www.onlinestatbook.com</a></li> <li>Selecting among Tests (e.g., the t test, ANOVA, Multiple Regression, Chi-Square tests, etc.)</li> <li>Types of Parametric and Nonparametric Statistical tests</li> </ul>	Reading Assignment for the next week: <ul style="list-style-type: none"> <li>Chapter 10 from Leedy and Ormrod (2013)</li> </ul>
Mon, Nov. 10 (TH 111)	<b>11th Class Meeting</b> <ul style="list-style-type: none"> <li>Discuss Chapter 10 from Leedy and Ormrod (2013)</li> <li>Work independently on Assignment 4 in TH 111</li> </ul>	Reading Assignment for the next week: <ul style="list-style-type: none"> <li>Research articles (will be assigned later)</li> </ul> <b>Due: Assignment 4</b> (by 11:59 PM)
Mon, Nov. 17	<b>12th Class Meeting</b> <ul style="list-style-type: none"> <li>Discuss Method section of research articles</li> </ul> Tips on Writing Method Section	Reading Assignment for the next week: <ul style="list-style-type: none"> <li>Research articles (will be assigned later)</li> </ul>
Mon, Nov. 24	<b>13th Class Meeting</b> <ul style="list-style-type: none"> <li>Discuss Method section of research articles</li> <li>Peer review of Assignment 5 (hard copy)</li> </ul> Tips on Writing Method Section	Reading Assignment for the next week: <ul style="list-style-type: none"> <li>Research articles (will be assigned later)</li> </ul> <b>Due: Assignment 5</b> (by 11:59 PM)
Mon, Dec. 1 (TH 111)	<b>14th Class Meeting</b> <ul style="list-style-type: none"> <li>Discuss components of Assignment 6</li> <li>Peer review of Assignment 6 (hard copy)</li> <li>Student Feedback Survey (SFS)</li> </ul>	
Mon, Dec. 8	<b>No Class Meeting: Final Exams week</b>	<b>Due: Assignment 6</b> (by 11:59 PM) (Additionally, this assignment must be submitted on Tk20 by 11:55 PM. Failure to do so will result into a zero grade in this assignment)

### Emergency Phone Numbers:

In case of an on-campus emergency, call the UT Arlington (UTA) Police Department (PD) at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. For non-emergency purposes, contact UTA PD at **817-272-3381**.