Department of Social Work  
SWK 3355-010  
Research I  
Fall Semester 2020

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Phone: 325.486.6130  
Office: HHS 224J  
Student Hours: By Appointment, email, or Collaborate

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

No Food or Drink Policy

Due to COVID-19, there will be no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Service building until further notice. The only exception to this policy is a student may have bottled water or water in a container that is able to be sealed and will not spill or leak.

Course Information

Course Description

Presentation of the methods used in scientific inquiry and program evaluation; knowledge of how scientific evidence informs social work practice and how social work practice informs scientific inquiry is of primary concern. Focuses on the skills related to conducting research and practice evaluation. Ethical,
cultural, and professional value considerations in the research process are emphasized. Prerequisite: SWK 2307 and Admission to the B.S.W. degree program

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
SWK 2307

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes
Upon completion of the program of study for the MSW program, the graduate will be prepared to:

Competency 4: Engage in Practice-informed Research and Research-informed Practice: Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
<td>Article Reviews and Research Proposal</td>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
</tr>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Theory Paper</td>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
</tr>
</tbody>
</table>
Student Learning Outcome
By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Families, Groups, Organizations, and Communities and Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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</tbody>
</table>

Course Delivery
This is a face to face course offering. The course will be delivered via the class at ASU in the HHS building. The course site can be accessed at ASU's Blackboard Learning Management System

Required Texts and Materials


Recommended Texts and Materials

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).
Technology Requirements

Testing via Respondus™ Monitor

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Topic Outline

Module 1: Includes chapters 1-5 and 14 and discusses evidence-based practice, ethical issues in research, writing the research report, developing research problems and questions, conducting a literature review, and quantitative research.

Module 2: Includes chapters 6-10 and this module looks at qualitative research, evaluating programs, evaluating individual practice, sampling issues, and measurement concepts.

Module 3: Includes chapters 11-13 and 15 and looks at methods, and data collection instruments.

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- Please note that emails received after 6 p.m. will be answered the following morning.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.
Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Reviewed Journal Article Summaries</td>
<td>20%</td>
</tr>
<tr>
<td>Research Proposal Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Examinations</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
A = 90.00-100 points  
B = 80.00-89.99 points  
C = 70.00-79.99 points  
D = 60.00-69.99 points  
F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Professional Performance: This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and so forth. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time.
Students are to be present for the duration of class. It is expected that all other demands of your time-work, family, appointments, other courses, etc. will be negotiated. Students will be requested their full presence in class, physical and intellectual presence.

**Examinations:** There will be three (3) online, multiple attempt (two), timed (75 mins), examinations in this course. *You will not be allowed to use books, notes, ppts, or any other type of assistive materials.* Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus LockDown browser.

**Research Proposal**

This group of assignments fosters understanding of the basic information necessary for the consumption and utilization of research in generalist social work practice and the process of research used in practice and program evaluation (e.g., the analysis, monitoring, and evaluation of interventions in a particular program).

Students will be assigned to small groups at the beginning of the semester with which they will collaborate throughout the semester to produce a research proposal and presentation. The steps of the process are detailed in group-based assignments that are conducted during class sessions. Each individual group assignment will be graded as will the final paper and presentation.

The proposal will include the following structure:

I. Introduction
   A. Description of the research problem/issue to be explored
   B. Purpose of the proposed research study and its rationale
   C. The context: theoretical/historical perspectives of the research problem

II. Relevant Literature Review
   A. A review of relevant literature
   B. Statement of the research question and the hypothesis (must contain BOTH)

III. Evaluation Methods
   A. Design
   B. Procedures
   C. Description of sample to be studied
   D. Sampling strategy
   E. Instrumentation

IV. Proposed data analysis (must include proposed method of analysis)
V. Expected Findings
VI. Discussion
   A. Contributions to existing knowledge
   B. Limitations of the proposed methodology

VII. References
VIII. Appendices (if required)

*Peer Reviewed Journal Article Summaries*
Students will find a peer reviewed journal article (PRJA) to write a summary about each of the four sections in the Research Proposal below. Each student will be provided a PRJA from the university library and write a summary identify the introduction section, literature review section, the evaluation methods section, and the proposed data analysis section. This will be due as indicated in the syllabus.

**Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at tstarkey@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**Late Work or Missed Assignments Policy**

**POLICY ON LATE OR MISSED ASSIGNMENTS**
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than 5 days past the assigned due date.

**General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook\(^1\)
- Angelo State University Catalog\(^2\)

**Student Responsibility and Attendance**

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**Note:** This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. Attendance is mandatory. Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions.
Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.
Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

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<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td><strong>Week 1: Aug. 17-23</strong></td>
<td><strong>Course Introduction</strong></td>
</tr>
<tr>
<td></td>
<td>Reading: Chapter 1 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Toward Evidence-Based Practice</td>
</tr>
<tr>
<td><strong>Week 2: Aug 24-30</strong></td>
<td><strong>Reading: Chapter 2 (Yegidis, Weinbach, &amp; Myers)</strong></td>
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<tr>
<td></td>
<td>Lecture Topic: Ethical Issues in Research</td>
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<tr>
<td></td>
<td>Assignment: Identify Topic of Research</td>
</tr>
<tr>
<td><strong>Week 3: Aug 31-Sept 6</strong></td>
<td><strong>Reading: Chapter 14 (Yegidis, Weinbach, &amp; Myers)</strong></td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Writing the Research Report and Disseminating Research Findings</td>
</tr>
<tr>
<td></td>
<td>PRJA Section 1 Due 9/3</td>
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<tr>
<td><strong>Week 4: Sept. 7-13</strong></td>
<td><strong>Reading: Chapter 3 (Yegidis, Weinbach, &amp; Myers)</strong></td>
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<tr>
<td>Week/Date</td>
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<tr>
<td></td>
<td>Lecture Topic: Developing Research Problems and Research Questions</td>
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<td></td>
<td>Assignment: Draft Section I of Research Proposal</td>
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<tr>
<td>Week 5: Sept. 14-20</td>
<td>Reading: Chapter 4 (Yegidis, Weinbach, &amp; Myers)</td>
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<tr>
<td></td>
<td>Lecture Topic: Conducting the Literature Review and Developing Research Hypotheses</td>
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<tr>
<td>Week 6: Sept. 21-27</td>
<td>Reading: Chapter 5 (Yegidis, Weinbach, &amp; Myers)</td>
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<tr>
<td></td>
<td>Lecture Topic: Quantitative Research</td>
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<td></td>
<td>PRJA Section 1 Due 10/4</td>
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<td></td>
<td>Exam 1: Chapters 1-5 &amp; 14: Blackboard 10/4 to 10/8</td>
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<tr>
<td>Week 7: Sept 28--Oct. 4</td>
<td>Reading: Chapter 6 (Yegidis, Weinbach, &amp; Myers)</td>
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<td></td>
<td>Lecture Topic: Qualitative Research</td>
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<td></td>
<td>Assignment: Draft Section II of Research Proposal</td>
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<tr>
<td>Week 8: Oct. 5-11</td>
<td>Reading: Chapter 7 (Yegidis, Weinbach, &amp; Myers)</td>
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<td>Lecture Topic: Evaluating Programs</td>
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<tr>
<td>Week 9: Oct. 12-18</td>
<td>Reading: Chapter 8 (Yegidis, Weinbach, &amp; Myers)</td>
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<td></td>
<td>Lecture Topic: Evaluating Individual Practice</td>
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<tr>
<td>Week 10: Oct. 19-25</td>
<td>Reading: Chapter 9 (Yegidis, Weinbach, &amp; Myers)</td>
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<td></td>
<td>Lecture Topic: Sampling Issues and Options</td>
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<tr>
<td>Week 11: Oct 26-Nov 1</td>
<td>Reading: Chapter 10 (Yegidis, Weinbach, &amp; Myers)</td>
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<td>Lecture Topic: Measurement Concepts and Issues</td>
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<td></td>
<td>PRJA Section 3 &amp; 4 Due 11/8</td>
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<tr>
<td></td>
<td>Exam 2: Chapters 6-10: Blackboard 11/8 to 11/12</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td>Week 12: Nov 2-8</td>
<td>Reading: Chapter 11 (Yegidis, Weinbach, &amp; Myers)</td>
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<tr>
<td></td>
<td>Lecture Topic: Methods for Acquiring Research Data</td>
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<tr>
<td></td>
<td>Assignment: Draft Section III-VI of Research Proposal</td>
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<tr>
<td>Week 13: Nov 9-15</td>
<td>Reading: Chapter 12 (Yegidis, Weinbach, &amp; Myers)</td>
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<td></td>
<td>Lecture Topic: Data Collection Instruments</td>
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<tr>
<td>Week 14: Nov. 16-22</td>
<td>Reading: Chapter 13 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Analyzing Data</td>
</tr>
<tr>
<td></td>
<td>Assignment: Research Proposal Due</td>
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</tbody>
</table>

**Grading Rubrics**

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of