

Research Team II

CODE122
Spring 2026
In Person

[days, times]
[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 quantitative and qualitative research methods and ethics; students collect, manage, and analyze data, interview community stakeholders, create digital stories, and contextualize their findings. Students must be enrolled in CODE 123 during the same semester they are enrolled in CODE122I. Students must complete CODE120 and CODE121 with a grade of C or better before enrolling in this course.



Welcome

This is the second research team course in the Community-Oriented Digital Engagement Scholars Program. You will work alongside me, our partners, and the other CODE Scholars to collect research on [topic]. This course will start with a research plan and end with an implementation plan presented to your partner.



Course Goals

- Structure an ethical research plan and conduct qualitative research
- Learn and apply methods of Community-Based Participatory Action Research
- Practice collaborative skills
- Learn about your research question in the context of the community organization, the region, the nation, and the world
- Develop an implementation plan

Textbooks

Peter Stroh, *Systems Thinking for Social Change*, available at the Bookstore

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

 <p>Annotations 3 @ 250 words</p>	 <p>Discussion Leading 1 @ 20 minutes</p>	 <p>Top Five 5 @ five bullets each</p>
<p>Throughout the semester, you will annotate three sources pertaining to your project. Annotations should include a summary, definitions of words or concepts, and important quotations or ideas.</p>	<p>You will lead a discussion of an in-class source with a partner. You will develop a summary of the source and lead the class through a conversation about five questions of your choice.</p>	<p>For each of our sources, write a bulleted list of the top five ideas, topics, questions, or quotations you would like to discuss in class. Your list should demonstrate your engagement with the reading.</p>
 <p>Research Labs 4 activities with supporting reflections</p>	 <p>Implementation Presentation</p>	
<p>Your group will collect and analyze data using multiple research methods. You will write individual reflections about the process and the resulting data. Your data will serve as evidence for your implementation plan. The four labs include:</p> <ol style="list-style-type: none"> 1. Research Plan 2. Surveys 3. Wildcard 4. Mixed Methods 	<p>For your final project, you will develop a presentation including analyses of and visualizations of your research. You will explain what you want to implement, why you want to do it, and how you will do it.</p>	

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 pm the night before their assigned class.

Date	Class Activity	Assignments
<p>Week 1 {Jan 12-16}</p>	<p>Hour 1</p> <ul style="list-style-type: none"> • Resetting for spring • Review the syllabus and Bb site • Re-visit community norms <p>Hour 2</p> <ul style="list-style-type: none"> • Examine Necessary Knowledge Document to re-orient 	<p>Due [date] Complete first draft of ePortfolio [decide on a date you want here with a plan to take out time to meet with them during the next class period.]</p>

Date	Class Activity	Assignments
	<ul style="list-style-type: none"> What are the next steps for each group? Decide, with faculty member support, who you need to talk to in Week 3 Are groups as they should be or is this a moment to refigure? <p>Hour 3</p> <ul style="list-style-type: none"> Develop ePortfolio goals and ideas for introduction Discuss Top 5 assignment Pass around sign up sheet for discussion leading 	<p>Read and complete Top 5 for Janice Burns, Deanna Y. Cooke, and Christine Schweidler. "A Short Guide to Community-Based Participatory Action Research" Advancement Project.</p>
<p>Week 2 {Jan 19-23}</p>	<p>Hour 1</p> <ul style="list-style-type: none"> What is CBPAR and how might it apply to our project? Developing a research question Plans for Lab #1 Discuss annotation assignment <p>Hour 2-3</p> <ul style="list-style-type: none"> Time for groups to meet and work on step-by-step guide for developing research plan Each student leaves with one source for further study ePortfolio check-ins IRIS visit for ePortfolio help 	<p>Due [date]</p> <p>Complete revisions to ePortfolio discussed during the meeting by evening before next class period.</p> <p>Add example to ePortfolio (example of collaboration, your development of search terms, and annotation, etc.)</p> <p>Annotate source found in class and submit to group's shared bibliography</p>
<p>Week 3 {Jan 26-30}</p>	<p>Partner visit: Talk with an expert, get to know a stakeholder, share research plan with a mentor, etc.</p>	<p>Due [date]</p> <p>Read/Watch/Listen and complete Top 5</p> <p>Add example to ePortfolio</p>
<p>Week 4 {Feb 2-6}</p>	<p>Hour 1</p> <ul style="list-style-type: none"> Discussion of reading with discussion leading <p>Hour 2</p> <ul style="list-style-type: none"> Time to complete Lab #1 in groups and then share research questions with larger group <p>Hour 3</p> <ul style="list-style-type: none"> Introduce Lab #2: Survey Design supported by IRIS visit Discuss possible audiences Consent processes 	<p>Due [date]</p> <p>Complete Lab #1: Research Plan and add to ePortfolio</p> <p>Read/Watch/Listen and complete Top 5</p> <p>Add example to ePortfolio</p>

Date	Class Activity	Assignments
	<ul style="list-style-type: none"> • Methods of distribution 	
Week 5 {Feb 9-13}	Hour 1 <ul style="list-style-type: none"> • Discussion of reading with discussion leading Hour 2 <ul style="list-style-type: none"> • Time in class to develop surveys & combine to avoid redundancies • Assign roles (who will write intro and consent, finalize questions in Qualtrics, proofread, and distribute?) Hour 3 <ul style="list-style-type: none"> • IRIS visit to support adding surveys to Qualtrics; professor checks before sending to partner for feedback 	Due [date] Share complete draft of surveys in Qualtrics; with partner for feedback Read/Watch/Listen and complete Top 5 [choose a source that demonstrates analysis of survey results] Add example to ePortfolio
Week 6 {Feb 16-20}	Hour 1 <ul style="list-style-type: none"> • Use time in class to respond to feedback and distribute surveys once given green light Hour 2 <ul style="list-style-type: none"> • Discuss reading with discussion leading and implications for analysis of surveys Hour 3 <ul style="list-style-type: none"> • Discuss Lab #3 	Due [date] Assign any preparatory materials for lab three Add example to ePortfolio
Week 7 {Feb 23-27}	Hour 1-3 <ul style="list-style-type: none"> • Give students opportunity to work on Lab #3 in class • Discuss expectations for ePortfolio meeting • Check in on survey response rate; do you need to reassess distribution plan? 	Due [date] Annotate source and add to group's shared bibliography Add example to ePortfolio
Week 8 {Mar 2-6}	No Class: Individual Meetings with professor (can use class time to keep working on lab #3)	Due [date] No assignments; take a breath!
Week 9 Mar 9-13-SPRING BREAK-No Class		
Week 10	Hour 1	Due [date]

Date	Class Activity	Assignments
{Mar 16-20}	<ul style="list-style-type: none"> ● Visit from IRIS Center to discuss data visualization ● Students add data to visualization platforms <p>Hour 2</p> <ul style="list-style-type: none"> ● Introduce Lab #4: Mixed Methods ● What gaps do we see? What new questions arise? ● Discussion of survey results, research design, and how this will determine the goals, subjects, and focus for Lab #4 <p>Hour 3</p> <ul style="list-style-type: none"> ● Groups begin work to plan for Lab #4, considering what is feasible, who their subjects might be, etc. ● Submit bulleted list of plans for Lab #4 	<p>Complete Lab 2 Reflection and submit to ePortfolio</p> <p>Read/Watch/Listen and complete Top 5 [choose a source that demonstrates usage of interviews, focus groups, or ethnographies]</p> <p>Add example to ePortfolio</p>
Week 11 {Mar 23-27}	<p>Hour 1</p> <ul style="list-style-type: none"> ● Discuss interview basics, including power differentials, methods of active listening, etc. <p>Hour 2</p> <ul style="list-style-type: none"> ● Practice interviewing <p>Hour 3</p> <ul style="list-style-type: none"> ● Develop research materials in response to plans from partner ● Workshop materials and submit final questions/plans prior to on-site visit at end of class 	<p>Due [date]</p> <p>Add annotation to shared bibliography</p> <p>Add example to ePortfolio</p>
Week 12 {Mar 30-Apr3}	<p>Visit to Conduct Research</p> <p>Be sure to bring any necessary equipment and materials with you</p>	<p>Due [date]</p> <p>Add example to ePortfolio</p>
Week 13 {Apr 6-10}	<p>Hour 1</p> <ul style="list-style-type: none"> ● Discuss methods for coding and analyzing data from Lab <p>Hour 2</p> <ul style="list-style-type: none"> ● Discuss implementation plans 	<p>Due [date]</p> <p>Add example to ePortfolio</p> <p>Read x in Peter Stroh and Complete Top 5</p>

Date	Class Activity	Assignments
	<ul style="list-style-type: none"> What conclusions do we draw when putting our research together? <p>Hour 3</p> <ul style="list-style-type: none"> Work in groups to brainstorm for implementation plan, organize ideas, and assign roles Be sure to consider practical research the group needs to undertake to complete implementation plan. 	
<p>Week 14 {Apr 13-17}</p>	<p>Hour 1</p> <ul style="list-style-type: none"> Discuss reading from Stroh and its ties to implementation planning <p>Hour 2</p> <ul style="list-style-type: none"> Visit from IRIS Center to discuss presentation design <p>Hour 3</p> <ul style="list-style-type: none"> Develop presentation materials together, assigning roles Workshop independently created materials for plan Make sure slides are approved and proofed by me 	<p>Due [date]</p> <p>Complete Lab #4 Reflection and submit on ePortfolio</p> <p>Add example to ePortfolio</p>
<p>Week 15 {Apr 20-24}</p>	<p>Hour 1-3</p> <ul style="list-style-type: none"> Discuss finishing up ePortfolio and final reflections Complete last-minute implementation presentation fixes Practice presenting 	<p>Due [date]</p> <p>Complete final presentation materials</p> <p>Add example to ePortfolio</p>
<p>Week 16 {Apr 27-May 1}</p>	<p>Partner visit to present implementation plan-this may occur at a different time, so save the date, and you can cancel class this day, unless you think they need the extra time to work.</p>	<p>Due [May 5]</p> <p>Complete Final ePortfolio</p>
<p>Finals Week</p>	<p>You can choose to have an ePortfolio meeting with them this week if you would like</p>	

Your ePortfolio and Your Grade

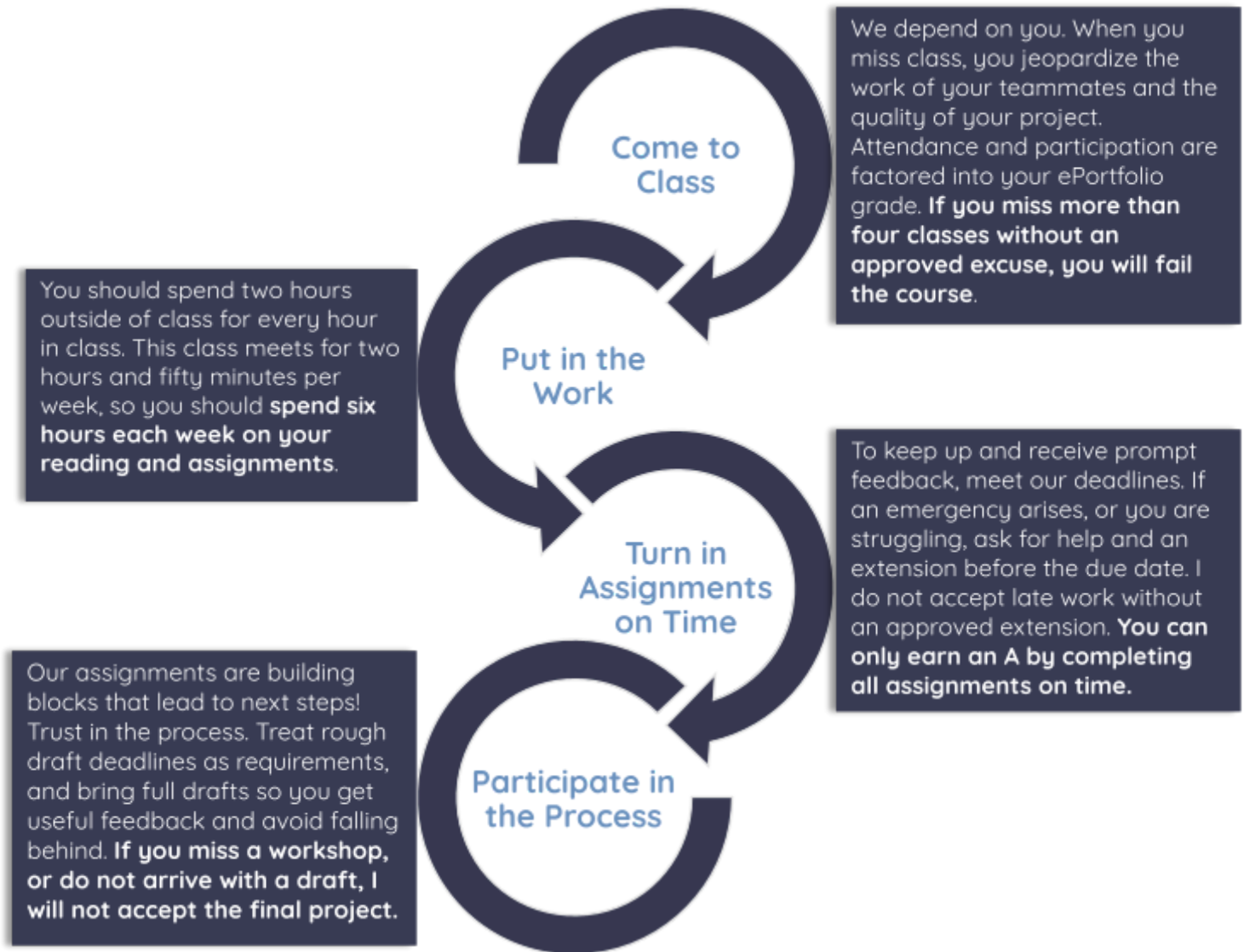
We will use an ePortfolio with examples of your work to give you ownership over your learning. You set goals for the course and choose the corresponding grade you plan to earn. If you achieve your goals and meet participation expectations, you will earn your chosen grade.

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 <u>CODES Learning Outcomes</u> . 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...

A	<ul style="list-style-type: none">• Misses two classes or fewer, or makes up excused absences• Completes all 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
B	<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
C	<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

How to Succeed in this Class



Need Some Additional Support?

Access

Seek accommodations for your classes when faced with life impairments.

Counseling

Make a mental health appointment and sign up for the online service, Timely Care.

Learning Support

Visit the writing or tutoring centers for help with your coursework.

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