

SOC 415: Applied Research Internship Course
Course Syllabus, WIN 2021 (42364)
University of Alberta

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Office Hours: Weds. and Thurs. by appointment, see calendly.com/dr-maroto for bookings

Synchronous Course Meeting: Online via Zoom, T 2:00-4:50pm

Teaching Assistant:

Meryn Severson Mason meryn@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.

Supporting Resources:

Grolemund, Garrett and Hadley Wickham. 2019. *R for Data Science*. Available online: r4ds.had.co.nz.

Xie, Yihui, J.J. Allaire, and Garrett Grolemund. 2020. *R Markdown: The Definitive Guide*. Available online: bookdown.org/yihui/rmarkdown.

Diez, David M., Christopher D. Barr, and Mine Cetinkaya-Rundel. 2019. *OpenIntro Statistics, 4th Edition*. Available online: openintro.org/book/os.

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, and the statistical programs, [R](#) and [RStudio](#). We will discuss how to download and set-up these programs early in the semester.

This course meets through [Zoom](#) and 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

The COVID-19 global pandemic has greatly changed how we work, study, and interact. We are not living in normal times, whatever your definition of normal may be. None of us signed up for this. Simply put, this is not the course I planned to teach nor is it the course you planned to take. Yet, here we are. This is the course we must have in order to keep people safe and alive. 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, while also creating 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.

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 housing and nonprofit 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.

We will have weekly synchronous Zoom meetings (Tues., 2:00-4:50am) 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. Some weeks, especially toward the end of the semester, may require meeting for the full time.

Participating in Synchronous Zoom Meetings:

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.

- Treat this like an in-person class. 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.

WIN 2021 Course Projects and Partners

For the Winter 2021 semester, students will be divided into three 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: Capital Region Housing

The first team of students will be partnering with [Capital Region Housing](#) (CRH), the largest provider of social and affordable housing in the Edmonton area. CRH manages over 4500 Community Housing units, 600 Near Market units, and 3000 rent subsidies. They are also developing new affordable housing properties, such as the recently approved Londonderry Development in the Kilkenny neighbourhood. As part of their commitment to tenant housing, CRH is seeking to better understand how choice factors into customer placements.

This semester's project will use administrative data provided by CRH to study customers decisions' regarding where they want to live. This project aims to answer the following research questions: Do applicants' housing choices vary across family groups and other characteristics? And, do applicants get matched to their preferred housing choices? This project will therefore provide a greater understanding of housing choices and requests among applicants, which will then allow CRH to better serve the populations in need of housing assistance.

As part of the research project responsibilities, students will review literature on social housing, analyze CRH customer data using R, contribute to a larger report, and participate in presentations for CRH staff and the broader community.

Partner #2: City of Edmonton

A second team of students will be partnering with the City of Edmonton's [Neighbourhood Services](#) within the Community Standards and Neighbourhoods branch of the Citizen Services Department, which works to see Edmontonians empowered and engaged to foster Edmonton as a connected, inclusive, and livable city. Neighbourhood Services works with neighborhood residents to promote civic engagement and enhance family and community capacity. One important area of this department invests in neighbourhood revitalization initiatives, managing the Neighbourhood Revitalization Program. Since 2006, the Neighbourhood Revitalization Program has worked to improve the livability of Edmonton's mature and established neighbourhoods and mobilize community-led action. The City of Edmonton is seeking to better understand how this program has contributed to urban renewal and community economic development in Edmonton.

This semester's project will use content analysis to extract key themes from applications and final reports from the Neighbourhood Revitalization [Matching Fund](#) and [Small Sparks Fund](#) programs, as well as analyze Open City Data using R and Excel. This project aims to answer the following question: What are some improvements that can be made to collect, track, and evaluate the Neighbourhood Revitalization Program's outcomes to demonstrate progress internally, to the City of Edmonton, and with neighbourhoods we work with? The project will therefore help the City of Edmonton to better understand how Neighbourhood Revitalization funds are being used and to track progress toward goals of urban renewal and community economic development.

As part of the research project responsibilities, students will review literature on neighbourhood revitalization, asset based community development, conduct a thematic analysis of Matching Fund Final Reports and Small Spark applications, use Open City Data to examine program outcomes, contribute to a larger report, and participate in presentations for City of Edmonton staff and the broader community.

Partner #3: Brain Care Centre

A third team of students will be partnering with [Brain Care Centre](#) (BCC), a non-profit organization that provides services at no cost to adults with acquired brain injuries (ABI) and their caregivers. In addition to Service Coordination, Occupational Therapy, and Assistive Device Training programs, BCC offers support groups and counselling opportunities for clients and caregivers. BCC would like to learn more about caregiver needs, especially during COVID-19, to ensure they are providing them the best support possible.

This semester's project will collect data via interviews with caregivers and representatives from three agencies in Alberta – Association for the Rehabilitation of the Brain Injured (ARBI), Caregivers Alberta, and BCC – in an effort to answer the following questions: What are the support needs of ABI caregivers, and what practical changes can be made to BCC's caregiver services to better meet these needs? Through a comparison of caregiver programs at these three organizations, this research will help inform BCC on how best to enhance its caregiver supports and increase attendance.

As part of the research project responsibilities, students will review literature on brain injury and caregiving, interview staff and caregivers working with the three organizations, code and analyze interview data, contribute to a larger report, and participate in presentations for BCC 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 weekly synchronous 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) 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:

Children are always welcome within our synchronous meetings. 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.

Pet Visits:

Pets are always welcome within our synchronous meetings. In fact, I will be pretty disappointed if you have a pet and I don't get to meet them this semester.

Colonial History Acknowledgment:

The University of Alberta is located in Amiskwacîwâskahikan on Treaty 6 territory, the territory of the Papaschase, and the homeland of the Métis Nation. The University of Alberta respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

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.

- 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 *January 26, 2021*.

- 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 *February 2, 2021*.

Component 2: Research Project (40%)

Throughout the semester we will be working together in groups on three 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. A draft version of your data brief is due on *March 16, 2021*. The final revised version is due on *March 23, 2021*.

- **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 28, 2021*.

- 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 *March 2, 2021*. The final revised version is due on *April 28, 2021*.

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

Tues. (Jan. 12th): Introductions and course overview

- Introduction to course and syllabus review
- Applied research discussion
- Review of previous SOC 415 projects
- Discussion of deliverables for SOC 415 WIN 2021 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 403 2018 Final Report – *An Analysis of Capital Region Housing Client Profiles and Services*, April 2018. *Review and skim.*
- SOC 415 2019 Final Report – *Applicants for Capital Region Housing Services, 2011-18: A Profile and Analysis*, April 2019. *Review and skim.*
- SOC 415 2020 Final Report – *Evaluating Front-line Customer Service Provision at Capital Region Housing: Customer and Staff Perspectives*, April 2020. *Review and skim.*

Week 2

Tues. (Jan. 19th): Background research

- Small group discussions of research related to social housing, asset-based community development, and brain injuries and caregiving

Project #1 Reading:

- Suttor, Greg. 2016. "Canadian Social Housing: Policy Evolution and Program Periods."
- *Canada's National Housing Strategy 2017 - A Place to Call Home*. [*Link*](#)
- Watts, Beth, and Suzanne Fitzpatrick. 2018. "Introduction." Ch. 1 in B. Watts and S. Fitzpatrick, *Welfare Conditionality*. Routledge. [*Link*](#)

Project #2 Reading:

- Tamarack Institute. "Asset-based Community Development at a Glance." [*Link*](#)
- McKnight, John L. and Cormac Russell. 2018. "The Four Essential Elements of an Asset-Based Community Development Process." ABCD Institute. [*Link*](#)
- Mathie, Alison, and Gord Cunningham. 2003. "From Clients to Citizens: Asset-based Community Development as a Strategy for Community-driven Development." *Development in Practice* 13(5):474-486. [*Link*](#)

Project #3 Reading:

- Headway - the brain injury association. 2018. "The Effects of Brain Injury and How to Help."
- Kitter, Bryony, and Rachael Sharman. 2015. "Caregivers' Support Needs and Factors Promoting Resiliency after Brain Injury." *Brain Injury*, 29(9), 1082-1093. [*Link*](#).
- Degeneffe, Charles E. 2001. "Family Caregiving and Traumatic Brain Injury." *Health & Social Work*, 26(4), 257-268. [*Link*](#)

Week 3

Tues. (Jan. 26th): Community partner consultations

- Background research and discussion
- Overview of organizations and opportunity to meet community partners

Guest Speakers:

- Esther de Vos, Director, Policy, Research, and Education, Capital Region Housing
- Regan Gee, Neighbourhood Revitalization Coordinator, City of Edmonton
- Samantha Bahan Fehr, Service Coordination and Intake Manager, Brain Care Centre

Project #1 Reading:

- Capital Region Housing (CRH). "Our History: The Story of Home." [*Link*](#)
- Capital Region Housing (CRH). "A Vision for Affordable Housing in Alberta." [*Link*](#)
- Capital Region Housing (CRH). "2020-2024 Strategic Plan" [*Link*](#)

Project #2 Reading:

- City of Edmonton. "Community Development in Neighbourhoods." [*Link*](#)
- City of Edmonton. "Business Improvement Areas." [*Link*](#)

Project #3 Reading:

- BCC Magazine. *Brain Care Matters*, Fall-Winter 2020.
- Morris, Richard. 2018. "Caregiving for Someone with a Brain Injury." *Headway – the brain injury association*

Assignment:

- Memo #1: Background research

Week 4

Tues. (Feb. 2nd): Research Ethics workshop

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*](#)
- Canadian Association of Social Workers (CASW). Code of Ethics. *Skim*. [*Link*](#)

Assignment:

- Memo #2: Research community partner organization overview
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Week 5

Tues. (Feb. 9th): Work session

- Project preparation
- Draft interview protocol; 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*](#)
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Week 6

Tues. (Feb. 16th): Reading Week – No Classes

Week 7

Tues. (Feb. 23rd): Work session

- Conducting interviews
- Analyzing administrative and text data

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*](#)
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Week 8

Tues. (March 2nd): Resume workshop

- 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 9

Tues. (March 9th): 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*](#)

Week 10

Tues (March 16th): Work session

- Data analysis and writing

Assignment:

- Draft Brief Draft
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Week 11

Tues. (March. 23rd): 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

Assignment:

- Revised Draft Brief
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Week 12

Tues. (March 30th): Work session

- Final report and presentation
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Week 13

Tues. (April 6th): Work session

- Final report and presentation

Week 14

Tues. (April 13th): Work session

- Final report and presentation
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Finals Weeks

Cover Letter and Resume Due Date: Wednesday, April 28, 2021

Final Presentation Dates: TBA

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

SOC 415: Course Schedule WIN 2021

Week (Mon. - Sun.)	Topics	Project Steps	Guest Speakers	Readings	Assignments
Week 1 01.11 - 01.17	Introductions; Syllabus and expectations	Applied Research Discussion; Review previous projects; Discuss deliverables		Bickman and Rog (2009); Reports for SOC 415 in previous years	
Week 2 01.18 - 01.24	Background research and discussion	Housing Affordability and Housing First; City Revitalization Programs; Supporting Caregivers		Readings vary by project	
Week 3 01.25 - 01.31	Community partner overviews	Research partner discussions	CRH, City of Edmonton, and BCC Presentations	Readings vary by project	Memo #1 Background (Jan. 26th)
Week 4 02.01 - 02.07	Research ethics workshop	Project preparation	UofA Research Ethics Office	Fisher and Anushko (2008); Trainaou (2014); TCPS 2 (2018)	Memo #2 Partner Overview (Feb. 2nd)
Week 5 02.08 - 02.14	Work session	Project preparation		Kvale (2007); Brickman (2014)	
Week 6 02.15 - 02.21	READING WEEK - NO CLASS				
Week 7 02.22 - 02.28	Work session	Conducting interviews; Analyzing data			
Week 8 03.01 - 03.07	Resume workshop	Conducting interviews; Analyzing data	UofA Career Services	Zevallos (2019); UofA Career Resources	Draft Resume (March 2nd)
Week 9 03.08 - 03.14	Work session	Data analysis and writing			
Week 10 03.15 - 03.21	Work session	Data briefs			Draft Data Brief (March 16th)
Week 11 03.22 - 03.28	What does the future hold?	Data briefs	Panel of graduate students and people in the workforce	Huynh and Stiegemeyer (2017); Saidana (2014); Hecht (2016); Sociology at Work	Revised Data Brief (March 23rd)
Week 12 03.29 - 04.04	Online meeting and work session	Final report			Report Sections
Week 13 04.05 - 04.11	Online meeting and work session	Final report			
Week 14 04.12 - 14.18	Online meeting and work session	Finalizing the final report			Submit Report Draft
Finals Weeks 04.19 - 04.30	Finals Week – Cover Letter and Revised Resume Submission (due April 28, 2021)				