INSTRUCTOR
Dr. Jason R. Jurjevich
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Course Website: d2l.pdx.edu
Class Dates and Times: TBD
Classroom: On-line
Office Hours: TBD

COURSE DESCRIPTION
This is a capstone-required course for the Graduate Certificate in Applied Social Demography where students integrate a research practicum experience with formal classroom training in the applied methods of social demography. Specifically, students will develop a graduate-level research paper by collaborating with their fellow students, and summarize the applied research with a research portfolio aimed at policy makers.

COURSE OBJECTIVES
- Students will contribute to an applied research project commissioned through the Population Research Center (PRC) (or pursue their own applied research project) by working collaboratively with faculty formally trained in demography/population geography.
- Students will apply the tools of demographic analysis, namely methods of qualitative and quantitative data collection, techniques of demographic analysis, and interpretation of research findings, in an applied research project.
- Students will connect and situate applied research methods and findings within existing demographic theory and identify how the research contributes to the existing literature by composing a graduate-level research paper.
- Students will produce a research portfolio, targeted to policy makers, that summarizes high-level findings that aid in the decision-making and planning process around a public or private applied research question.
TEXTBOOKS

- Other readings will be available on D2L

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research Reflections</td>
<td>20%</td>
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<tr>
<td>Applied Research Paper</td>
<td>50%</td>
</tr>
<tr>
<td>Research Portfolio</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Research Reflections

Participation in the online classroom occurs largely through written and video mediums of communication, so it is critical to participate substantively in classroom discussion forums. Toward this end, I will pose a weekly research topic (with nested discussion questions) that connects course readings regarding data collection, techniques of demographic analysis, interpretation of research findings, and communicating research findings through writing, as it relates to your applied research project. The objectives of the research reflections are three-fold: 1) for you to reflect on your research project individually, 2) for you to introduce questions and feedback from the instructor and, 3) to stimulate dialogue and exchange of ideas among students.

The effectiveness of this course is largely dependent on the full participation of all class members. Active participation with the instructor and your colleagues is essential. Therefore, it is expected that you have at least three weekly posts in the discussion forum for each question/topic posed, and respond to at least two of your classmate's posts.

Applied Research Paper

The Applied Research Paper involves identifying a topic of interest and developing an applied demographic research question or issue that can be investigated with formal research methods. More information will be forthcoming in a rubric, but in general, the final paper should be a journal article length paper (i.e., 20 double-spaced typed pages).

Research Portfolio

The Research Portfolio is an opportunity for you to present a high-level summary of your research (e.g., introduction, research question, methods, and takeaways) to a non-academic audience, while also showcasing your competencies in applied research analysis. One of the primary objectives of the assignment is for students to clearly communicate how
applied demographic research aids in developing equitable, data-driven policy. More information about the aims of the assignment, as well as the software involved, will be provided in a rubric to students within the first week of the course.

**GRADING**
Course grades will be assigned on the student’s proportion of total points based on the standard Portland State University grading scheme: 93-100%(A), 90-92%(A-), 87-89%(B+), 83-86%(B), 80-82%(B-), 77-79(C+), 73-76%(C), 70-72%(C-), 67-69%(D+), 63-66%(D), 60-62%(D-) and below 60%(F). Keep in mind that the generalized grading rubric is as follows:

- An ‘A’ assignment demonstrates original thought and synthesis of ideas in a cogent and clearly written manner. Outstanding work.
- A ‘B’ assignment offers above average analysis with appropriate evidence to support ideas and is clearly written. Good work.
- A ‘C’ assignment shows a level of understanding where analysis is limited to basic arguments and writing is competent. Adequate work.
- A ‘D’ assignment misrepresents the material or is so poorly written that as presented, obscures the analysis. Inadequate work.

***ACADEMIC SUCCESS***
As a capstone, graduate level course, there is a fair amount of reading, and high expectations for critical thinking, both aimed at ensuring that students are able to apply knowledge and skills in applied demography toward their graduate degree program and/or to enhance their competitiveness in the job market.

If you are experiencing personal issues that may be affecting your performance in the class or if you are having difficulty understanding course material, please contact me as soon as possible so I can work with you to remedy the situation. Given that I am not too far removed from being a student, I am usually sympathetic to difficult situations and can work with you to set up an alternative schedule if required. Consider that if you are experiencing problems (personal or class related), it will likely affect your class performance and will behoove you to meet with me so we can discuss alternative arrangements.

**ACADEMIC INTEGRITY**
All students are governed by Portland State University’s ‘Student Code of Conduct’, which details the university rules regarding academic integrity and honesty for this course. The Student Code of Conduct indicates that all forms of student academic dishonesty, including cheating, fabrication, facilitating dishonesty, and plagiarism are subject to disciplinary action. As a result, keep in mind that submitted course materials are expected to be original work and your own work.

For more information, check out the following link:
[http://www.pdx.edu/dos/codeofconduct](http://www.pdx.edu/dos/codeofconduct)

One of the introductory assignments for this class is a Plagiarism Exercise that explains and reinforces the importance of academic honesty and avoidance of plagiarism. Students who
do not turn the Plagiarism assignment within 1 (one) week of the introduction of the assignment will be administratively dropped from the class.

Plagiarism information and examples of citations can be found at the following links
Citation Style Guide: http://guides.library.pdx.edu/cite?hs=a

NETIQUETTE
This course is administered in an online classroom, which means that our primary means of communication is in the written form. A key challenge of online written communication (compared to direct, verbal communication) is that in the online environment students sometimes forget that although communication is not face-to-face, it remains a personal exchange of ideas and emotions. The “golden rule” of an online course is to never say anything online what you would not say directly to another person’s face.

Toward this end, make sure you maintain civility in your online posts and that you treat the posts from fellow classmates (and the instructor) with respect. During the first week of the course, I will post a document with the framework for a Netiquette agreement that will establish a set of best practices and boundaries for online discussion posts.

No threatening behavior will be tolerated in this class and the Portland State University policies will be administered to deal with such behavior:
http://www.pdx.edu/dos/faculty-tips-dealing-disruptive-students

ACCESS AND INCLUSION FOR STUDENTS WITH DISABILITIES
PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.
ACADEMIC RESOURCES
The Writing Center is a free resource for Portland State University Undergraduate and Graduate students, faculty/staff, and community members. At the Writing Center, a trained peer consultant will work individually with you on anything that you are writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but are not required. For more information or to make an appointment, visit their website at https://www.pdx.edu/writing-center/ or stop by Cramer Hall, Room 188. The Writing Center can also be reached at (503) 725-3570.

The Office of Diversity and Multicultural Student Services (Smith Memorial Union 425) provides academic support services, advising, referrals, and advocacy for first-generation college students, low-income students, and others facing unique challenges. Visit http://www.pdx.edu/dmss/ for more information.

The mission of the Learning Center (Cramer 188) is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping students with current coursework, academic support services can assist in developing effective learning strategies. For more information, visit their website: http://www.pdx.edu/tutoring/

PROVIDING ACADEMIC AND EMPLOYMENT SUPPORT TO STUDENTS
PSU is committed to providing students with an educational environment where students may thrive in their educational pursuits. Incidents of interpersonal violence or sexual harassment may create barriers to students completing their education. We at Portland State support students to help them overcome these barriers. PSU's Dean of Student Life, Title IX Coordinator, Interpersonal Violence (IPV) Advocates and CARE team are committed to assisting students who have experienced any form of sexual harassment or interpersonal violence.

Title IX of the Educational Act of 1972 requires educational institutions (PSU) to provide academic and employment support to students and/or employees, including student employees, who experience sexual harassment, sexual assault or any other form of interpersonal violence. Academic and employment support includes, but is not limited to,

- Providing additional time to complete assignments or to take exams;
- Completing the course without attending the lectures;
- Providing academic support, such as tutoring;
- Arranging to have extra time to complete or re-take a course or withdraw from a course without an academic or financial penalty;
- Providing a No Contact Order (NCO) between the victim and the alleged perpetrator, where the victim and the alleged perpetrator may not contact each other;
- Changing the alleged perpetrator or the victim's course to prevent both students from being in the same course;
- Providing excused absence from employment with PSU for a reasonable time; and
- Changing hours of employment or department of employment at PSU.
PSU must provide these academic and/or employment supports whether or not the student decides to report the matter to Office of the Dean of Student Life or the Office of Equity and Compliance. An IPV Confidential Advocate, the CARE Team Case Manager, the Assistant Dean/Director of Conduct and Community Standards or the Title IX Coordinator may contact a faculty member/instructor and/or a supervisor to arrange for academic and/or employment support for a student or employee who has experienced interpersonal violence. If a faculty member or supervisor has any questions about providing the academic or employment support, the faculty member should contact PSU’s Title IX and 504/ADA Coordinator, Julie Caron, at jucaron@pdx.edu or 5-4410.

**UNIVERSAL DESIGN**
Portland State University is committed to an inclusive and welcoming experience for all students, staff, faculty and guests. We believe that as we design University spaces and experiences, from classrooms, coursework, exams, events or programs, we have a responsibility to identify and remove barriers to access.

**VIRTUAL CLASSROOM POLICIES**
- Please respect other students’ opinions and critiques. The best way to understand and further strengthen your position is to critically analyze and interpret divergent opinions.
- There is no tolerance for insensitive or discriminatory comments with respect to race/ethnicity, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity. Students who violate this policy will be asked to immediately leave the class.
## Practicum in Applied Demography
### Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>4/2</td>
<td>Course Introduction and Syllabus</td>
<td>Becker (Chapters 1-2)</td>
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<td>Applied Demographic Research</td>
<td>RR #1</td>
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<tr>
<td>Week 2</td>
<td>4/9</td>
<td>Articulating a Research Problem Statement and Research Question</td>
<td>Becker (Chapters 3-5)</td>
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<td>Booth (Chapters 3-4)</td>
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<td><strong>RR#2, ARP Assignment #1</strong></td>
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<td>Week 3</td>
<td>4/16</td>
<td>Developing an Annotated Bibliography</td>
<td>Booth (Chapter 6)</td>
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<td>Becker (Chapter 8)</td>
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<td><strong>ARP Assignment #2</strong></td>
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<td>Week 4</td>
<td>4/23</td>
<td>Research Organization and Developing an Introduction</td>
<td>Booth (Chapters 12-14)</td>
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<td><strong>RR #3, ARP Assignment #3</strong></td>
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<td>Week 5</td>
<td>4/30</td>
<td>Literature Review</td>
<td>Hart (Chapter 1)</td>
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<td><strong>ARP Assignment #4</strong></td>
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<td>Week 6</td>
<td>5/7</td>
<td>Sources of Demographic Data and Data Limitations</td>
<td>Siegel (Chapters 3 and 4)</td>
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<td>Gomez and Jones (Chapter 4)</td>
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<td><strong>RR #4, ARP Assignment #5</strong></td>
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<tr>
<td>Week 7</td>
<td>5/14</td>
<td>Geographic Considerations of Data Analysis</td>
<td>Gomez and Jones (Chapter 11)</td>
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<td><strong>RR #5</strong></td>
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<tr>
<td>Week 8</td>
<td>5/21</td>
<td>Data Analysis, Data Visualization, and Writing Up Results</td>
<td><strong>RR#6</strong></td>
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<td><strong>ARP Draft DUE</strong></td>
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<tr>
<td>Week 9</td>
<td>5/28</td>
<td>ARP Final Draft and Peer Review</td>
<td><strong>ARP #6</strong></td>
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<td>Week 10</td>
<td>5/30</td>
<td>Pebblepad Research Portfolio</td>
<td>Research Portfolio DUE</td>
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<td><strong>ARP DUE</strong></td>
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**Note:** ARP refers to Applied Research Paper and RR refers to Reading Reflections.
With the exception of grading and attendance policy provisions, with a reasonable advance notice, all information in the syllabus may be changed as deemed appropriate by the instructor.