

**SOC 415: Applied Research Internship Course**  
**Course Syllabus, WIN 2022 (60644)**  
**University of Alberta**

**Instructor:** Dr. Michelle Lee Maroto

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**Office Hours:** Weds. and Thurs. by appointment, see [calendly.com/dr-maroto](https://calendly.com/dr-maroto) for bookings

**Course Meeting:** W 9:00AM-11:50pm in Tory 1-061, RS 2-03, or Zoom

NOTE: Course meetings will take place over Zoom until at least Jan. 23rd. Some additional meetings will take place via Zoom in order to accommodate guest speakers. Please pay attention to announcements for where the class will be meeting. Tory 1-061 is the default room if no announcements have been made.

**Teaching Assistant:**

Maria Mosquera Garcia

[mmosquer@ualberta.ca](mailto:mmosquer@ualberta.ca)

**Required Course Reading:**

This course relies on electronic readings available through the library and other places. These are listed within the course schedule with provided links. For any reading that does not include a link, please see the course website.

**Prerequisite:**

SOC 315 or consent of instructor.

**Technology Requirements:**

In addition, this semester's course projects require working with interview and statistical data and collaborating on report writing. We will be using Google Docs, Excel, the statistical programs, [R](#) and [RStudio](#), and the qualitative coding software, [Dedoose](#). We will discuss how to download and set-up these programs early in the semester.

This course uses [eClass](#) for posting content and submitting assignments. I will also make announcements via eClass, so please check the website regularly.

**Policy about course outlines can be found in [Course Requirements, Evaluation Procedures, and Grading of the University Calendar](#).**

## Teaching & Learning in a Time of COVID-19

Even though we may want to be done with it, the COVID-19 global pandemic has greatly changed how we work, study, and interact. And, it is definitely not done with us. The university wants things to be as close to “normal” as possible this semester, but we are not living in normal times, whatever your definition of normal may be.

We will be beginning the semester with material delivered via Zoom until at least January 23rd when we will (hopefully) transition back to in-person courses.

### **Online Learning Format:**

Until Jan. 23rd, we will have weekly synchronous Zoom meetings (Weds., 9:00-11:50am) that will vary in content and structure. Course meetings will include discussions, workshops, and guest speakers. We will often break into smaller groups to discuss parts of the projects. Although we will not always meet for the full three hours, please keep this window open in your schedule.

We’re getting more used to it, but meeting online can still be a challenging experience. I have some suggestions for improving that experience and getting the most out of these meetings.

- Come to class prepared, ready to take notes and pay attention.
- Create a quiet study space for class time with limited distractions. I recognize that personal circumstances and living situations might not allow for this, but please do the best that you can.
- Please use your chosen name (what you would like to be called) on-screen. This will make it easier to call on you and develop relationships throughout the semester.
- Be respectful of your classmates. Mute yourself when you’re not speaking and use the “hand raise” and chat functions to ask questions.

### **Back to In-person Learning:**

When we are back on campus and class transitions to in-person, we must still take precautions to limit the spread of COVID-19. What does this mean for us? First, if you are sick, stay home until your symptoms subside. Second, get vaccinated, if you are not already. Third, wear a mask (N95/99 or KN95 are preferred) when you’re indoors. Masks are mandatory on-campus and required for being in this classroom. Finally, I know that many of you might be struggling with other responsibilities, anxieties, and hardships that can limit your course participation and performance. However, I also know that you are here to get an education and learn. I have, therefore, worked to create a balance in this course that allows for flexibility within an environment that supports my course goals and objectives for you.

### **Course Description**

Through the Applied Research Internship course, students will work as a team to conduct research for a local nonprofit, business, social service organization, or government agency. Although conducting supervised research activities for the organization will make up the largest component of the course, students will also participate in weekly seminar meetings and professionalization activities. These will include developing skill-based CVs/resumes, researching potential job opportunities, and meeting with social scientists working outside academia to discuss their employment pathways and the nature of their work. Seminar discussions will also be dedicated to discussing the challenges, opportunities, and promises of applied social science research for contemporary society.

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### **Course Goals & Objectives**

Through this course, students will:

1. Develop professional skills and competencies as applied social science researchers, including:
  - (a) Enhancing research and data analysis skills by applying them to a research project conducted in partnership with a local community-based organization.
  - (b) Developing team-work skills through participation in a team-based research project.
  - (c) Advancing written and oral communication skills through report writing and the delivery of research presentations to key stakeholders.
2. Learn about important issues in Canada and Edmonton.
3. Clarify the skills and competencies developed through training in the social sciences.
4. Explore professional opportunities in the social sciences.
5. Understand the issues, challenges, and possibilities of applied social science research in contemporary society.
6. Establish connections with the larger community through participation in a research partnership.

### Nature of the Course

This course is not structured like a typical undergraduate class. We will be *working as a team* to conduct social research for different local organizations. A core objective of the course is to create an environment that simulates the professional environments in which applied social researchers work. Thus, the course demands high levels of participation, professionalism, and collegiality.

The course is not lecture-based. We will meet weekly to work on the project and to engage in discussions and workshops relevant to the course objectives. Seminars and workshops will require prior preparation and completing out-of-class assignments. It is expected that team-members come to each seminar fully prepared.

Course meetings will include discussions, workshops, and guest speakers. We will often break into smaller groups to discuss parts of the projects. Although we will not always meet for the full three hours, please keep this window open in your schedule. Some weeks, especially toward the end of the semester, will require meeting for the full time.

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### WIN 2022 Course Projects and Partners

For the Winter 2022 semester, students will be divided into two groups based on their skills and interests. Each group will work with a different community partner. However, we will consult and discuss projects across groups so that students get to learn about each project and partner.

#### **Partner #1: REACH Edmonton Council for Safe Communities and Immigrant Family Violence Prevention Committee (IFVPC)**

The first team of students will be partnering with two organizations – the [REACH Edmonton Council for Safe Communities](#) and the [Immigrant Family Violence Prevention Committee \(IFVPC\)](#) – on a jointly run project, as part of IFVPC’s Influencing Change committee. This project aims to improve the experience of and outcomes for non-English speaking survivors of domestic violence in navigating the legal system by ensuring that they have access to translation and interpretation services with appropriate understandings of the legal system and the survivor’s culture.

This semester’s project will use interview data to study access to translation and interpretation services among survivors of domestic violence. This project aims to answer the following research question: What is the availability and adequacy of translation and interpretation services for survivors of domestic violence provided by the criminal justice system and other service organizations?

As part of the research project responsibilities, students will review literature on access to translation and interpretation services, the legal system, and domestic violence; conduct, transcribe, and code a series of interviews with professionals in the criminal justice system and staff working for support and service organizations; contribute to a larger report; and participate in presentations for organization staff and the broader community.

**Partner #2: Action for Healthy Communities (AHC)**

A second team of students will be partnering with [Action for Healthy Communities](#), a charitable non-profit organization established in 1995. AHC's mandate is to build the capacity of individuals and groups to improve their lives and communities through a unique community-building process, including support, mentoring, and training. Their mission is to foster individual and group participation and improve diverse communities' comprehensive capacity and holistic health.

As a vibrant organization that has served communities for over two decades, AHC's majority of clients are newcomers who have faced multiple barriers to successfully integrating into society. With over 10,000 clients annually, health literacy has become in high demand for AHC to help their clients smoothly settle down in this new country. Therefore, AHC initiated an innovative and pilot project called "Health Literacy for Newcomers," starting in March 2022. The purpose of the project is to help newcomers to Alberta comprehend a more holistic understanding and approach to health and lifestyle changes through structural learning in classes. Prior to the start of the new Health Literacy for Newcomers course, students will work with AHC to gauge current levels of health literacy among newcomers to Canada and conduct a needs assessment for the project.

The needs assessment will examine the current challenges that newcomers face in regard to health literacy through an analysis of client data from AHC programs and interviews from clients from these programs. This project aims to answer the following questions: What do newcomers know about the healthcare system and how to access it? What are the challenges faced by newcomers in terms of health literacy? What are the solutions to deal with the problems and challenges?

As part of the research project responsibilities, students will review literature on newcomers, health literacy, and access to healthcare; conduct, transcribe, and code interviews with AHC clients; contribute to a larger report; and participate in presentations for organization staff and the broader community.

## Course Policies

**Be respectful. Be honest. Be kind.**

### **Contacting Me:**

I highly recommend bringing any questions you have to our class meeting. However, if you have a question that can be answered with a couple sentences and this question has not already been answered on the syllabus or course website, you may contact me through email. If your question requires a more detailed or lengthy response, I suggest that you raise the question in class, attend my office hours, or make an appointment to meet with me. Please be aware that I check email from 9:00-5:00 on weekdays but not on weekends.

### **Email Etiquette:**

Remember that email communication for all courses should be formal and professional. Make sure to use proper spelling, grammar, and punctuation.

### **Absences:**

Your participation in weekly meetings, workshops, and discussions is very important to this course. The success of the project depends on your professionalism and dedication. If you are going to be absent for a meeting session, please contact me. I do understand that extenuating circumstances may limit your ability to attend a meeting, but frequent absences will be problematic for the course. You must also contact me as soon as possible if you are unable to complete an assignment on-time so that we can discuss arrangements for submitting the assignment. I would like to avoid late penalties this semester if possible and I will work with you to set up a plan for turning in assignments if you fall behind. I do recognize, though, that late penalties may be necessary in some situations, especially if late work jeopardizes a larger course project.

### **Accessibility Resources:**

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, mental, or physical health are advised to discuss their needs with [Student Accessibility Resources](#), SUB 1-80, 492 · 3381 (phone) or 492 · 7269 (TTY).

### **Electronic Recording of Lectures:**

*As per the University Calendar: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as apart of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).*

**Academic Integrity:**

Per GFC 24.3(2): *The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour ([www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.* All students should consult the [academic integrity website](#).

**Basic Needs Security:**

If you have difficulty affording groceries or accessing sufficient food to eat every day, or if you lack a safe and stable place to live, and you believe this may affect your performance in this course, please contact the [Office of the Student Ombuds](#) or the [Dean of Students](#) for support. The [Campus Food Bank](#) also offers multiple programs to help with food insecurity. Additionally, please talk to me if you are comfortable in doing so. This will enable me to provide any resources that I might possess.

**Children and Caregiving Responsibilities:**

In pre-COVID-times, you would see a statement here discussing caregiving needs and welcoming children in the classroom. However, with COVID-19, I do not believe it is safe for children to be on-campus, especially if they are not vaccinated yet. That being said, I understand that students have a variety of caregiving responsibilities, which have only increased due to the pandemic. Please let me know if this is something that will affect your coursework.

**Colonial History Acknowledgment:**

Before we can talk about sociology or research, we must acknowledge that academic institutions and the nation-state itself, are founded upon colonialism and continue to enact exclusions and erasures of Indigenous peoples. The University of Alberta is located in Amiskwacîwâskahikan on Treaty 6 territory, the territory of the Papaschase, and the homeland of the Métis Nation. I know that these words do little to remedy the consequences of colonialism, white supremacy, and the intergenerational trauma that lives on for so many, but I hope that they can be a start.

**Learning and Working Environment:**

The Faculty of Arts is committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment.

## Course Requirements, Assessment, & Grading

### **Grade Breakdown:**

Your grade in this course will be based upon four components, each worth a part of the grade:

1. Memos: 20%
2. Research Project: 40%
3. Participation: 20%
4. Cover Letter and Resume: 20%

### **Grading Policy:**

Four components constitute your grade for this course: memos, research project, participation, and resume. If you are having issues keeping up with course work for any reason, notify me as soon as you start to have a problem. We will be more likely to come to an acceptable arrangement if we can attack the problem sooner rather than later. [Counseling and Clinical Services](#) are also available.

### **Component 1: Memos (20%)**

You will be required to write two memos related to background research for your project and your assigned research partner organization. Memos should be concise summaries of the material being reviewed, geared to a general audience. Pretend that you are writing for a work supervisor who wants to know as much about the issue as possible but does not want to read more than a few pages. Each memo will be graded on the thoroughness of its content and the clarity of writing. Collectively, your memos will then be used to prepare sections of our final reports.

- **Research Partner Memo (10%)**

After reviewing the provided research partner materials and websites and hearing their presentations, write a two page memo that outlines important information about the partner, including its size, vision and mandate, number of employees, services, and future goals. This memo is due on *January 19, 2022*.

- **Background Research Memo (10%)**

Based on required readings write a two page memo that summarizes important issues related to your topic. This memo is due on *February 2, 2022*.

## **Component 2: Research Project (40%)**

Throughout the semester we will be working together in groups on large research projects for our research partners. Your responsibilities for this project will include writing a data brief, contributing to the final report, and contributing to the final presentation.

- **Data Brief (15%)**

You will be required to produce a 3-4 page data brief discussing your preliminary data findings. The data brief will include an overview of the project data and a set of short summary findings. The data brief is due on *March 16, 2022*.

- **Contribution to Final Report (15%)**

One of your main responsibilities in this course is working together to produce a Final Report for your assigned research partner. Throughout the semester, you will be responsible for writing sections of the report, conducting specific analyses, editing drafts, and creating charts, tables, and graphs.

- **Contribution to Final Presentation (10%)**

In addition to submitting a final report at the end of the semester, we will also present key findings to our research partners via a set of virtual Zoom presentations (Dates TBA). This represents the second major deliverable of your project. Thus, another priority in this course is working together in your group to produce a final presentation. You will be responsible for creating parts of the presentation, as well as editing, practicing, and delivering it.

## **Component 3: Participation (20%)**

The course is structured around regularly scheduled work sessions, professionalization workshops, and seminar discussions. Your participation in these activities is critical to the success of the project, and it will be graded. You should be mentally and physically present, and participate in each work session, workshop, and seminar. This includes speaking up in class, asking and answering questions, and working collaboratively as a group. As members of a research team, you are expected to be respectful and courteous. Disruptive and disrespectful behavior, such as talking out of turn, listening to music, using electronic devices for non-class purposes, sleeping through class, and leaving early without first notifying the instructor, will negatively affect your grade.

**Component 4: Resume and Cover Letter (20%)**

In addition to a strong research focus, this course also emphasizes professionalization skills, including how to develop a cover letter and resume.

- Cover Letter (10%)

At the end of the semester you will be asked to "apply" for a job from a choice of two fictitious job ads. Along with your resume, you will need to submit a cover letter that describes your background and qualifications for that specific job. This cover letter should highlight your research skills with an emphasis on those learned in this course. The cover letter is due on *April 25, 2022*.

- Draft and Revised Resume (10%)

One professionalization workshop will be dedicated to writing effective resumes. At the time of that workshop, you will be required to bring in a copy of your resume. When you "apply" to a fictitious job at the end of the semester, you will be required to submit a revised resume that has been enhanced based on your participation in this course. The two drafts of your resume will be compared with a grade assigned to revision. The draft version of your resume is due on *February 16, 2022*. The final revised version is due on *April 25, 2022*.

**Grade Conversion Scale:**

Descriptor	Percentage Grade	Letter Grade	Grade Point Value
Excellent	96 - 100	A+	4.0
	91 - 95	A	4.0
	86 - 90	A-	3.7
Good	81 - 85	B+	3.3
	76 - 80	B	3.0
	71 - 75	B-	2.7
Satisfactory	66 - 70	C+	2.3
	62 - 65	C	2.0
	58 - 61	C-	1.7
Poor	54 - 57	D+	1.3
Minimal Pass	50 - 53	D	1.0
Failure	0 - 49	F	0.0

## Course Schedule & Readings (TENTATIVE)

### Week 1

**Weds. (Jan. 5th):** Introductions and course overview **\*Zoom Meeting\***

- Introduction to course and syllabus review
- Applied research discussion
- Review of previous SOC 415 projects
- Discussion of deliverables for SOC 415 WIN 2022 projects

*Required Reading:*

- Bickman, Leonard and Debra J. Rog. 2009. "Applied Research Design: A Practical Approach". Ch. 1 in L. Bickman and D.J. Rog (eds.), *SAGE Handbook of Applied Social Research Methods*. SAGE. [\\*Link\\*](#)
- SOC 415 Final Reports – Available in Google Drive and on eClass. Review and skim.

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### Week 2

**Weds. (Jan. 12th):** Community partner consultations **\*Zoom meeting\***

- Overview of organizations and opportunity to meet community partners

*Guest Speakers:*

- Helen Rusich, REACH Edmonton
- Lois Gander, Q.C., Professor Emeritus, Faculty of Extension, University of Alberta
- Rosslynn Zulla, Faculty of Social Work, University of Calgary
- Yanyu Zhou, Action for Healthy Communities

*Project #1 Reading:*

- Review materials on the [REACH Edmonton Council for Safe Communities](#) and the [Immigrant Family Violence Prevention Committee \(IFVPC\)](#) websites.
- Watch REACH RIRI Video. See eClass and Google Drive.
- Pay attention to terms of references, histories, vision and mission statement, and programs.

*Project #2 Reading:*

- Review materials on the [Action for Healthy Communities \(AHC\)](#) website.
- Pay attention to terms of references, histories, vision and mission statement, and programs.

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### Week 3

#### **Weds. (Jan. 19th):** Research Ethics workshop **\*Zoom Meeting\***

##### *Guest Speakers:*

- University of Alberta Research Ethics Office

##### *Required Reading:*

- Fisher, Celia B. and Andrew E. Anushko. 2008. "Research Ethics in Social Science." Ch. 8 in P. Alasuutari, L. Bickman, and J. Brannen (eds.), *SAGE Handbook of Social Research Methods*. SAGE. [\\*Link\\*](#)
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2). 2018. *Introduction and Chapters 1-2*. [\\*Link\\*](#)

##### *Assignment:*

- Memo #1: Research community partner organization overview

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### Week 4

#### **Weds. (Jan. 26th):** Background research and discussion **\*Zoom Meeting\***

- Small group discussions of research related to access to systems, health literacy, translation and interpretation services, legal system, and domestic violence

##### *Guest Speakers:*

- Monique Nutter and Tigist Dafla, Multicultural Health Brokers
- Lois Gander, Q.C., Professor Emeritus, Faculty of Extension, University of Alberta

##### *Project #1 Reading:*

- Holtmann, Catherine, and Tracey Rickards. 2018. "Domestic/intimate partner violence in the lives of immigrant women: A New Brunswick response." *Canadian Journal of Public Health* 109(3): 294-302. [\\*Link\\*](#)
- Kapilashrami, Anuj. 2021. "Tackling domestic violence and abuse using a rights-oriented public health lens." In *The Routledge International Handbook of Domestic Violence and Abuse*, pp. 79-95. Routledge. [\\*Link\\*](#)
- Legal System Documents. *Links on eClass*.
- Aujla, Wendy. 2018. "Early Intervention and Prevention of Family Violence in Ethno-Cultural Communities: On a 24-Hour Clock. Learning Summary." Edmonton, AB. Ethno-Cultural Family Violence Committee (EFVC). *Read pp. 1-42. Skim rest. Links on eClass*.
- CIC. 2009. "A Study of the Need for Language Interpretation and Translation Services (LITS) in the Delivery of Immigrant Settlement Programs." Report Submitted to Citizenship and Immigration Canada and the Ontario Ministry of Citizenship and Immigration. *Read through pp. 1-27. Skim pp. 28-end. Pay attention to survey question on pp. 53-60. Links on eClass*.

*Project #2 Reading:*

- Ahmed, Salim, et al. 2016. "Barriers to access of primary healthcare by immigrant populations in Canada: a literature review." *Journal of Immigrant and Minority Health* 18(6):1522-1540. [\\*Link\\*](#)
- Floyd, Annette, and Dikaios Sakellariou. 2017. "Healthcare access for refugee women with limited literacy: layers of disadvantage." *International Journal for Equity in Health* 16(1): 1-10. [\\*Link\\*](#)
- Yu, Richard Ying, and Anamika Mishra. 2019. "Improving health literacy—bridging the gap between newcomer populations and quality health care." *University of Western Ontario Medical Journal* 88(1): 43-45. [\\*Link\\*](#)

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**Week 5**

**Weds. (Feb. 2nd):** Work session

- Project preparation
- Draft interview protocols; Clean data; Develop coding schemes

*Required Reading:*

- Dale, Angela, Jo Wathan, and Vanessa Higgins. 2008. "Secondary Analysis of Quantitative Data Sources." Ch. 31 in P. Alasuutari, L. Bickman, and J. Brannen (eds.), *SAGE Handbook of Social Research Methods*. SAGE. [\\*Link\\*](#)
- Kvale, Steinar. 2007. "Conducting an Interview." In *Doing Interviews*. SAGE. [\\*Link\\*](#)
- Brinkmann, Svend. 2014. "Unstructured and Semi-Structured Interviewing." In P. Leavy (ed.), *The Oxford Handbook of Qualitative Research*. Oxford University Press. *Review and skim* [\\*Link\\*](#)

*Assignment:*

- Memo #2: Background research

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**Week 6**

**Weds. (Feb. 9th):** Work session

- Conducting interviews

*Required Reading:*

- Prior, Lindsay. 2008. "Documents and Action." Ch. 28 in P. Alasuutari, L. Bickman, and J. Brannen (eds.), *SAGE Handbook of Social Research Methods*. SAGE. [\\*Link\\*](#)
- Saldaña, Johnny. 2014. "Coding and Analysis Strategies." In P. Leavy (ed.), *The Oxford Handbook of Qualitative Research*. Oxford University Press. [\\*Link\\*](#)

### Week 7

**Weds. (Feb. 16th):** Resume workshop **\*Zoom meeting\***

- Constructing resumes
- Conducting interviews

*Guest Speakers:*

- University of Alberta Career Services

*Required Reading:*

- Zevallos, Zuleyka. 2019. "Creating a CV and Resume for Applied Sociology Jobs." *Sociology at Work*. [\\*Link\\*](#) (Focus on resume part.)
- University of Alberta Career Resources. [\\*Link\\*](#) (Just browse the website and materials a bit.)

*Assignment:*

- Draft Resume
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### Week 8

**Weds. (Feb. 23rd):** Reading Week – No Classes

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### Week 9

**Weds. (March 2nd):** Work session

- Data analysis and writing

*Required Reading:*

- Marvasti, Amir. 2008. "Writing and Presenting Social Research." Ch. 36 in P. Alasuutari, L. Bickman, and J. Brannen (eds.), *SAGE Handbook of Social Research Methods*. SAGE. [\\*Link\\*](#)
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### Week 10

**Weds. (March 9th):** Work session

- Data analysis and writing

### Week 11

**Weds. (March 16th):** What does the future hold?

- Data analysis and writing

*Guest Speakers:*

- TBA

*Required Reading:*

- Huynh, Niewm and Matthew Stiegemeyer. 2017. "Is Graduate School the Right Choice for You?" *University Affairs*. [\\*Link\\*](#)
- Hecht, Jamie. 2016. "Preparing for a 21st Century Job Hunt with a BA in Sociology." *ASA Footnotes*. [\\*Link\\*](#)
- Browse *Sociology at Work* website. [sociologyatwork.org](http://sociologyatwork.org)

*Assignment:*

- Data Brief
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### Week 12

**Weds. (March 23rd):** Work session

- Final report and presentation
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### Week 13

**Weds. (March 30th):** Work session

- Final report and presentation
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### Week 14

**Weds. (April 6th):** Work session

- Final report and presentation
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### Finals Weeks

**Cover Letter and Resume Due Date:** Wednesday, April 25, 2022

**Final Presentation Dates:** TBA

**\*\*Please Note:** The course agenda is subject to change based on unanticipated demands of the research projects.\*\*

**SOC 415: Course Schedule WIN 2022**

Week (Mon. - Sun.)	Topics	Project Steps	Guest Speakers	Readings	Assignments
Week 1 01.03 - 01.09	Introductions; Syllabus and expectations	Applied Research Discussion; Review previous projects; Discuss deliverables	*Zoom Meeting*	Bickman and Rog (2009); Reports for SOC 415 in previous years	-----
Week 2 01.10 - 01.16	Community partner overviews	Research partner discussions	REACH and AHC *Zoom Meeting*	Readings vary by project	-----
Week 3 01.17 - 01.23	Research ethics workshop	Project preparation	UofA Research Ethics Office *Zoom Meeting*	Fisher and Anushko (2008); Trainaou (2014); TCPS 2 (2018)	Memo #1 Partner Overview (Jan. 19th)
Week 4 01.24 - 01.30	Background research and discussion	Access to systems – health care, criminal justice, interpretation	TBA *Zoom Meeting*	Readings vary by project	-----
Week 5 01.31 - 02.06	Work session	Project preparation	-----	Dale (2008); Kvale (2007); Brickman (2014)	Memo #2 Background (Feb. 2nd)
Week 6 02.07 - 02.13	Work session	Conducting interviews; Analyzing data	-----	Prior (2008); Saldana (2014)	-----
Week 7 02.14 - 02.20	Resume workshop	Conducting interviews; Analyzing data	UofA Career Services *Zoom Meeting*	Zevallos (2019); UofA Career Resources	Draft Resume (Feb. 16th)
<b>READING WEEK - NO CLASS</b>					
Week 8 02.21 - 02.27					
Week 9 02.28 - 03.06	Work session	Conducting interviews; Analyzing data	-----	Marvasti (2008)	-----
Week 10 03.07 - 03.13	Work session	Data analysis and writing	-----	-----	-----
Week 11 03.14 - 03.20	What does the future hold?	Data briefs	Panel of graduate students and people in the workforce	Huynh and Stiegemeyer (2017); Hecht (2016); Sociology at Work	Data Brief (March 16th)
Week 12 03.21 - 03.27	Work session	Final report	-----	-----	Report Sections
Week 13 03.28 - 04.03	Work session	Final report	-----	-----	-----
Week 14 04.04 - 14.10	Work session	Finalizing the final report	-----	-----	Submit Final Report
<b>Finals Weeks 04.11 - 04.26</b>	<b>Finals Week – Cover Letter and Revised Resume Submission (due April 25, 2022)</b>				