

Spring 2021

## CE 621 Syllabus: Research Design

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<b>Winona State University</b> Counselor Education Department CE 621: Research Design Semester Hours: 3		
<b>Course Location</b>	RCTC Campus HS128	
<b>Instructor</b>	Andrea Thomas	
<b>Instructor Phone &amp; E-Mail</b>	Phone: 507.884.6164 Email: andrea@peaksofhope.com	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Location</b>	Off-campus	
<b>Instructor Office Hours:</b>	Please call or email to set up an appointment	

## I. COURSE DESCRIPTION

- This course provides the fundamentals of research design and program evaluation. Current methods of research design and evaluation in counseling practice and school settings will be discussed.

## II. COURSE PREREQUISITES

Prerequisites: basic statistics course (graduate or undergraduate). Grade only.

## III. COURSE OBJECTIVES

Students who complete this course will:

1. articulate the importance of research in advancing the counseling profession;
2. differentiate research methods such as qualitative, quantitative, and mixed-methods;
3. use qualitative and/or quantitative methods in conducting research and program evaluation such as interviewing, data coding, data analysis, statistical interpretation
4. demonstrate principles, models, and applications of needs assessment and program evaluation, and use findings to effect program modifications;
5. use research to inform evidence-based practice; and
6. practice ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

## IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

**Required Texts:**

McLeod, J. (2015). *Doing Research in Counselling and Psychotherapy, 3<sup>rd</sup> edition*. Thousand, CA: Sage Publications.

Patten, M.L., & Newhart, M. (2018). *Understanding Research Methods: An Overview of the Essentials, 10<sup>th</sup> edition*. New York, NY: Routledge.

American Psychological Association (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> ed.)*. Washington, D.C.: American Psychological Association.

### Other Readings as Assigned:

Desire to Learn (D2L) readings can be found at <https://winona.ims.mnscu.edu/> and are required. You can access D2L with your Warrior ID and password.

## V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 621 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION				
	Attendance & participation in class discussion	Weekly Content Questions/Sum	Essay: Defining Research	Essay: Research Methods/ Designs	Final Research Paper
<b>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>					
1k. Strategies for personal and professional self-evaluation and implications for practice.	x		x		
<b>7. ASSESSMENT AND TESTING</b>					
7g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	x	x			
7h. Reliability and validity in the use of assessments.	x	x		x	x
<b>8. RESEARCH AND PROGRAM EVALUATION</b>					
8a. Importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.		x	x		
8b. Identification of evidence-based counseling practices.	x		x		

8c. Needs assessments.				x	x
8d. Development of outcome measures for counseling programs.		x		x	
8e. Evaluation of counseling interventions and programs.	x				
8f. Qualitative, quantitative, and mixed research methods.	x	x		x	x
8g. Designs used in research and program evaluation.	x	x		x	x
8h. Statistical methods used in conducting research and program evaluation.		x		x	
8i. Analysis and use of data in counseling.	x	x			
8j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	x	x	x		x

2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION				
	Attendance & participation in class discussion	Weekly Content Questions/Sum	Essay: Defining Research	Essay: Research Methods/ Designs	Final Research Paper
<b>1. FOUNDATIONS</b>					
1e. Assessments specific to P-12 education.	x	x	x	x	x
<b>3. PRACTICE</b>					
3n. Use of accountability data to inform decision making.		x	x	x	
3o. Use of data to advocate for programs and students.		x	x	x	x

## VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Classroom lecture provided by the instructor
- Content questions and discussion response
- Small group learning
- Audio-visual tools

## VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
1-2, 6	Attendance & Participation in Class Discussion	1k, 7g, 7h, 8a, 8b, 8e, 8f, 8g, 8i, 8j, 1e	Weekly	80
1-3, 5	Weekly Content Questions/Summary	7g, 7h, 8a, 8d, 8f, 8g, 8h, 8i, 8j 1e, 3n, 3o	Midnight the day before class, each week	340

1, 4, 5	Essay: Defining Research (CMHC/School)	1k, 8a, 8b, 8j, 1e, 3n, 3o	Feb. 22 @ midnight	<b>150</b>
2, 4	Essay: Research Methods and Design	7h, 8c, 8d, 8f, 8g, 8h, 1e, 3n, 3o	Feb. 8 @ midnight	<b>150</b>
3-6	Research Project (Outline 100 pts, First Draft 150 pts, Second Draft 50 pts, Peer Review 50 pts, Final Draft 200 pts)	7h, 8c, 8f, 8g, 8j, 1e, 3o	Apr. 25 @ midnight	<b>550</b>
				<b>1,270</b>

## A. Description of Assignments

### 1. Attendance and Participation (80 pts)

- Learners are expected to attend all on-campus dates (unless discussed with instructor regarding Zoom option) and participate in classroom activities and discussion.
- Learners are expected to answer all module questions by MIDNIGHT on the date questions are assigned.
- Learners will be considered absent if they are 15 min late for on-campus class.
- Learners who do not regularly participate in classroom activities and discussion may lose points for lack of participation.

**ZOOM PARTICIPATION FOR IN-PERSON CLASS:** you will need to contact the instructor to request Zoom participation for this course. All students are expected to be in class for the on-campus sessions.

Attendance & Participation in Class Discussion					
Criteria	Unsatisfactory	Less than Satisfactory	Satisfactory	Good	Excellent
Percentage	0%	69%	79%	89%	100%
<b>Attendance</b>	Learner was late or absent with/out proper communication with instructor prior to class, more than three times per semester	Learner was late or absent <u>without</u> proper communication with instructor prior to class, between 2-3 times per semester; or <u>with</u> proper communication with instructor no more than three times per semester	Learner was late or absent <u>with</u> proper communication with instructor prior to class, no more than twice per semester	Learner was late or absent <u>with</u> proper communication with instructor prior to class, no more than once per semester	Learner attended all classes either via zoom or in person, on time
					40 pts

<b>Participation</b>	Learner did not participate during class more than four times per semester	Learner did not participate during class no more than three per semester	Learner did not participate during class no more than twice per semester	Learner did not participate during class no more than once per semester	Learner participated in all classes.
					40 pts

## 2. Weekly Content Questions and Summaries of Chapters (340 pts.)

- The course assignments are listed on the course schedule below, all questions/summaries are to be posted to the assignment dropbox on D2L. The assignments are due at Midnight on the date assigned. All assignments posted after Midnight will receive a zero.
- Learners will provide a document including the questions from the book with answers provided in sentence format. All summaries from the McLeod text are to be between 100-150 words.
- All assignments posted after midnight on the due date will receive a score of zero.
- Rubric will be posted to D2L for this assignment.

## 3. Research Paper Outline/Annotated Bibliography (100 pts. toward Research Project)

- Using the prompts from class, write an outline of your research proposal. This outline should be in sentence format. Each main point in your outline must have a descriptive sentence attached to it and a reference citation.

Please refer to your APA manual or this website to better understand how to write a Sentence Format Outline.

[https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/developing\\_an\\_outline/types\\_of\\_outlines.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/types_of_outlines.html)

- This assignment is due at Midnight on Jan. 24<sup>th</sup>. This assignment will be discussed in class on Jan. 25<sup>th</sup>, you will need to bring a hard copy to class on the 25<sup>th</sup>. You will lose attendance and participation points for not being prepared for class if you do not have this information with you when class begins. Late assignments are not accepted, please plan accordingly.
- Learners will utilize APA Manual 7<sup>th</sup> Ed. to cite sources and to provide a reference page for the outline.
- Rubric will be posted on D2L for this assignment.

## 4. Essay on Research Methods (150 pts.)

- Learners must synthesize information regarding research methods including: qualitative, quantitative, and mixed-methods

- b. Learners will provide the definition, purpose, research tools, methods of statistical analytics, and one example of a current research study utilizing the design. Learners must use empirical research articles to support provided information. Use at least one article for each research method discussed in the paper. Class textbooks are not appropriate sources.
- c. Learners must utilize APA Manual 7<sup>th</sup> Ed. to cite sources and to provide a reference page.
- d. This essay must be at least 1500 words and cover all items in the description.
- e. This assignment should be uploaded to D2L by MIDNIGHT on Feb. 8<sup>th</sup>. Late assignments will not be accepted, please plan accordingly.
- f. Rubric will be posted on D2L for this assignment.

### 5. Essay Defining Research in CMHC/School (150 pts.)

- a. Learners will write an essay defining research with either a CMHC or School Counseling focus.
- b. Learners will provide an essay that will demonstrate an understanding in critically important issues, outcome-based interventions, applying research in practice, and evaluation of outcomes. This is not an opinion paper; therefore, all information needs to be supported by empirical research articles utilizing synthesis of information gathered. The paper will be submitted to a plagiarism program before submitted to D2L assignment box.
- c. Students must utilize APA Manual 7<sup>th</sup> Ed. to cite sources and to provide a reference page.
- d. This essay must be at least 1500 words and cover all items in the description.
- e. This assignment should be uploaded to D2L by MIDNIGHT on Feb. 22. Late assignments will not be accepted, please plan accordingly.
- f. Rubric will be posted on D2L for this assignment.

### 6. First Draft Research Paper – (150 pts. toward Research Project)

- 1. Using the Research Paper Outline, you will begin to develop a research paper on the topic of your choice. In completing this first draft you must include all of the following sections:
  - a. Research Problem. What is the research problem you are trying to solve? What makes it a problem? For whom? Who says so?
  - b. Rationale. What is the rationale for your study? Why is it important to the field, clients, etc.?
  - c. Literature Review. What, in general, does the literature say about your topic? [This need not be a complete review, but you should cite some of the major theory, research, and writers in the field.]

- d. Research Questions. Based on your problem, what are the research questions you are trying to answer? Why and how will answering these questions contribute to solving the research problem? Remember...a research question can be answered ONLY with data or information.
  - e. General Research Plan. In general, how would you propose to conduct this research study so that it answers your research questions? What kind of data will you gather (specify type, such as surveys, observations, interviews...or some combination of these types)? From whom will you gather it? Why them? How will you reduce the data - make sense of it? How will you assure that the data are of high quality?
  - f. Theoretical Perspective. What theoretical perspective will frame your study? For example, "theoretically," how would you explain this problem and the results you suspect you might get to another scholar? (Do you take a behavioral view? Social systems view?) Are there other theoretical orientations that should be considered in the design of your study?
  - g. Methods: Developed from the Research Paper Outline, you will formulate the Methods section of a research proposal for this assignment. The Methods section provides the methods and procedures used in a research study or experiment. You should provide detailed information on the research design, participants, equipment, materials, variables, and actions taken by the participants. The methods section should provide enough information to allow other researchers to replicate your experiment or study. The method section should utilize subheadings to identify each subsection. These subsections typically include: Participants, Materials, Design, and Procedure.
  - h. Ethical Considerations: Learners will identify all ethical considerations and biases the researcher may have in conducting the research suggested.
2. This should be a well-thought out and written paper. It will be the beginning of your final research paper for the course (and possibly your Capstone). The manuscript may be modified throughout the duration of the course but should give clear direction on where you intend to go with your final paper and research study proposal.
  3. This assignment should be uploaded to D2L by Midnight Mar. 7<sup>th</sup>. Late assignments will not be accepted, please plan accordingly.
  4. Rubric will be posted to D2L for this assignment.

**7. Second Draft of Research Paper** (50 pts toward Research Project)

**8. Peer Review** (50 pts toward Research Project)

**9. Final Research Paper** (250 pts. toward Research Project)



The culmination of this class is the development of the outline and first draft into a well-developed research manuscript. This final paper should be carefully cited, edited, and proofread as if you were going to submit it to a publisher.

Class members will work individually to develop a research paper. Each student completes a comprehensive examination of the literature about the research topic/category chosen. This research will be compiled into a paper, which should include an introduction, a literature review, a methods section, ethical considerations, and a discussion of the expected findings in relation to the findings in the literature.

Your paper should be no longer than 12 pages (not including title and reference pages), double spaced, using APA format (APA manual, 6th edition). You must include at least 8-10 references. You may find it difficult to stay within the page limit, but it is great practice to work on “cleaning” up the writing so that the paper is concise and to-the-point, while still using excellent writing skills. The APA manual should be able to help with the process of writing in this manner. A general outline is displayed at the end of the syllabus.

Note: There is a great example on pages 41-51 of your APA 6th edition of a manuscript. Your paper should look very similar to this sample.

This assignment should be uploaded to D2L by midnight on Apr. 25th. Late assignments will not be accepted, please plan accordingly.

## B. Grading for Course

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment is weighted to determine your final grade. The percentage system is below:

### *Percentage System:*

- A 100-90%
- B 89-80%
- C 79-70%
- D 69% or below

The assignments are weighted regarding the point totals assigned to each mode of evaluation.

1. Attendance & Participation in Class Discussion	80 pts.
2. Weekly Content/Summaries	340 pts.
3. Essay on Research Methods	150 pts.
4. Essay Defining Research in CMHC/School	150 pts.
5. Research Project	550 pts.
<hr/>	
	1,270 pts.

## VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

### A. University Expectations and Resources

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

## B. Graduate Student Resources

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,  
([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):  
RCTC Counseling Center, UCR Room SS133; 285-7260  
([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))  
UCR Learning Center, UCR Room AT306; 285-7182

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

***UCR Learning Center – Rochester:*** For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

***Writing Center - Winona:*** The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

## IX. COURSE SCHEDULE

DATE	Topic	CACREP Standards <i>Core/CMHC/School</i>	Content	Activities & Assignments
Jan. 11	<b>Module 1:</b> Introduction to Course Introduction to Research Location: RCTC HS128	1k, 8a, 8b, 3n, 3o	1	<b>Read:</b> McLeod – Chapter 1 Patten/Newhart – Topic 1  <b>Module 1 Questions/Summary:</b> Patten/Newhart - Topic 1 Review Questions – 1-6 McLeod - Chapter 1 summary
Jan. 18	<b>Module 2:</b> Ethical Considerations in Research Location: D2L	1k, 8a, 8j, 3o	1,4,6	<b>Read:</b> McLeod – Chapter 5 Patten/Newhart – Topic 10 & 11  <b>Module 2 Questions/Summary:</b> Patten/Newhart - Topic 10 Review Questions – 1-8 Patten/Newhart - Topic 11 Review Questions – 1-7 McLeod – Chapter 5 summary  <b>Video:</b> <a href="https://www.youtube.com/watch?v=-WZB7kdYYIE">https://www.youtube.com/watch?v=-WZB7kdYYIE</a>  Provide a short 50-100-word response to video describing any new information or concepts you learned.
Jan. 25	<b>Module 3:</b> Introduction to Research Methods Location: RCTC HS128	8a, 8b, 8e, 8f, 8g	2,3,5,	<b>Read:</b> Patten/Newhart – Topics 2-9  <b>Module 3 Questions</b> Patten/Newhart – Topics 2-9 EVEN questions  <b>RESEARCH PAPER TOPIC/OUTLINE DUE MIDNIGHT JAN. 24</b>
Feb. 1	<b>Module 4:</b> Quantitative Research Methods Location: D2L	8a, 8b, 8e, 8f, 8g	2,3,5,	<b>Read:</b> McLeod – Chapter 7 Patten/Newhart – Topics 20-24  <b>Module 4 Questions/Summary:</b> Patten/Newhart – Topic 20-24 Review Questions McLeod – Chapter 7 Summary

Feb.8	<b>Module 5:</b> Qualitative Research Methods Location: RCTC HS128	8a, 8b, 8e, 8f, 8g	2,3,5,	<b>Read:</b> McLeod – Chapter 8 & 11 Patten/Newhart – Topics 46-51  <b>Module 5 Questions/Summary:</b> McLeod – Chapter 8 & 11 summary Patten/Newhart – Topics 46-51 Review Questions  <b>ESSAY ON RESEARCH METHODS DUE MIDNIGHT FEB. 8</b>
Feb. 15	<b>Module 6:</b> Literature Review and Citation Location: D2L	8a, 8b, 8j, 3o	1, 4, 5, 6	<b>Read:</b> McLeod – Chapter 2 & 10 Patten/Newhart – Topics 12-17  <b>Module 6 Questions/Summary:</b> Patten/Newhart – Topic 12-17 Review Questions McLeod – Chapter 2 & 10 Summary
Feb. 22	<b>Module 6 (cont.):</b> Literature Review and Citation Location: RCTC HS128	8a, 8b, 8j, 3o	1, 4, 5, 6	<b>Read:</b> Patten/Newhart – Topics 18 & 19 APA Style Guide 7 <sup>th</sup> Edition  <b>Module 6 Questions/Summary:</b> Patten/Newhart – Topics 18 & 19 Review Questions APA Style Guide differences between 6 & 7 ed. summary  <b>ESSAY DEFINING RESEARCH IN CMHC/SCHOOL DUE MIDNIGHT FEB. 22</b>
Mar. 1	<b>Module 7:</b> Preparing a Research Question, Proposal, and Reports Location: D2L	8c, 8d, 8i, 8j	3,4,6	<b>Read:</b> McLeod – Chapter 3 & 4 Patten/Newhart – Topics 81-88  <b>Module 7 Questions/Summary:</b> Patten/Newhart – Topic 81-88 Review Questions McLeod – Chapter 3 & 4 Summary
Mar. 8	<b>Module 8:</b> Measurement and Research Tools Location: RCTC HS128	7g, 7h, 8c, 8e, 8h, 8i, 1e, 3n	4,5,6	<b>Read:</b> McLeod – Chapter 9 Patten/Newhart – Topics 35-45 and Topics 52-57  <b>Module 8 Questions/Summary:</b> McLeod – Chapter 9 summary Patten/Newhart – Topics 35-45 and Topics 52-57 EVEN numbers only

				<b>RESEARCH PAPER FIRST DRAFT DUE MAR. 7 AT MIDNIGHT</b>
Mar. 15	<b>Module 9:</b> Statistics Location: D2L	7g, 7h, 1e, 3n	4,5,6	<b>Read:</b> Patten/Newhart – Topics 58 – 69  <b>Module 9 Questions:</b> Patten/Newhart – Topics 58-69 Review Questions
Mar. 22	<b>Module 10:</b> Statistics <b>Location: RCTC HS128</b>	7g, 7h, 1e, 3n	4,5,6	<b>Read:</b> Patten/Newhart – Topics 70-80  <b>Module 10 Questions:</b> Patten/Newhart – Topics 70-80 Review Questions
Mar. 29	<b>Module 11:</b> Sampling Location: D2L	8c, 8d, 8j, 1e	4,5,6	<b>Read:</b> McLeod – Chapter 11 Patten/Newhart – Topics 25-34  <b>Module 11 Questions/Summary:</b> Patten/Newhart – Topics 25-34 Review Questions McLeod – Chapter 11 Summary
Apr. 5	<b>Module 12:</b> Research Coming Together Presentation of Research Location: D2L	1k, 8a, 8b, 8i, 8j, 3n, 3o	4,6	<b>Read:</b> McLeod – Chapter 13-16  <b>Module 12 Summary:</b> McLeod – Chapter 13-16 Summary
Apr. 12	<b>Module 13:</b> Peer Review of Papers <b>Location: RCTC HS128</b>	8a, 8i	1,4,6	<b>SECOND DRAFT OF PAPER FOR PEER REVIEW DUE APR. 11 AT MIDNIGHT</b>
Apr. 19	<b>Module 14:</b> Evaluating Outcomes Location: D2L	8h, 8i, 3n, 3o	4,5,6	<b>Read:</b> McLeod – Chapter 6 & 12  <b>Module 14 Summary:</b> McLeod – Chapter 6 & 12
Apr.26	<b>Module 15:</b> Presenting Research <b>Location: RCTC HS128</b>	8h, 8i, 3n, 3o	1,6	<b>LEARNER RESEARCH PRESENTATIONS</b>  <b>FINAL RESEARCH PROJECT DUE MIDNIGHT APR. 25<sup>TH</sup></b>

<p>May 3</p>	<p><b>Module 16:</b> Personal Reflection Location: D2L</p>	<p>1k</p>	<p>1</p>	<p><b>LEARNERS WILL SUBMIT A PERSONAL REFLECTION FOR END OF COURSE DUE MIDNIGHT MAY 3</b></p>
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