



UNIVERSITY OF CALGARY

Winter 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

| COURSE TITLE: Seminar in Mixed Methods Research | | | |
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| Course Number | SOC 601/701 | | |
| Pre/Co-Requisites | Consent of the Department of Sociology | | |
| Instructor Name | Jean E. Wallace | Email | jwallace@ucalgary.ca |
| Instructor Email Policy | Feel free to contact me by email at any time. Please put the course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. I do not answer emails over the weekend. Please take that into account when emailing me questions about upcoming readings or assignments. | | |
| Communication | Please check the course Home Page regularly (a couple times a week) for any news or updates and please email me immediately if there are problems accessing any of the course materials. | | |
| Class Dates | Wednesday | | |
| Class Times | 9:00 AM to 11:45 AM MST | | |
| Class Location | Live synchronous via Zoom | | |

Course Description

This course will provide an introduction to mixed methods research to graduate students who are already familiar with quantitative and qualitative methods. It will introduce students to the emerging and ongoing challenges related to the application of mixed methods as experienced across various disciplines. The mixed methods approach will be discussed to inform and provide guidance in decision making about when and how to use mixed methods. Different types of mixed methods research designs will be examined and critical issues involving the use of mixed methods will be addressed.

Course Objectives/Learning Outcomes

- **Asking Mixed Methods Questions:** Students will be able to formulate research questions appropriate for mixed methods and learn how and when to use mixed methods.
- **Using Mixed Methods Approaches:** Students will be able to differentiate between the different mainstream mixed methods designs and approaches.
- **Communicating Mixed Methods Results:** Students will be able to identify avenues for dissemination of mixed methods findings and translate mixed methods results into publishable manuscripts and/or practical applications.

Required Textbooks, Readings, Materials, Electronic Resources

Morgan, D.L. (2014). *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. SAGE Publications Inc.: Thousand Oaks, CA. Note that the e-book version is available for no cost.
<http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach>

DeCuir-Gunby, J.T., and Schutz, P.A. (2017). *Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers*. SAGE Publications Inc.: Thousand Oaks, CA. Selected chapters and note that the e-book version is available for no cost.
<http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/Book/developing-a-mixed-methods-proposal>

Optional Textbook:

Creswell, J.W., and Plano Clark, V.L. (2017). *Designing and Conducting Mixed Methods Research*. SAGE Publications Inc.: Thousand Oaks, CA.

Course Format

This course will involve synchronous remote learning where students are required to attend the classes scheduled on Wednesday from 9:00am-11:45am MST via Zoom. This format of teaching and learning is still new for most of us. It can be stressful and uncertain. I have posted two small documents on helpful tips for taking online courses. Please check them out and feel free to share advice and/or ask questions on the Discussion Board about any of challenges of this new experience.

Methods of Assessment and Grading Weights

| Method | Due | Grade Percentage |
|-------------------------|--|---------------------|
| Reflective Memos | February 9, March 2, March 9, and April 6 or 13 (Noon Tuesdays) via D2L | 4 x 5% = 20% |
| Bits and Pieces | February 12, March 12, March 19 and March 26 (Noon Fridays) via D2L | 4 x 5% = 20% |
| Article Critique | March 5 (Noon) | 20% |
| Final Project (Oral) | April 7 or 14 in class | 15% |
| Final Project (Written) | April 23 (Noon) via D2L | 25% |

- **Reflective Memos:** You will submit 4 reflective memos worth 5% each. Please note you have a choice of submitting one of two different memos for Memo 4 with different due dates. At the end of each memo you will pose one question that might be used in discussion for that week's readings.

These memos will form part of the basis for discussion in the relevant classes. More detailed instructions and rubrics are posted on D2L. (Value= 4 x 5 = **20%**)

- **Bits and Pieces:** You will submit four small one-pager documents worth 5% each. You will have the opportunity to practice formulating research questions, and drafting a purpose statement, a flowchart and design diagram, and a joint display. These bits and pieces are helpful in simplifying and summarizing different parts of the MM decision making process. More detailed instructions and rubrics are posted on D2L. (Value= 4 x 5 = **20%**).
- **Article Critique:** Students will select one mixed methods research paper from a list provided by the instructor. They will critique it using the assessment tool provided by the instructor. Papers will be a maximum of 10 pages, excluding title page and references. More detailed instructions and rubrics are posted on D2L. (Value = **20%**).
- **Final Project and Presentation:** For your final project, you have the choice of submitting: (1) a proposal for a mixed methods research project that includes an extensive and critical review of the literature on this topic that may serve as a preliminary draft of your thesis proposal; or (2) an original mixed methods research paper that may serve as a conference or journal submission (due April 23 by noon to Dropbox on D2L). The final paper for this class should reflect your original and individual work and be related to the range of topics covered in this class. The length of this final paper is expected to be approximately 20-25 pages (excluding references and appendices) (Value = **25%**). In addition, in the last two weeks of class you will give a 10-15 minute presentation of your final project to the class (Value = **15%**). More detailed instructions and rubrics are posted on D2L.

Final Exam Information: There is no final exam for this course.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

| Grade | Percent range | Grade Point Value | Description |
|-------|---------------|-------------------|---|
| A+ | 96 – 100% | 4.0 | Outstanding performance |
| A | 90 – 95.99% | 4.0 | Excellent - superior performance showing comprehensive understanding of the subject matter |
| A- | 85 – 89.99% | 3.7 | Very good performance |
| B+ | 80 – 84.99% | 3.3 | Good performance |
| B | 75 – 79.99% | 3.0 | Satisfactory performance |
| B- | 70 – 74.99% | 2.7 | Minimum pass for students in the Faculty of Graduate Studies |
| C+ | 67 – 69.99% | 2.3 | All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. |
| C | 63 – 66.99% | 2.0 | |
| C- | 59 – 62.99% | 1.7 | |
| D+ | 55 – 58.99% | 1.3 | |
| D | 50 – 54.99% | 1.0 | |
| F | <50% | 0 | |

Learning Resources and Lecture Schedule

| SEMINAR WEEK/DATE | SEMINAR TOPIC | REQUIRED AND RECOMMENDED READINGS |
|--------------------------|---|--|
| Week 1 Jan. 13 | Introduction & welcome to the course <i>Today's class is an introduction to the dialog of mixed-methods research. Along with the typical first-day-of-class business, I will present an overview of the rest of the term.</i> | Morgan, D.L. (2014). "An Introduction and Overview" (Chapter 1, pp. 3-23) Morgan, D.L. (2014). "Pragmatism as a Paradigm for Mixed Methods Research" (Chapter 2, pp. 25-44). http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach |
| Week 2 Jan. 20 | Quantitative Methods <i>We will explore different quantitative approaches to survey research that rely on primary and secondary data sources.</i> Guest Speaker: Dr. Naomi Lightman | Burns, K.E.A. et al. (2008). A Guide for the Design and Conduct of Self-Administered Surveys of Clinicians. Canadian Medical Association Journal, 179(3): 245-252. http://bit.ly/2wPE53s Johnson, R.L., & Morgan, G.B. (2016). Survey Scales: A Guide to Development, Analysis and Reporting. Guilford Press: New York. pp. 1-16; 18-32. http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4584953 Shultz, K.S., Hoffman, Calvin C., & Reiter-Palmon, R. (2005). Using Archival Data for I-O Research: Advantages, Pitfalls, Sources, and Examples, <i>Psychology Faculty Publications</i> , 5. https://digitalcommons.unomaha.edu/psychfacpub/5 Coughlan, M., Cronin, P. & F. Ryan (2007). Step-by-Step Guide to Critiquing Research. Part 1: Quantitative Research. <i>Journal of British Nursing</i> , 16(11): 658-663. https://bit.ly/3gXb79S |
| Week 3 Jan. 27 | Qualitative Methods <i>We will review an overview of different qualitative approaches to inquiry.</i> Guest Speakers: Dr. Pallavi Banerjee Dr. Lisa McCoy | Creswell, J.W. (2013). Qualitative Inquiry & Research Design: Choosing Among Five Approaches. SAGE Publications, Inc.: Thousand Oaks, CA. pp. 69-110. PDF posted on D2L Curry, L.A., Nembhard, I.M., & Bradley, E.H. (2009). Qualitative and Mixed Methods Provide Unique Contributions to Outcomes Research. <i>Circulation</i> , 119: 1442-1452. http://bit.ly/2vXvqP4 Banerjee, P. (2018). Subversive Self-Employment: Intersectionality and Self-Employment among Dependent Visa Holders in the United States. <i>American Behavioral Scientist</i> , 63(2):186-207. |

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| | | <p>https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0002764218793685</p> <p>Osborne, M. (2019). Who Gets “Housing First”? Determining Eligibility in an Era of House First Homelessness. <i>Journal of Contemporary Ethnography</i>, 48(3):402-428.</p> <p>https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0891241617753289</p> <p>Ryan, F., Coughlan, M., & P. Cronin (2007). Step-by-Step Guide to Critiquing Research. Part 2: Qualitative Research. <i>Journal of British Nursing</i>, 16(12): 738-744.</p> <p>https://bit.ly/38cNxSB</p> |
| <p>Week 4 Feb. 3</p> | <p>Positivist, Naturalistic and Pragmatist Paradigms: Where is Mixed Methods? <i>Today’s discussion focuses on the history of ‘mixing’ methods. A major piece of this history involves a variety of paradigms, or philosophical frameworks, for thinking about research. We will compare these paradigms and discuss the implications of adopting a pragmatic approach to mixed methods.</i></p> <p>Reflective memo (1) due Tuesday February 9</p> | <p>Morgan, D.L. (2014). “Research Design and Research Methods” (Chapter 3, pp. 45-62).</p> <p>http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p> <p>Bryman, A. (2006). Paradigm Peace and the Implications for Quality. <i>International Journal of Social Research Methodology</i>, 9(2):111-126</p> <p>http://bit.ly/2hQlnVw</p> <p>Johnson, R.B., & Onwuegbuzie, A.J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. <i>Educational Researcher</i>, 33(7):14-26</p> <p>http://bit.ly/2vuikqi</p> <p>Recommended Reading: DeCuir-Gunby, J.T., & Schutz, P.A. (2017). “The Role of Theory in Mixed Methods Research” in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc., Thousand Oaks, CA. (Chapter 2, pp. 17-32).</p> <p>https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal</p> |
| <p>Week 5 Feb. 10</p> | <p>Identifying a problem and developing mixed methods research questions <i>Today we will discuss research questions as we learned them in the mono-method traditions. We also examine how research questions may be posed for different types of mixed methods</i></p> | <p>DeCuir-Gunby, J.T., & Schutz, P.A. (2017). “Asking Appropriate Research Questions” in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc., Thousand Oaks, CA. (Chapter 3, pp. 33-43).</p> <p>https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal</p> <p>Onwuegbuzie, A.J. & Leech, N.J. (2006). Linking Research Questions to Mixed Methods Data Analysis Procedures, <i>The Qualitative Report</i>, 11(3):474-498.</p> <p>https://nsuworks.nova.edu/tqr/vol11/iss3/3/</p> |

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| | <p>depending on their data collection strategies.</p> <p>BP (1) Developing Research Questions due Friday February 12</p> | |
| Feb. 17 | Reading Week | <i>Breathe.</i> |
| Week 6 Feb. 24 | <p>Understanding the Rationale for Mixing Methods</p> <p><i>There is little consensus about how to summarize the different motivations for using mixed methods, which may partly explain why the rationale for mixing methods is often absent in many research articles. We will explore and classifying rationales for employing mixed methods research and whether they are useful in helping researchers articulate their reasons more explicitly.</i></p> <p>Reflective memo (2) due Tuesday March 2</p> | <p>Morgan, D.L. (2014). "Motivations for Using Mixed Methods Research" (Chapter 4, pp. 63-84) http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p> <p>Plano Clark, V.L., & Ivankova, N.V. (2016) Why use Mixed Methods Research? In <i>Mixed Methods Research: A Guide to the Field</i>, SAGE Publications Inc.: Thousand Oaks, CA. pp. 79-104 http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/mixed-methods-research-a-guide-to-the-field</p> <p>Bryman, A. (2006). Integrating Quantitative and Qualitative Research: How is it Done? <i>Qualitative Research</i>, 6(1):97-113 http://bit.ly/2vqG68a</p> <p>Recommended Reading: DeCuir-Gunby, J.T., & Schutz, P.A. (2017). "The Mixed Methods Proposal Introduction" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc.,: Thousand Oaks, CA. (Chapter 4, pp. 45-62). https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal</p> |
| Week 7 Mar. 3 | <p>Overview and Introduction to Mixed Methods Typologies</p> <p><i>Today, we will discuss MM typologies and how they are useful in designing, describing and justifying a MM design. We will also discuss which designs might be useful for your research as you start thinking about your purpose statement for your proposed project.</i></p> <p>Reflective memo (3) due Tuesday March 9</p> | <p>Morgan, D.L. (2014). "The Sequential Priorities Model" (Chapter 5, pp. 85-102). http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p> <p>Creswell, J.W., & Plano Clark, V.L. (2011). "Choosing a Mixed Methods Design" in <i>Designing and Conducting Mixed Methods Research</i>. SAGE Publications Inc.: Thousand Oaks, CA., pp. 53-106. <i>PDF posted on D2L</i></p> <p>Recommended Reading: Bartholomew, T.T., & Lockard, A. (2018). Mixed Methods in Psychotherapy Research: A Review of Method(ology) Integration in Psychotherapy Science. <i>Journal of Clinical Psychology</i>, 74(10):1687-1709. Mixed methods in psychotherapy research: A review of method(ology) integration in psychotherapy science - Bartholomew - 2018 - Journal of Clinical Psychology - Wiley Online Library (ucalgary.ca)</p> |

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| <p>Week 8 Mar. 10</p> | <p>Operationalizing and Extending the Mixed Methods Purpose Statement <i>In today's class, you will focus on drafting a Purpose Statement for the specific Mixed Methods design that best fits your research question.</i> BP (2) Purpose Statement due Friday March 12</p> | <p><i>Skim the readings and select one chapter to read in depth that best fits with your thinking of the different MM designs; it might also be suitable for your research.</i></p> <p>Morgan, D.L. (2014). Chapter 6 (pp. 105-122), or 7 (pp. 123-152), or 8 (pp. 153-178) or 9 (pp. 179- 194) http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p> <p>And/or Creswell & Plano Clark (2011) from last week</p> |
| <p>Week 9 Mar. 17</p> | <p>Developing Your Mixed Methods Design Diagram <i>Today you will present your designs to the class for feedback and discussion.</i> BP (3) Flowchart and Design Diagram due Friday March 19</p> | <p><i>From the Week 7 Handouts and Week 8 Readings, you will continue working on your Mixed Methods designs using your Purpose Statement, Flowchart and Mixed Methods Design Diagrams.</i></p> <p>No readings for this week.</p> |
| <p>Week 10 Mar. 24</p> | <p>Connecting, Merging and Integrating Qualitative and Quantitative Data <i>We will examine different strategies that connect, merge and integrate different forms of data and how interpretations and inferences are drawn from them in answering the research questions posed.</i> BP (4) Joint Display due Friday March 26</p> | <p>Curry, L., & M. Nunez-Smith (2017). "Data Analysis and Integration in Mixed Methods Studies" (pp. 229-258). In https://dx-doi-org.ezproxy.lib.ucalgary.ca/10.4135/9781483390659.n9</p> <p>Guetterman, T.C., Feters, M.D., Creswell, J.W. (2015) Integrating Quantitative and Qualitative Results in Health Science Mixed Methods Research Through Joint Displays, <i>Annals of Family Medicine</i>, 13 (6):554-561 http://www.annfammed.org/content/13/6/554</p> <p>Recommended Reading (Overview): Bazeley, P. (2012). Integrative Analysis Strategies for Mixed Data Sources. <i>American Behavioral Scientist</i>, 56(6):814-828. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0002764211426330</p> <p>Recommended Reading (An Example): Woolley, C. (2009) Meeting the Mixed Methods Challenge of Integration in a Sociological Study of Structure and Agency, <i>Journal of Mixed Methods Research</i>, 3(1): 7-25 http://bit.ly/2uxX4yB</p> |
| <p>Week 11 Mar. 31</p> | <p>Putting Mixed Methods into Practice I <i>We will discuss some of the challenges of carrying</i></p> | <p>Morgan , D.L. (2014). "Conclusions: Further Thoughts about Research Design" (Chapter 12, pp. 225-234). http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p> |

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| | <p><i>out and integrating data in MM research.</i></p> <p>Reflective memo (5) due Tuesday April 6 or due Tuesday April 13 (your choice)</p> | <p>Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. <i>Journal of Mixed Methods Research</i>, 1(1):8-22</p> <p>http://bit.ly/2vuwOS8</p> |
| <p>Week 12 Apr. 7</p> | <p>Putting Mixed Methods into Practice II</p> <p><i>We discuss some of the challenges of writing up and communicating MM results and proposals.</i></p> <p>The start of Final Project Presentations</p> <p>Reflective memo (5) due Tuesday April 6 or due Tuesday April 13 (your choice)</p> | <p>Leech, N.L., Onwuegbuzie, A.J., and J.P. Combs (2011). Writing Publishable Mixed Research Articles: Guidelines for Emerging Scholars in the Health Sciences and Beyond. <i>International Journal of Multiple Research Approaches</i>, 5: 7-24</p> <p>http://bit.ly/2vWCjB4</p> <p>DeCuir-Gunby, J.T., & Schutz, P.A. (2017). "The Heart of the Mixed Methods Plan: Discussing your Methods Section" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc.: Thousand Oaks, CA. (Chapter 7, pp. 107-128).</p> <p>https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal</p> |
| <p>Week 13 Apr. 14</p> | <p>The rest of Final Project Presentations</p> | |

Learning Technologies and Requirements

There is a D2L site for this course which contains relevant class resources and materials (see d2l.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.
- Most current laptops will have a built-in webcam, speaker and microphone

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g., [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: <https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a

time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

- The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
- **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
- Final grades are not posted by the Sociology Department. They are only available online.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-

Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at: <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>
Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>
To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored

learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Representation

The Graduate Student Association VP Academic can be contacted at vpa.gsa@ucalgary.ca. For more information, and to contact other elected officials with the GSA, please visit this link: <https://www.ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html>

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.