**MEDT 8484: Research on Media & Instructional Technology**

**Semester/Year:** Fall, 2014  
**Time/Location:** 100% Online  
**Instructor:** Frances Chumney, PhD  
**Office Location:** Education Annex 153  
**Office Hours:**  
Online: Mondays & Tuesdays, 9:00-11:30 AM  
https://global.gotomeeting.com/join/269628261  
Password: fall2014  
Meeting ID: 269-628-261  
On Campus: Mondays & Tuesdays, 9:00-11:30 AM  
**Telephone:**  
Direct Line: (678) 839-6123  
Department Line: (678) 839-6558  
**Email:** Send email via CourseDen (in case of emergency, fchumney@westga.edu)  
**Online Support:**  
D2L Home Page  
https://westga.view.usg.edu/  
D2L UWG Online help  
http://uwgonline.westga.edu/students.php  
D2L 24 hour Help  
https://d2lhelp.view.usg.edu/  
UWG Distance Learning  
http://uwgonline.westga.edu/  
Distance Learning Library Services  
http://libguides.westga.edu/content.php?pid=194430  
Resources for Distance & Off-Campus Students  
http://libguides.westga.edu/content.php?pid=194459  
Ingram Library Services  
http://www.westga.edu/library/  
University Bookstore  
http://www.bookstore.westga.edu/

**COURSE DESCRIPTION**

This course provides an overview of research on media and instructional technology. Because this course addresses both theoretical and practical dimensions of research on media and instructional technology, students will study exemplary research studies through printed and digital materials.
COE VISION & MISSION

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (INTASC, NBPTS, Learned Societies, ASHA, PSC, CACREP) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered 100% online using UWG’s CourseDen system, Internet resources, and various other materials. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. Various pedagogical methods will be used for this course, including (but not limited to) static and narrated PowerPoint presentations, pre-recorded lectures, assigned readings, online videos, and class discussions. As such, students are expected to complete the following activities during this course (all values are estimates):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/Video Lectures/Instruction</td>
<td>1800 minutes (30 hours)</td>
</tr>
<tr>
<td>Readings</td>
<td>2280 minutes (38 hours)</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>780 minutes (13 hours)</td>
</tr>
<tr>
<td>Assignments</td>
<td>960 minutes (16 hours)</td>
</tr>
<tr>
<td>Class Project</td>
<td>600 minutes (10 hours)</td>
</tr>
<tr>
<td>Other Activities/Assignments</td>
<td>330 minutes (5.5 hours)</td>
</tr>
</tbody>
</table>

As with all learning experiences, the amount of time required will vary for each person. The exact amount of time required for you to meet course expectations will depend on your work/study habits, technical abilities, level of comfort with computers/technology, prior knowledge and experiences, etc.

All assignments and evaluation criteria upon which grades will be based are described in detail below. Assignment due dates are included in the Course Schedule at the end of this document. A complete list of reading assignments and supplemental learning activities for each unit is provided as part of the corresponding learning module on CourseDen.
COURSE OBJECTIVES

Students will demonstrate preparedness for and ability to:

1) discuss best practices of sound research design (e.g., literature review, research questions, methods, data collection strategies) in educational settings that implement technology-enhanced teaching and learning
   *leaders, lifelong learners, knowledgeable, proactive, reflective* (Gall, Gall, & Borg, 2007; Johnson & Christensen, 2008; Patton, 2002; Spector, Merrill, Merrienboer, & Driscoll, 2008; NBPTS Propositions 3, 4, 5; ISTE Iib, IVb, IVc, Vb; AASL 5.1, 8.1, 8.2, 8.3)

2) select and/or develop data collection instruments for research on media and instructional technology
   *leaders, lifelong learners, knowledgeable, proactive, reflective* (Gall, Gall, & Borg, 2007; Johnson & Christensen, 2008; Patton, 2002; NBPTS Propositions 3, 4, 5; ISTE Iib, IVb, IVc, Vb; AASL 5.1, 8.1, 8.2, 8.3)

3) analyze past and current debates on specific topics and methods for research on media and instructional technology
   *leaders, lifelong learners, knowledgeable, proactive, reflective* (Spector, Merrill, Merrienboer, & Driscoll, 2008; NBPTS Propositions 4, 5; ISTE Iib, IIb, Vb; AASL 2.2, 5.1, 8.1, 8.2)

4) critique research studies on media and instructional technology
   *leaders, lifelong learners, knowledgeable, proactive, reflective* (Spector, Merrill, Merrienboer, & Driscoll, 2008; NBPTS Propositions 4, 5; ISTE Iib, IIb, Vb; AASL 2.2, 5.1, 8.1, 8.2)

5) discuss specific historical research on media and instructional technology
   *leaders, lifelong learners, knowledgeable, proactive, reflective* (Spector, Merrill, Merrienboer, & Driscoll, 2008; NBPTS Propositions 4, 5; ISTE Iib, IIb, Vb; AASL 2.2, 5.1, 8.1, 8.2)

TEXTS, INSTRUCTIONAL RESOURCES, REFERENCES

**Required Texts**


*Note:* The two texts listed above vary by more than edition number and publication date. Both editions of the text are required for this course. Students may choose to (a) purchase each text separately (estimated total cost $330 if texts are purchased new on amazon.com, or (b) purchase a student membership to the professional organization AECT for $75, and then gain access to download the texts for no additional fee (www.aect.org).

Additional required readings will be provided via CourseDen.

**Recommended Text**

Selected Course References

ASSIGNMENTS
Evaluation of student performance in this course is based on successful completion of various tasks throughout the semester, including required tasks, discussions, assignments, and a course project. Each type of task is described below. Additional information will be provided to students via CourseDen.

REQUIRED TASKS
Task 1: Syllabus Review & Quiz
The syllabus serves as students’ guide to a course. In this course, the syllabus is very important, as it outlines the course’s purposes, expectations, important policies, and schedule. To make sure all students have thoroughly reviewed and understand the expectations outlined in this document, each student is expected to read the syllabus, view the narrated presentation, and complete a short quiz. The syllabus quiz consists of multiple choice and true/false items. Students will have sixty (60) minutes to complete each attempt, and will be allowed an unlimited number of attempts. All information provided on the syllabus is fair game for the syllabus quiz. In order to receive credit for having completed this task, students must earn ≥ 90% of the points possible on the syllabus quiz.

Task 2: Plagiarism Training Module
Plagiarism is a serious concern for students and faculty at colleges and universities across the country, and UWG is no exception. As noted in the course policies (below), plagiarism will not be tolerated in this course. To make sure all students are aware of what plagiarism is and how to avoid it, students are expected to complete the Plagiarism Training Module. This module includes a PowerPoint presentation and a knowledge quiz. Students should review all the materials and satisfy all the instructions provided for the training module before attempting to complete the quiz. Students will have sixty (60) minutes to complete each attempt, and will be allowed an unlimited number of attempts. In order to receive credit for having completed this task, students must earn ≥ 90% of the points possible on the syllabus quiz.
**Task 3: Writing & APA Style Training Module**

Each field of study is loosely “governed” by a standard set of expectations for writings and documents. In education, the most common style adhered to is APA. All assignments completed for this course are expected to be formatted consistent with APA Style, and to be written in a professional manner consistent with high-quality graduate education. To make sure all students are familiar with a few basic ideas related to writing in graduate school as well as the formatting guidelines established by APA Style, students are expected to complete the *Writing & APA Style Training Module*. This module includes two (2) PowerPoint presentations and a knowledge quiz. Students should review the materials and satisfy all the instructions provided for the training module before attempting to complete the quiz. Students will have sixty (60) minutes to complete each attempt, and will be allowed an unlimited number of attempts. In order to receive credit for having completed this task, students must earn ≥ 90% of the points possible on the syllabus quiz.

**Task 4: Student Introductions**

This course relies on students’ ability to effectively navigate and contribute to online discussions. To ensure each student has at least one opportunity to use CourseDen for this purpose, students are expected to compose a brief (3-5 sentences) introduction for themselves to make available on the *Student Introductions* discussion board. Each student should create a new thread for their introduction using their own name as the thread’s subject.

**Task 5: CITI Training**

Ethical treatment of human subjects is an important component of educational research. Within the university setting, researchers are expected to obtain approval from the university’s Institutional Review Board (IRB) before conducting research involving human (or animal) participants. In school settings, the responsibilities of the IRB are typically assumed by the district school board or an appointed oversight group. IRB training is an opportunity for researchers to learn about the history of research and why such oversight is important. Although students are not required to obtain IRB approval for their work in this class, each student is expected to complete two CITI Training courses that will them eligible to do so. More information about this task (including how to access the CITI Training website, complete the registration process, and which training courses to complete) is available on CourseDen.

**ONLINE DISCUSSIONS**

Discussions provide opportunities for students to share thoughts, exchange ideas, consider new perspectives, and develop a fuller understanding of course content and its real-world applications. This is an especially valuable tool in the context of asynchronous courses, as traditional face-to-face conversations are rare. In this course, discussions will provide opportunities for students to reflect on both the content material and characteristics of commonly used research methods. Specific expectations (including instructions and required content) and rubrics for discussions will be provided via CourseDen. Each discussion post will earn up to ten (10) points, and each reply will earn up to five (5) points for a total of twenty (20) possible points per discussion.

**ASSIGNMENTS**

An important part of the learning process is the opportunity to apply newly acquired knowledge to real-world problems. In a research setting, an important step prior to the execution of a study is the development of a research proposal. Students will complete three (3) assignments intended to provide opportunities for students to showcase their (a) knowledge related to the role of media and instructional technology in learning, (b) ability to critically evaluate research and practice in the field of media and instructional technology, and (c) develop high-quality research studies to address relevant topics.
Position Paper: Impact of Media & Technology on Learning

The famous debate of Clark vs. Kozma has been ongoing for several decades in the field of media and instructional technology. Clark argues that the method of instruction is the most important influence on student learning; Kozma argues that learning is greatly influenced by media. Although dated, the arguments of Clark and Kozma are still relevant today. Read the assigned materials that present and discuss this debate, and think about other research articles you have reviewed or books you have read.

Develop your own role/position on the topic of technology in student learning – does it have a positive impact, a negative impact, or no impact at all on the learner and the learning process? Write a position/persuasive paper to present your point of view. Be sure to include a review and critique of the available literature (students will need to seek additional resources to those provided), and provide evidence (including examples) from current literature on media and instructional technology to support your position. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to thirty (30) points.

Critique: Research Design & Data Collection

Research design is both a science and an art. As teachers, media/instructional design specialists, and practitioners in other settings, students will likely need to read and evaluate the work of educational researchers at some point. The purpose of this assignment is to provide students an opportunity to practice reviewing and critiquing important research design and data collection decisions made by researchers and described in peer-reviewed literature. Students will review the assigned materials, search for and locate additional empirical works, and write a critique of the research design and data collection strategies used to complete no fewer than three (3) research studies. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to twenty (20) points.

Course Project: Research Proposal

A research proposal is a document which details the purposes for the research, explains why the research is important, and describes how the research will be conducted. The project for this course will be a full research proposal (with the omission of a full-length literature review) that incorporates both quantitative and qualitative research questions and methodologies to investigate a topic that is pertinent to media and instructional design and professionally relevant to the student. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. The research proposal is worth up to sixty (60) points.

ONLINE MEETINGS

One of the advantages of online coursework is that each student may complete course-related activities at times that are convenient for his/her schedule. This enables students to better balance the competing demands of school, work, and life. At the same time, one of the greatest disadvantages of online coursework is that some students feel isolated and lost at various times throughout the semester.

In recognition of the competing demands in the life of each student, office hours are the only instructor-prescribed meeting times. Students who would like to meet with the instructor but are unable to meet during office hours should send a CourseDen email request with suggested days and times during which the student is available to meet. The instructor will make every attempt to accommodate the schedules of individual students. When an online meeting is scheduled, it will be announced to the class unless the student requests a private meeting. Such meetings may be used to ask questions, discuss course materials, clarify the expectations of assignments, or other appropriate activities.
EVALUATION PROCEDURES & GRADING

Final course grades will be based on the total number of points earned for completing discussions, assignments, and the course project. In total, 250 points are possible in this course. Due dates are firm, and are included in the course schedule presented at the end of this document.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Tasks (5)</td>
<td>0</td>
</tr>
<tr>
<td>Discussions (7)</td>
<td>140</td>
</tr>
<tr>
<td>Position Paper: Impact of Media &amp; Technology on Learning</td>
<td>30</td>
</tr>
<tr>
<td>Critique: Research Design &amp; Data Collection</td>
<td>20</td>
</tr>
<tr>
<td>Course Project: Research Proposal</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

ACCOUNTABILITY CLAUSE

Students are responsible for all course activities. For each graded activity a student fails to complete, 5% of the total possible points will be deducted from their final grade. For example, a student who earns 94% of the possible points in this course but does not complete part of a discussion will earn a final grade of B (94% - 5% = 89%). Similarly, a student who earns 89% of the possible points but fails to complete a part of a discussion and an assignment will earn a final grade of C (89% - 5% - 5% = 79%).

It is important to note that the **accountability clause only affects student grades if graded activities are not completed by 11:59 pm on the last Wednesday of the semester**. Work submitted late will not receive credit in this course (as stated in the Late Work policy below), but students must submit work before the end of the semester to avoid penalties imposed by the Accountability Clause.

REQUIRED TASKS

All activities listed as a **Required Task** are required for the successful completion of this course. This course includes five (5) such tasks, all of which are detailed in the Assignments portion of this document (above). Any student who does not complete all of these activities will **not earn a passing grade in this course**. Failure to complete any one (1) Required Task will result in a grade of zero (0) in this course.

GRADING

A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, and F = Below 70%.

Instructions for completing assignments will be provided, along with directions for submitting each assignment and the rubric that will be used by the instructor in the evaluation of the work. It is critical to success in this course that students read instructions carefully and complete assignments as instructed.

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed and double-spaced using Times New Roman 12-point font.

The instructor makes every effort to return work in a timely manner. However, it is important for students to remember that some grading requires more time, as it must be balanced with current class activities (e.g., discussions, development of instructional materials, responding to emails). All discussions and assignments will be graded within one (1) week of submission.
If you need assistance conceptualizing assignments, please contact the instructor at least one week prior to the assignment due date. The instructor will not assist with editing or rewrites, but may be able to indicate to you that editing/rewriting is necessary to correct content, grammar, punctuation, and APA formatting errors. Written assignments will be graded on their technical quality as well as content. Students are expected to proofread their own work before submitting it to the instructor. Students are encouraged to use each other as peer reviewers/editors prior to assignment submission. UWG has an on-campus writing center (the UWG University Writing Center) that is also available to help students further develop their professional writing skills. More information about this resource is available on their Web site: http://www.westga.edu/writing/

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**CLASS POLICIES**

Class Materials
All course materials will be available via CourseDen. Inability to effectively navigate CourseDen is not an acceptable excuse for missing deadlines. UWG provides helpful resources to facilitate online learning (http://www.westga.edu/~distance/webct1/students/). If you need additional assistance learning to use CourseDen for this course, contact the instructor during the first week of the semester.

Grade Questions/Disputes
All concerns regarding grades should be addressed directly to the instructor within three (3) days of grade assignment. You are welcome to contact the instructor by phone to discuss grades; you will be asked to send an email to the instructor which outlines your concern. Having a written record will help both the student and instructor to understand both the issue and its resolution.

Email & Course Communication
University of West Georgia students are provided a MyUWG email account. The University considers this account to be an official means of communication between the University and the student. It is the student’s responsibility to check this email account for important University-related information.

The primary means of communication between instructor and students for this course will be email. Specifically, the instructor will send information and announcements to students using the email feature within CourseDen. Students are responsible for knowing how to access email messages within the CourseDen system, and for checking email regularly. The instructor will make every effort to respond to emails in a timely manner (generally within 24 hours during the week, and 48 hours on weekends).

In addition to emails, information and announcements relevant to this class will be posted to the “News” section of the CourseDen course web site.

Late Work
**Due dates are firm!** Late submissions will not be graded, except in emergency situations. Documentation of any emergency event which prevents students from completing course expectations by their due dates will be required. All due dates are included on the course schedule (below), and will be provided on the CourseDen Course Calendar. **All tasks, content check quizzes, discussions, assignments, and the course project are due no later than 11:59 pm (EST) on the date specified.**

Any student who experiences a significant life event during the course of the semester (e.g., a serious illness, a car accident, death of a loved one) that makes it difficult or impossible to meet the course expectations/due dates should contact the instructor immediately. Arrangements may be made in advance to accommodate such circumstances, but exceptions will not be made after the fact.
Students who fail to complete a task by its deadline are encouraged to submit the work late to avoid an additional 5% deduction from their final course grade, as specified by this course’s Accountability Clause.

Technical Disasters
A special challenge online students face is technology. Students are responsible for knowing how to use the equipment they select for completing course tasks, as well as for ensuring their equipment works consistently. Due dates will not be extended to accommodate “technical disasters,” except when the problem is due to a documented failure in the CourseDen system. A documented failure is one that can be verified by CourseDen technical support. Therefore, students should double-check to make sure work is submitted as intended, and avoid completing discussions and uploading documents at the last minute.

Professional Conduct
Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes but is not limited to the following:

✓ Participating in class interactions and activities in a positive manner;
✓ Turning in assignments on time;
✓ Showing respect to the instructor and other students;
✓ Composing emails and discussion posts characterized by complete sentences (except in the case of bulleted lists), correct grammar and spelling, and appropriate punctuation.

Please remember that joking, teasing, and other comments (which may be perfectly acceptable in person) can be easily misunderstood when expressed in written form, including email and discussion posts. This is not to say that informal conversation is inappropriate in this course, but a friendly reminder of a special challenge to the online learning environment.

Extra Credit
No extra credit opportunities will be offered in this course.

DEPARTMENTAL, PROGRAM, UNIVERSITY POLICIES
Please carefully review the information pertaining to Common Language for Course Syllabi (http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic Dishonesty
The university has a responsibility to promote academic honesty and integrity, and to develop procedures to deal effectively with instances of academic dishonesty. All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.
Accommodations for Students with Disabilities

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. Any student with a disability documented through Student Services is encouraged to contact the instructor immediately so that appropriate accommodations may be arranged. For more information, please contact Disability Services at the University of West Georgia, [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php).

UWG Cares

If you or someone you know is in a distressing situation, support is available at [http://www.westga.edu/UWGCares/](http://www.westga.edu/UWGCares/) The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological, and personal issues and interpersonal conflict.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Content Topics &amp; Due Dates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25-31</td>
<td><strong>Module 0: Introduction to Course</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Task 1: Syllabus Review &amp; Quiz (due 8/31)</td>
</tr>
<tr>
<td></td>
<td>✓ Task 2: Plagiarism Training Module (due 8/31)</td>
</tr>
<tr>
<td></td>
<td>✓ Task 3: Writing &amp; APA Style Training Module (due 8/31)</td>
</tr>
<tr>
<td></td>
<td>✓ Task 4: Student Introductions (due 8/31)</td>
</tr>
<tr>
<td></td>
<td><strong>Module 1: Historical &amp; Theoretical Foundations of Course</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Innovations in Media &amp; Instructional Design (post 9/11, replies 9/14)</td>
</tr>
<tr>
<td>Sept. 2-14</td>
<td><strong>Module 2: Research Ethics</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Facebook Data Controversy (post 9/25, replies 9/28)</td>
</tr>
<tr>
<td></td>
<td>✓ Task 5: CITI Training (due 9/28)</td>
</tr>
<tr>
<td>Sept. 15-28</td>
<td><strong>Module 3: Research Basics, Technologies for Learning &amp; Instruction</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Research on Computer-Mediated Technology (post 10/9, replies 10/12)</td>
</tr>
<tr>
<td></td>
<td>✓ Position Paper: Impact of Media &amp; Technology on Learning (due 10/12)</td>
</tr>
<tr>
<td>Sept. 29 – Oct. 12</td>
<td><strong>Module 4: Research Design &amp; Data</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Research Design, Data Collection &amp; Analysis (post 10/30, replies 11/2)</td>
</tr>
<tr>
<td></td>
<td>✓ Critique: Research Design &amp; Data Collection (due 11/2)</td>
</tr>
<tr>
<td></td>
<td>✓ OPTIONAL: Mid-semester Course Evaluation (due 11/2)</td>
</tr>
<tr>
<td>Oct. 13 – Nov. 2</td>
<td><strong>Module 5: Evaluation Basics</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Program Evaluation (post 11/6, replies 11/9)</td>
</tr>
<tr>
<td>Nov. 3-9</td>
<td><strong>Module 6: Technology in K-12 Settings</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Technology Readiness &amp; Integration (post 11/13, replies 11/16)</td>
</tr>
<tr>
<td>Nov. 10-16</td>
<td><strong>Module 7: Project Development</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Research Questions (post 11/20, replies 11/23)</td>
</tr>
<tr>
<td></td>
<td><em>Thanksgiving Break</em> (Nov. 24-30)</td>
</tr>
<tr>
<td></td>
<td>Instructor may have only limited access to email/CourseDen</td>
</tr>
<tr>
<td></td>
<td>✓ Course Project: Research Proposal (due 12/7)</td>
</tr>
<tr>
<td>Nov. 17 – Dec. 7</td>
<td><strong>Course Wrap-Up</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Feedback on course projects provided</td>
</tr>
<tr>
<td></td>
<td>✓ Last opportunity to avoid Accountability Clause Penalties (due 12/10)</td>
</tr>
<tr>
<td></td>
<td><strong>Thanksgiving Break</strong> (Nov. 24-30)</td>
</tr>
</tbody>
</table>

*Refer to CourseDen for a complete list of materials/activities associated with each learning module.

Please remember to complete an evaluation of this course at the end of the semester!