

Research and Systems Thinking

CODE123
Spring 2026
In Person

[days, time]
[Location]

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Instructor: [Name]

Email: [Email Address]

[brief welcome: e.g. Hi! My name is Dr. Adriana Martinez, I study rivers, and I'm excited to get started with all of you this semester]



Office Location: [Office #]

Available Hours: [times in office]

[I generally answer emails between x-x, and you can also message me on Teams for quick questions]



Course Description

Introduces students to designing an ethical research plan and collecting quantitative and qualitative data across disciplines to solve a problem. Students must complete CODE120 and CODE121 with a C or better before enrolling in CODE123.



Welcome

In CODE 123: Research and Systems Thinking, we will learn methods for conducting research thoroughly and ethically. You will practice qualitative research methods as you undertake ethnographic studies, conduct focus groups, and learn methods for analyzing and communicating your results for several audiences and purposes.



Course Goals

- Understand how research can be used and collected in a variety of ways to understand problems and propose solutions
- Demonstrate ethical considerations in the design and conducting of research
- Articulate uses of research that would be helpful for research team problems
- Design research projects using mixed methods and disciplines
- Share research results to tell a story, inform, and persuade multiple audiences

Textbooks

Green & Lageson, Give Methods a Chance, W.W. Norton

Links

[Blackboard](#)-Find readings and resources and examine my feedback on your work

[SIUE ePortfolio](#)-Find resources and links to you and your classmate's sites

Major Assignments



Reading Notebook

9 @ 1 entry per day of reading

For each of our writings, you will complete a notes entry in your class notebook. Each note entry should include: 1) a summary of the reading, 2) key terms, 3) bullet points of ideas that you thought were crucial for discussion, 4) quotations you might want to return to, and 5) things you didn't understand.



Explorations

9 Explorations (length varies)

Because this is an applied class where you will be learning how to conduct ethical qualitative, quantitative, and mixed-methods research, you will complete several, often multi-part, exploration activities.

1. CITI Training
2. Research Question
3. Evaluate a Survey
4. Survey Development
5. Dataset Review

1. Data Visualization
2. Interview Practice
3. Archival Methods
4. Ethnographic Observation
5. Mixed Methods Research Design

Course Schedule

I will post any schedule changes to this document weekly on Blackboard, and I'll also send reminders about weekly assignments using Blackboard announcements.

Assignment descriptions are available on Bb; they are due on Bb by 11:59 p.m. the night before their assigned class.

Date	Class Activity	Assignments
Unit 1: Research Ethics Week 1 {Jan 12-16}	<ul style="list-style-type: none"> ● Review the syllabus and Bb site ● Develop community norms ● Develop ePortfolio goals and ideas for introduction ● Introduce notebook assignment ● Explain purpose and goals exploration 	Due [date] <ul style="list-style-type: none"> ● Take syllabus quiz on Bb ● Read "Henrietta Lacks: Science Must Right a Historical Wrong" in Science, Bb ● Complete notes entry #1
{date}	<ul style="list-style-type: none"> ● Lecture and Discussion of Research Ethics and Justice 	Due [date]

Date	Class Activity	Assignments
	<ul style="list-style-type: none"> ● Watch “The Immortal Cells of Henrietta Lacks,” by Robin Bulleri ● Watch clips from <i>The Immortal Life of Henrietta Lacks</i>, 2017 ● Introduction to CITI training and IRB process ● Add one item to ePortfolio 	<ul style="list-style-type: none"> ● Complete First-Week Introduction & Goals; submit on ePortfolio ● Complete Exploration #1: CITI Training; submit written portion and copy of certificate on ePortfolio
Unit 2: Research Questions Week 2 {Jan 19-23- MLK on 19}	No class –meet with me to discuss ePortfolio MLK Holiday Monday Jan. 19th	Due [date] <ul style="list-style-type: none"> ● Complete revisions to ePortfolio discussed during the meeting by evening before next class period ● Read <i>Give Methods a Chance</i>, pp. xvii-xxv ● Complete Exploration #2: Research Question
{date}	<ul style="list-style-type: none"> ● Introduce research questions from several disciplinary perspectives ● Practice writing research questions ● Add one item to ePortfolio 	Due [date] <ul style="list-style-type: none"> ● Read <i>Give Methods a Chance</i>, pp.49-76, & 133-138 ● Complete notes entry #2
Unit 3: Surveys Week 3 {Jan 26-30}	<ul style="list-style-type: none"> ● Discussion of reading ● Introduction to survey methods 	Due [date] <ul style="list-style-type: none"> ● Complete Exploration #3: Evaluate a Survey
{date}	<ul style="list-style-type: none"> ● Workshop and discussion of Exploration #3 ● Discuss survey components and development ● Importance of consent ● Work in groups on Exploration #4: Survey Development ● Add one item to ePortfolio 	Due [date] <ul style="list-style-type: none"> ● Complete Exploration #4: Survey Development ● Read Cavazos, et al. “Chat GPT Goes to College: Exploring Student Perspectives on Chat GPT in the Classroom,” Bb ● Complete notes entry #3
Week 4 {Feb 2-6}	<ul style="list-style-type: none"> ● Take and discuss surveys in class ● Discuss reading 	Due [date] <ul style="list-style-type: none"> ● Read <i>Give Methods a Chance</i>, Chs. 8, 14 ● Complete notes entry #4
Week 5 {Feb 9-13}	<ul style="list-style-type: none"> ● Visit from IRIS Center ● Explore PowerBI 	Due [date] <ul style="list-style-type: none"> ● Complete Exploration #6: Data Visualization

Date	Class Activity	Assignments
	<ul style="list-style-type: none"> What is data visualization and why might you use it? Explore visualizations in class Add one item to ePortfolio 	
{date}	<ul style="list-style-type: none"> Give data visualization presentations in class Add one item to ePortfolio 	Due [date] Read <i>Give Methods a Chance</i> , Chs. 1-2 Complete notes entry #6
Unit 5: Interviews and Focus Groups Week 6 {Feb 16-20}	<ul style="list-style-type: none"> Discuss qualitative research What makes a good interview question Why might you choose interviews over surveys? What are the benefits and disadvantages of focus groups Discuss Exploration 6: Interview Practice 	Due [date] <ul style="list-style-type: none"> Assign a reading here of your choosing that analyzes interviews Complete notes entry #7 Write questions for Exploration #7: Interview Practice and submit to ePortfolio
{date}	<ul style="list-style-type: none"> Discuss Reading Conduct interview practice in class Discuss interview coding and analysis Add one item to ePortfolio 	Due [date] <ul style="list-style-type: none"> Write reflection for Exploration #7 and Submit to ePortfolio Read <i>Give Methods a Chance</i>, pp. 21-30 Complete notes entry #7
Unit 6: Ethnographic Methods Week 7 {Feb 23-27}	<ul style="list-style-type: none"> Discuss reading Begin to watch <i>The Anthropologist</i> (2015) 	Due [date] No Assignments
{date}	<ul style="list-style-type: none"> Finish film and continue to discuss ethnographic methods Add one item to ePortfolio 	Due [date] No assignments
Week 8 {Mar 2-6}	<ul style="list-style-type: none"> Time to reflect on learning goals: What methods have we discussed? When and why might you use certain methods? How can they work together? Work on ePortfolio reflections 	Due [date] <ul style="list-style-type: none"> Submit ePortfolio prior to meeting with 10 items and your midterm reflection
{date}	No Class: individual meetings with instructor	No assignments; take a breath!

Date	Class Activity	Assignments
Week 9 Mar 9-13-SPRING BREAK-No Class		
Week 10 {Mar 16-20}	<ul style="list-style-type: none"> Discuss plans for Exploration #8: Ethnographic Observations Add one item to ePortfolio 	Due [date] <ul style="list-style-type: none"> Continue planning for Exploration #7
{date}	No Class-Complete Exploration #8 with your team	Due [date] <ul style="list-style-type: none"> Submit Exploration #8: Ethnographic Observations to ePortfolio Read Thomas Mallon, “Memories Held in Check,” Bb and <i>Give Methods a Chance</i>, pp. 41-48 Complete notes entry #8
Unit 7: Archival Methods Week 11 {Mar 23-27}	<ul style="list-style-type: none"> What is an archive? Archival silences Archives as institutional knowledge Introduce Exploration #9: Digging into Archives Examine Finding Aids 	Due [date] No assignments
{date}	<ul style="list-style-type: none"> Visit the University Archive Add one item to ePortfolio 	Due [date] <ul style="list-style-type: none"> Work on Exploration #8
Week 12 {Mar 30-Apr3}	<ul style="list-style-type: none"> Discuss findings from Archive Work in class 	Due [date] <ul style="list-style-type: none"> Submit Exploration #9: Digging into Archives
Unit 8: Mixed Methods {date}	<ul style="list-style-type: none"> Watch scenes from <i>Origin</i> Discuss mixed methods Add one item to ePortfolio 	<ul style="list-style-type: none"> Read <i>Give Methods a Chance</i> pp. 93-115 Complete notes entry #9
Week 13 {Apr 6-10}	<ul style="list-style-type: none"> Discuss Reading Discussion of Exploration #9: Mixed Methods Research Plan Synthesis or reading notebooks 	Due [date] <ul style="list-style-type: none"> Submit proposal for Exploration #10
{date}	<ul style="list-style-type: none"> Workshop proposals Add one item to ePortfolio 	Due [date] <ul style="list-style-type: none"> Submit three annotations of secondary sources for Exploration #9
Week 14 {Apr 13-17}	<ul style="list-style-type: none"> Discuss research outcomes and refine Exploration #9 	Due [date] <ul style="list-style-type: none"> Notes entry synthesis due




Date	Class Activity	Assignments
{date}	<ul style="list-style-type: none"> Breather Day 	Due [date]
Week 15 {Apr 20-24}	<ul style="list-style-type: none"> Workshop presentations Add one item to ePortfolio 	Due [date]
{date}	<ul style="list-style-type: none"> Presentations Work together on ePortfolio reflections 	Due [date] <ul style="list-style-type: none"> Exploration #10: Mixed Methods Due
Week 16 {Apr 27-May 1}	<ul style="list-style-type: none"> Presentations End-of-term CODES survey 	Due [date] <ul style="list-style-type: none"> ePortfolios due by meeting time
{date}	No class -individual appointments about ePortfolios	

Your ePortfolio and Your Grade

We will use an ePortfolio with examples of your work to give you ownership over your learning. You set goals for the course and choose the corresponding grade you plan to earn. If you achieve your goals and meet participation expectations, you will earn your chosen grade.

- 1** In your ePortfolio, you will describe what you want to learn and what you'll do to gain your knowledge by identifying five goals based on the [CODES Learning Outcomes](#). You decide how much weight you want to give to each goal.
- 2** Add examples of your learning to your ePortfolio right away. You need one example for each 5% of your grade. The smallest ones are the best: images of a paragraph rewrite or the timestamp of an excellent video transition. I will give you rubrics and comments on your work, so choose examples that show how you applied feedback.
- 3** At midterm, you will complete a summary reflection and meet with me to discuss your progress toward your planned grade. We may decide you'll need to adapt your ePortfolio to achieve your goals by semester's end.
- 4** You will complete a final reflection, and I will assign your final grade based on how well you demonstrated your learning in the ePortfolio. You also must meet those basic expectations of class participation and citizenship to earn the grade you want.

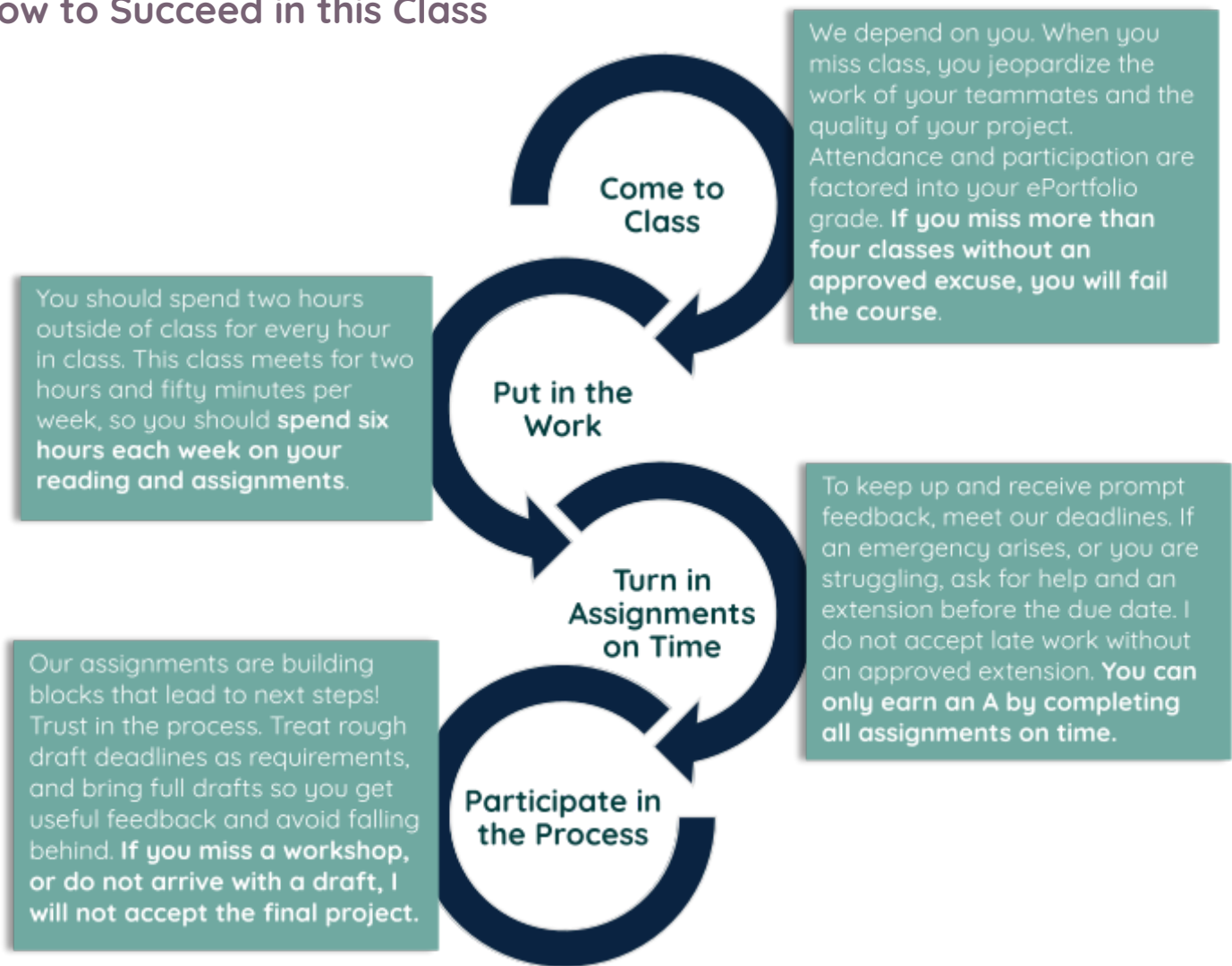
Participation Expectations, or to Earn an...

	<ul style="list-style-type: none">• Misses two classes or fewer, or makes up excused absences• Completes all assigned readings on time and annotates them thoroughly• Contributes deeply to discussions• Meets all assignment and draft deadlines or has approved extension• Work shows engagement, care, effort, and growth• Abides by the CODE of Conduct and classroom norms
	<ul style="list-style-type: none">• Misses three classes or fewer, or makes up excused absences• Completes and annotates most readings• Often participates in discussion• Meets all assignment and draft deadlines or has approved extension• Work shows care, effort, and growth• Abides by the CODE of Conduct and classroom norms
	<ul style="list-style-type: none">• Misses four classes or fewer, or makes up excused absences• Completes most readings• Sometimes adds to discussion• Completes all major assignments, and meets most draft deadlines• Meets minimal expectations on assignments; shows some growth• Abides by the CODE of Conduct and classroom norms

Need Some Additional Support?



How to Succeed in this Class



Writing Tools

I suggest downloading Microsoft Office to your computer and using that to write drafts, or, better yet, start on paper! Getting used to the professional technologies and workflows of college can be a challenge, so ask if you need help! Create a digital folder for each of your courses and organize files by assignment name; save them on your computer or a cloud file. Save versions by adding the date to the end (e.g. CODE121_DP1_20230825.docx). Upload your assignments to your ePortfolio so you can link to them as examples of your work. Do NOT draft in WordPress though!

My Feedback

You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my feedback on the rubric. Read it; use it to revise! You can always submit a new version of an assignment on the ePortfolio as an example of your growth and development. THAT is the way to a stellar grade in this class. Remember Blackboard's phone app has limited functionality; your detailed comments are available when viewing Blackboard on a web browser.

Policies



CODE of Conduct

When you accepted your scholarship, you agreed to the [CODE of Conduct](#). The CODE of Conduct requires you to practice justice, equality, and compassion in your interactions with other students, SIUE faculty and staff, and members of the community with whom we interact. Be open to conversation, acknowledge and appreciate cultural differences, and try to assume the best intentions of others. The CODE of Conduct also asks you to dedicate your time to learning for learning's sake. Just like in our community interactions, the classroom is a place of collaboration and trust. Do your part to help our classroom community thrive. Push yourself to try hard things, approach your work with interest and curiosity, and interact with others with an open heart and mind.



Use of Devices

As a CODE Scholar you are forming a digital identity and seeking to understand your role in a culture that takes shape through face-to-face and digital interactions. Good digital citizens devote their attention to the right people, things, and tasks at the right times. When you are in class and your classmates or your instructor require your attention, focus on them with earbuds and headphones off, phones off, and laptops closed. If you are doing collaborative work that requires technology, then you may have computers or phones out. Be savvy (and respectful enough) to know the difference. Also, show empathy and care to members of our CODES community in all digital environments by not making fun of, bullying, or disrespecting students or faculty on messaging platforms or social media.



Plagiarism and Academic Integrity

Plagiarism is the use of another person's words or ideas without credit. A project with your name on it signifies that you are the author—that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. You should adhere to [x style guidelines](#) to avoid plagiarizing. In the [Academic Dishonesty Policy](#), SIUE specifically states that: "The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one's own."

Students who plagiarize are in danger of failing the course and will be reported to the Provost's Office—no exceptions.



Artificial Intelligence

We will have opportunities to practice AI usage in appropriate situations. AI is not appropriate when an assignment's goal is to help you develop skills of reflection and critical thinking. Using AI to complete assignments without permission falls under the

university's academic dishonesty policy. **If you use AI without permission, your assignment will not be accepted, and you will be reported to the Provost.**



Additional University Policies and Resources

Visit this [resource site](#) for current University services related to:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches