Quantitative Research in Anthropology

Department of Anthropology
The College of Sciences at the University of Central Florida

Course Information

Course name: Quantitative Research in Anthropology (ANG 5486-0001)
Class Number: 90053
Course ID: 044778
Dates: 8/22/2018 - 12/05/2018
Course type: Face to Face Instruction (P)
Class Notes: Computer, WWW access, browser, e-mail required.
Credit hours: 3.0
Semester/year: Fall 2018
Location: Health & Public Affairs (HPA1) Room O104
Day/Time: Wednesdays 3:00PM - 5:50PM (see schedule below)

Professor Information

Professor: John M. Starbuck, Ph.D.
Office: Howard Phillips Hall, Room 409J (check in with desk attendant in 309F)
Office Hours: 6:00-8:00 p.m. Wednesdays, after class, or by appointment
Phone: 407-823-2124
E-mail: Webcourses e-mail (best way to contact me) or john.starbuck@ucf.edu

University Course Catalog Description

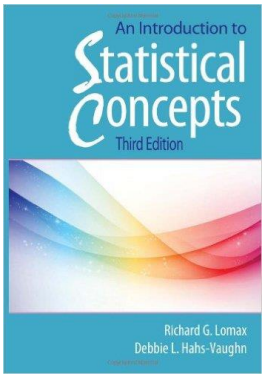
Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

Course Overview and Goals

Students will learn basic statistical principles and techniques for analyzing quantitative data and become familiar with IBM SPSS Statistics software and output. Students will learn how to present quantitative methodologies, conduct statistical analysis, and critique published works.

Required Textbooks

1. An Introduction to Statistical Concepts (3rd edition) by Richard G. Lomax and Debbie L. Hahs-Vaughn.



I highly recommend you purchase this book and keep it beyond this course for future reference.

Additional Required Reading

Numerous handouts and PDFs of published manuscripts will be provided through Webcourses.

Required Software

You will be required to have access to IBM SPSS Statistics (available here on the cloud: https://my.apps.ucf.edu/vpn/index.html). Login, select Stat & Data Analysis, and then IBM SPSS Statistics to use the software. I highly recommend you practice with this software as you complete reading assignments and well before any assignments are due because the installation on the cloud is not as functional as the full version.

Dr. Starbuck's Graduate Education Philosophy

Graduate education is not the same as undergraduate education. As an undergraduate you received knowledge from your professors through assigned readings, lectures, and activities. Then you were tested on learning outcomes, knowledge memorization, and retention, via quizzes, exams, written assignments, projects, and various other assignments. Most of the time you basically just had to show up and listen. Some of your education will continue in this manner, but as a graduate student you will also be pushed to become an independent scholar, thinker, and researcher. This means you will become increasingly responsible for finding information on your own rather than waiting to receive knowledge from others. This doesn't mean that you cannot bounce ideas off of others, but individuals with graduate-level educations are expected to be able to take the initiative and necessary steps to acquire knowledge. Additionally, many professors conduct research to generate and disseminate novel, cutting-edge knowledge that may eventually be cited and discussed in textbooks. This is the direction you are moving in as a graduate student. You should be becoming more independent and you ought to be learning how to find information (e.g., peer-reviewed articles, books, etc.) on your own, evaluate its authenticity, and integrate it within your own knowledge matrix rather than asking others to provide that data for you. By taking this career path you will become a knowledge generator and an expert on specific topics. Thus, it is important for you to understand analytical tools (i.e., descriptive and inferential statistics) and how to present your results in numerous venues such as this course, at public events (e.g., conferences, job interviews), as you write and defend your thesis or dissertation results, and throughout the rest of your career, regardless of whether you remain in academia or develop a non-academic career. Based on this philosophy, graduate

students will lead this course by generating and presenting lecture materials to fellow students and facilitating face-to-face discussions of assigned handouts and manuscripts. You will also have homework assignments and a lengthy exam to complete.

Collaboration Policy

We have a mixture of MA and PhD student in this course, and you will likely learn much from each other through interaction during lecture and discussions. You may work together on certain group lectures and discussions as outlined in the syllabus, but all other activities should be completed individually.

Attendance Policy

You are a graduate student and you will be held to high standards. You can miss one day of class per semester (no excuse needed). For each day beyond the first that you miss you will be permanently penalized 10% of your final grade. It doesn't matter if you have a good reason for missing class or not. This penalty will not be reversed, so don't ask. Class and lectures are important to attend so that you can learn course concepts. When you miss class, you take away part of your own learning experience, which could handicap you when analyzing data for your thesis or dissertation. Since many people get sick at least once during a semester, my recommendation would be to save your absence for that possibility and adjust your schedule accordingly for other issues (e.g., conference attendance, data collection, etc.).

Organization and Course Requirements

This class is organized around lectures, discussions, homework assignments, and a test. To earn your grade in this course you will: 1) complete all reading assignments (required book chapters, handouts, and published literature) and additional reading beyond assigned course materials that you find on your own, 2) develop and present lectures in groups based on assigned book chapters, 3) facilitate class discussions in pairs or participate in class discussions, 4) individually complete homework assignments, 5) individually complete an exam to illustrate mastery of course principals, and 6) individually complete beginning and end of the semester online quizzes. You will almost certainly have to meet outside of class and go beyond the assigned readings to complete these goals.

Grading

Grades will be posted under the Canvas gradebook. Your final grade will be based on the following activities:

1. Syllabus and Background Quiz (2% of grade)
2. Develop and present course lecture (2-3 per semester, 30% of grade, in groups of 2-4)
3. Lead class discussions (6-7 per semester, 20% of grade)
4. Participate in all class discussions (15% of grade)
5. Homework assignments (3 per semester, 6% of grade)
6. Take-home exams (1 per semester, 25% of grade)
7. End of Semester Quiz (2% of grade)

*You must complete all assignments. If you skip any assignments, for any reason whatsoever, you will automatically receive an F in the course. In this course, you will not get to pick and choose which assignments to do in the hopes of barely getting by with a passing grade.

Grading Scale

The following grading scale will be used in this course:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100%	90-93%	87-89%	84-86%	80-83%	77-79%	74-76%	70-73%	67-69%	64-66%	61-63%	0-60%

Study Requirements Statement

You should attend all lectures, complete all reading assignments, and take notes on course material. For most students striving for a B grade or higher, you should expect to spend 9 hours per week on this class outside of class time. Your background knowledge/experience or lack thereof and other variables may require you to spend additional time studying. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, lectures, etc.) will contribute to your learning and to success in this course. Since the textbook is technical and in depth about the topics, I recommend skimming through the reading first, then reading it again in more detail so that you have a greater grasp of the material. Be sure to read the entire chapter, as SPSS instructions are typically at the very end of the chapter. I would also like to recommend making a list of questions or confusing points in the reading to ask your fellow classmates during or after their lecture on that chapter.

Webcourses Statement

We are using an online learning management system called Webcourses (https://webcourses.ucf.edu/). Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates.
If you are new to Webcourses, please review the following link:
http://online.ucf.edu/support/webcourses/other/student-tour/. I will use Webcourses to e-mail you and post class announcements. You will use Webcourses to access the syllabus, homework assignments, handouts, exams, and other content using the “Files” link. My recommendation is to check Webcourses daily for updates from your teammates or myself.

Graduate Student-Led Lecture Information and Requirements

Being able to read, interpret, and evaluate the accuracy of what you have read is important, regardless of whether your career goals will lead to an academic or non-academic position. The best way to learn statistics is to teach and do statistics. As part of this class, groups of 2-4 graduate students will read assigned book chapters (and additional assigned readings, if applicable), develop a class PowerPoint lecture presentation that should be 30-40 minutes long (per chapter), and present it jointly to the rest of the class. You can use up to 10 minutes of videos during these lectures to illustrate methods or concepts. When discussing SPSS methods covered in reading material, you should include screenshots of SPSS windows and options selected to run particular analyses or you should open SPSS and show us an example in real

time. It is highly likely that you will have to do additional reading beyond the assigned materials. You should find these reading materials on your own. Do not ask me for them. You should expect to be talking and explaining concepts during the rest of the time allotted to lecture. Although you may occasionally receive questions from myself or students in the class, you should mostly plan to be lecturing and presenting information to us during that 30-40 minute time period. Do not expect me or your audience to carry the lecture, as that is your responsibility. You have to show me that you can master the material. Lectures will account for 30% of your final grade. The PowerPoint file, with video links (if applicable), must be delivered to Dr. Starbuck afterwards. You can do this with a jump drive (put in my mailbox with file name), e-mail (if the file size is small), or perhaps by sharing the file online and sending me a download link. Dr. Starbuck will post that PowerPoint file to Webcourses for everyone to review as needed.

This experience will likely be challenging for some of you, but it is a part of being a graduate student. You have to find your voice as an advanced student. You have to learn how to convey the main points and merits of reading material to others. You have to learn how to efficiently work in groups. You have to learn how to process and incorporate new information. You'll likely get as much out of this as you put in. Beyond all of that, the skills you are developing will be useful whether you pursue a career in academia or outside of academia. It will be very obvious to me if you do not understand the concepts you are trying to explain to the class and that will be unacceptable.

Graduate Student-Led Discussion Information and Requirements

Statistics are everywhere. Most articles you read will discuss qualitative and/or quantitative statistics in some manner or another. During this semester, individual students or small groups will be responsible for leading class discussions on assigned handouts and journal articles. Discussion leaders must provide students and instructor with a printout of an outline of the article that includes a brief summary or description and 3 discussion question prompts about the article that relate it back to course material. Discussion leaders are responsible for verbally summarizing the handout/article (likely in more detail than provided on the outline) to the class and discussing its merits, particularly with respect to their use of statistics (if applicable). It is ok to highlight and discuss both strengths and weaknesses. All students must participate in all discussions. If you are consistently quiet or unable to answer questions, your grade will suffer. Discussion leaders can call on any student at any time, but should aim to spread questions across all students. For these exercises, I want to see all of you intellectually digest the articles/handouts and relate them back to what we are learning in class. You may have to do additional research beyond the assigned reading materials, and I encourage this. Following the initial summary, open-ended questions are a good way to get the discussion started. Depending on how the discussion goes, I may or may not chime in, but you should not plan on me leading the discussion or making a response. The goal is for you to learn how to read and critique assigned reading material based on methodological or statistical issues (where relevant, as the topics vary), or to praise those papers that are well-written and do not overstate results (also where relevant). This skill takes time to develop. I expect you to get better at it as the class progresses. Discussion leaders will be graded based on their outline quality and ability to lead and facilitate discussions for an appropriate amount of time. Other students will be graded based on their participation in discussions. If it becomes obvious to me that you are unprepared, your grade will suffer. Discussions should generally last between 15-30 minutes per article, and perhaps a bit

less for the non-technical handouts. Leading discussions will account for 20% of your final grade. Participating in discussions when you are not discussion leader will account for 15% of your final grade. Do not use discussions to personally attack classmates. It is ok to disagree with each other, but do so in a polite and respectable way.

Homework Description and Requirements

Students will complete a total of 3 homework assignments. Each homework assignment will be worth 2% of the final grade (6% total). Homework assignments are designed to provide evidence of mastery of course concepts. Homework assignments will be found on Webcourses under the "Files" link the day before they are assigned. Students will turn in a printed copy of the homework assignment at the beginning of class (3pm) on the due date. If you anticipate a scheduling conflict, please notify me in advance. Typically, I will not accept late homework assignments unless there are special (and most likely documented) circumstances. In those instances where I approve a late assignment, you will be docked 10% per day the assignment is late. If I do not give prior approval, you will receive a zero for the assignment. Incomplete homework assignments will not be graded and you will receive a zero for the entire assignment. Failure to complete any assignment will result in you failing the entire course.

Exam Description and Requirements

Students will complete one lengthy exam (100 questions) worth 25% of the final grade. Exams are take-home and open book, but are designed to take you 6-12 hours to complete, so plan accordingly. Makeup exams will not be offered under any circumstances. The exam will be found on Webcourses under the "Files" link on the day it is assigned. Typically, I will not accept late exams unless there are special (and most likely documented) circumstances. In those instances where I approve a late exam, you will be docked 15% per day the exam is late. If I do not give prior approval, you will receive a zero for the assignment. Incomplete exams will not be graded and you will receive a zero for the entire exam. Failure to complete any assignment will result in you failing the entire course.

Instructions to Save and Load Datasets:

If you require technical assistance opening or working with SPSS on MyApps, please use the following link: https://online.ucf.edu/support/.

Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. Webcourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **After reviewing this syllabus, students must complete the "Syllabus and Background Quiz" on Canvas by 5pm EST on Friday of the first week of classes.** This quiz consists of multiple choice, true/false, and open-ended questions. It is especially important that you provide accurate information on the open-ended essay questions so that I can gauge your current familiarity with statistics.

At the end of the semester you will complete an "End of Semester Quiz" to determine how much statistical knowledge you have gained. Each of these quizzes will account for 2% of your final grade.

Ethics Statement

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values and are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

Academic Integrity Statement

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*

<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students Statement

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Rules of Conduct Statement

1. Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.
2. The point of working in the computer lab is to allow you to open SPSS, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

How to Contact a Professor by E-mail Statement

When you contact a professor by e-mail you should adhere to the following guidelines:

1. Only e-mail your professor from your university e-mail address or through the university online management system (i.e., Webcourses, Canvas, etc.).
2. Write your course number, day, and time in the subject line or as your signature (e.g., ANG 5486 3:00-5:50).
3. Choose an appropriate greeting (e.g. Hi Dr. Starbuck or Hello Professor Starbuck, etc.).
4. Be polite.
5. Proofread what you write in the e-mail. Is it concise? Will I understand your question? Did you spell correctly and use appropriate punctuation?

Unauthorized Use of Class Materials or Class Notes Statement

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

Thesis and Dissertation Advising Statement

If you want to discuss your thesis or dissertation work with me to receive suggestions, potential guidance, or constructive criticism, then I have to be added to your committee. After this is done, it is best to schedule a time and date for consultation.

Important Dates

Please consult the Academic Calendar (http://calendar.ucf.edu) to keep yourself informed of holidays, special events, etc.

Schedule

Date	Topics	Assigned Weekly Readings	Assignment(s) Due *Lecture and Discussion details are provided in additional tables below
8/22/2018	Introduction to course and syllabus.	N/A	Complete "Syllabus and Background Quiz" on Canvas by August 24th, 5pm EST to verify academic engagement.
8/29/2018	Research presentation. Scientific method. Anthropology history research.	Handout: Reach Key Audience. Handout: Understand Audience. Peregrine et al. 2012. Fuentes et al. 2010. Sherwood and Duren 2013.	Graduate student-led handout and/or article discussions.
9/5/2018	Research communication. Evolutionary research.	Handout: Research Communication Strategy. Handout: Compelling Talks. Gould 1982. O'Rourke 2003. Bradley 2008.	Graduate student-led handout and/or article discussions.
9/12/2018	Introduction to Statistics. Data Representation. Human and primate origins research.	Lomax Chapters 1&2. Handout: SPSS. DeSilva and Lesnik 2008.	Homework 1 due beginning of class. Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
9/19/2018	Research visuals. Bioarchaeology research.	Handout: Informative Visuals. Agarwal 2012. Kutterer and Alt 2008. Wilkinson 2010.	Graduate student-led handout and/or article discussions.
9/26/2018	Univariate Population Parameters and Sample Statistics. Normal Distribution and Standard Scores. Human biology research.	Lomax Chapters 3&4. Relethford 2009.	Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
10/3/2018	Research planning. Human variation research. Human diversity research.	Handout: Planning Research. Bastir et al. 2011. Ferrario et al. 1998. Jablonski and Chaplin 2012.	Graduate student-led handout and/or article discussions.

10/10/2018	Research presentation. Human variation research.	Handout: Present Research. Butaric and Maddux 2016. Perez and Monteiro 2009. Ruff 1980.	Graduate student-led handout and/or article discussions.
10/17/2018	Introduction to Probability and Sample Statistics. Repeated Measures and Reliability. Biomedical anthropology research.	Lomax Chapter 5. Handout: Repeated Measures and Reliability. Johnston and Low 1984. Wienker 1984.	Homework 2 due beginning of class. Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
10/24/2018	Morphometrics research.	Ward 1989. Farkas 2004. Ward and Meaney 1984.	Graduate student-led handout and/or article discussions.
10/31/2018	Advanced morphometrics research.	Lele and Richtsmeier 1991. DeLeon 2007. Simpson and Henneberg 2002.	Graduate student-led handout and/or article discussions.
11/7/2018	Introduction to Hypothesis Testing: Inferences About a Single Mean. Measurement error research.	Lomax chapter 6. Handout: Quantifying Measurement Error. Aldridge et al. 2005. Jamison and Ward 1993.	Homework 3 due beginning of class. Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
11/14/2018	Inferences About the Difference Between Two Means. Nonparametric Alternative Tests (Mann-Whitney and Wilcoxon). Advanced biomedical anthropology research.	Lomax chapter 7. Handout: Mann-Whitney and Wilcoxon. DeLeon and Richtsmeier 2009. Hill et al. 2011.	Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
11/21/2018	No class meeting.	Happy Thanksgiving!	Work on Exam 1
11/28/2018	No class meeting.	N/A	Exam 1 due by 5:50 p.m. - E-mail to Dr. Starbuck (john.starbuck@ucf.edu). Early submission encouraged.
12/5/2018	Finals Week.	N/A	Complete End of Semester Quiz on Canvas by 5pm.

Date	Assigned Reading	Graduate Student Lecture Group
9/12/18	Lomax Chapter 1	Students 1, 12
9/12/18	Lomax Chapter 2	Students 2, 4, 10
9/26/18	Lomax Chapter 3	Students 5, 6, 7
9/26/18	Lomax Chapter 4	Students 8, 9, 12, 3
10/17/18	Lomax Chapter 5 and Handout: Repeated Measures and Reliability.	Students 11, 1, 2, 3
11/7/18	Lomax Chapter 6 and Handout: Quantifying Measurement Error.	Students 4, 5, 6, 7
11/14/18	Lomax Chapter 7 and Handout: Mann-Whitney and Wilcoxon	Students 8, 9, 10, 11

*See Webcourses handout "Student Numbers" for assigned numbers.

Date	Assigned Reading	Graduate Student Discussion Leader
8/29/18	Handout: Reach Key Audience.	Student 1, 12
8/29/18	Handout: Understand Audience.	Student 2, 11
8/29/18	Peregrine et al. 2012.	Student 3, 10
8/29/18	Fuentes et al. 2010.	Student 4, 9
8/29/18	Sherwood and Duren 2013.	Student 5, 8
9/5/18	Handout: Research Communication Strategy.	Student 6, 7
9/5/18	Handout: Compelling Talks.	Student 7, 6
9/5/18	Gould 1982.	Student 8, 5
9/5/18	O'Rourke 2003.	Student 9, 4
9/5/18	Bradley 2008.	Student 10, 1
9/12/18	Handout: SPSS	*Informative, No Discussion*
9/12/18	DeSilva and Lesnik 2008.	Student 11, 12
9/19/18	Handout: Informative Visuals.	Student 1, 3
9/19/18	Agarwal 2012.	Student 2, 3
9/19/18	Kutterer and Alt 2008.	Student 3, 9
9/19/18	Wilkinson 2010.	Student 4, 5
9/26/18	Relethford 2009.	Student 5, 12
10/3/18	Handout: Planning Research.	Student 6, 2
10/3/18	Bastir et al. 2011.	Student 7, 11
10/3/18	Ferrario et al. 1998.	Student 8, 10
10/3/18	Jablonski and Chaplin 2012.	Student 9, 6
10/10/18	Handout: Present Research.	Student 10, 1
10/10/18	Butaric and Maddux 2016.	Student 11, 4

10/10/18	Perez and Monteiro 2009.	Student 1, 11
10/10/18	Ruff 1980.	Student 2, 10
10/17/18	Johnston and Low 1984.	Student 3, 8
10/17/18	Wienker 1984.	Student 4, 12
10/24/18	Ward 1989.	Student 5, 7
10/24/18	Farkas 2004.	Student 6, 5
10/24/18	Ward and Meaney 1984.	Student 7, 6
10/31/18	Lele and Richtsmeier 1991.	Student 8, 4
10/31/18	DeLeon 2007.	Student 9, 12
10/31/18	Simpson and Henneberg 2002.	Student 10, 2
11/7/18	Aldridge et al. 2005.	Student 11, 1
11/7/18	Jamison and Ward 1993.	Student 12, 7
11/14/18	DeLeon and Richtsmeier 2009.	Student 2, 8
11/14/18	Hill et al. 2011.	Student 3, 9

*See Webcourses handout “Student Numbers” for assigned numbers.