Service Learning Course Designation Form

Use this form to request a Service Learning Course Designation for a new or existing course. Proposed course title should end with the following designation: /SvcLrn

<table>
<thead>
<tr>
<th>I. Service Learning Course</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program Subject</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Course Title (e.g. Addiction) , (studies/svcLrn)</td>
<td>Community and Regional Analysis</td>
<td></td>
</tr>
<tr>
<td>Short Title (max. 26 characters incl. spaces)</td>
<td>Community &amp; Region. Analysis</td>
<td></td>
</tr>
<tr>
<td>Number of credits</td>
<td>3 (for 468) plus 1 (for 469)</td>
<td></td>
</tr>
<tr>
<td>Instructor name</td>
<td>Christiane von Reichert</td>
<td></td>
</tr>
<tr>
<td>Instructor phone and e-mail</td>
<td>406-243-4784, <a href="mailto:vonreichert@umontana.edu">vonreichert@umontana.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

This course will be offered in some semesters without service learning as section 01, and in other semesters with a service learning component as section 02.

<table>
<thead>
<tr>
<th>Please Type/Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requestor</td>
<td>Christiane von Reichert</td>
<td>[Signature] 9-30-16</td>
</tr>
<tr>
<td>Requestor phone and e-mail</td>
<td>406-243-4784</td>
<td></td>
</tr>
<tr>
<td>Program Chair/Director</td>
<td>Christiane von Reichert</td>
<td>[Signature] 9-30-16</td>
</tr>
<tr>
<td>Other affected programs</td>
<td></td>
<td></td>
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<tr>
<td>Dean</td>
<td>Jenny McNulty</td>
<td>[Signature] 9-30-16</td>
</tr>
</tbody>
</table>

III. UM Service Learning Definition: Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students’ understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.
**IV. Service Learning Course Criteria** The University of Montana-Missoula has established the following criteria for Service Learning courses. In order to receive the Service Learning course designation, a course must clearly exemplify all of the following criteria:

- Students in the course will provide a needed service to individuals, organizations, schools, or other not-for-profit or tax-exempt entities in the community.
- The service experience is directly related to the subject matter of the course.
- Knowledge from the discipline informs the service experiences with which the students are to be involved.
- Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. Reflection should be imbedded as course assignments and in-class time should be scheduled to do reflection – both should be clear on the syllabus. Reflection should incorporate discussion/assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.
- The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.
- Service interactions in the community will recognize the needs of service recipients and represent reciprocal partnerships between the campus/class and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the nature and value of the service performed by the students.
- Training (by the service agency) and preparation (by the course instructor) ensure that students perform service activities in a professional manner and that vulnerable populations are not harmed.
- Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.
- In a 3-credit service learning course, students should be required to perform a minimum of 15 hours of community service per semester (i.e. 5 hours of service per academic credit.). Service hours may include hours spent in training, preparation, and direct contact with clients.
- If the proposed course is an internship course, the syllabus should clearly indicate not only the learning objectives that are to be achieved through the service, but also the connection between this course and curriculum from other courses in the discipline. There should be a clear connection of the interrelatedness between the service learning internship and previous coursework the student has taken to prepare them for their service work.

**V. Confirmation of Service Learning Course Criteria:** Explain how this course meets each of the following criteria.

<table>
<thead>
<tr>
<th>Need for Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Need for service:</strong> Describe the community-identified need and the nature of the service experience students will be involved in.</td>
</tr>
</tbody>
</table>
**Relation to course content:** Describe how the service experience is related to the subject matter of the course. How do students apply their classroom learning in the service experience?

The service provided to towns is directly related to the content and the learning objectives of the course Gphy 468 Community and Regional Analysis. Students produce a 8-16 page brochure synthesizing their findings on socio-demographic conditions and socio-demographic change. The brochure is designed to address the analysis needs identified by community leaders.

**Reflection:** What opportunities are provided in the classroom for students to reflect upon what they have learned through their service experience? How is service placed within the broader context of civic engagement and service to others? Reflection assignments and activities should be clearly noted as such in the syllabus.

Students will reflect on the interaction with community leaders in the form of a report as well as classroom discussion. Because different student teams will interact with different communities and their stakeholders, student teams can learn from the differences in interactions with community stakeholders and different analysis needs.

**Assessment:** What method(s) are used to assess the learning derived from the service experience?

Reflection report and corresponding classroom discussions will be the basis of assessing service learning.

**Reciprocity:** How do community partner(s) provide advice and feedback on the nature and value of the service performed?

Communities will provide a critique and feedback on the product (brochure) they receive.

**Training:** What training and preparation will be provided to assure that students perform their service activities in a professional manner and that vulnerable populations are not harmed?

Students will receive instruction on professional interaction. They are trained to prepare and present their analysis in a professional manner.

**Service options:** What service options exist to ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict?

The nature of the service learning experience is unlikely to create a situation of conflict.

**Number of service hours required:** How many hours of service per semester are students required to perform? Provide detailed description of the service activities to be performed.

Service hours include: communication with community leaders (direct contact) and preparation of the analyses sought by community leaders. This will be in excess of 20 hours.

### VI. Community Partner Information:
Provide information on the organization(s) that will provide service placements for students in this course.

<table>
<thead>
<tr>
<th>Name of Agency/Organization(s)</th>
<th>There is no single agency. Communities in need of analysis may be identified, for instance, through the Montana Association of Counties MACo, the Montana Association of Planners MAP, The University of Montana Rural Institute, etc..</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact person name(s)</td>
<td></td>
</tr>
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</table>
Syllabus

GPHY 468 Community and Regional Analysis, 3 cr

TuTh 8.10-9.30, Stone Hall 217

with co-requisite GPHY 469 Planning and Analysis Lab, 1 cr

W 8.10-10 a.m., Stone Hall 218

Instructor and Teaching Assistant Information:
Instructor: Christiane von Reichert
Office & Phone: Stone Hall 210, 406-243-4784
Office Hours: Tu 9.40-11 am, We 10-noon, Th 9.40-11 am and by appointment
e-mail: c.vonreichert@umontana.edu or chris.vonreichert@mso.umt.edu

Teaching Assistant: TBD
Office:
Office Hours:
e-mail:

Learning Outcomes:
This UG course, designed for upper-division and graduate students, prepares students to conduct socio-demographic analysis.
Students will
1. use current data for U.S. communities and regions and describe and evaluate population and employment structure of communities or counties,
2. compare different communities or counties in systematic ways,
3. become familiar and learn to access a variety of public socio-demographic and economic data sources (including AFF and ftp ACS summary data)
4. learn to work with public micro (=survey) data (tentative)
5. develop database management skills (EXCEL, SPSS),
6. use basic statistical procedures (SPSS)
7. visualize summary data (EXCEL, SPSS)
8. identify spatial patterns by producing simple maps (TransCad)
9. gain experience in presenting their work to an audience (prepare a brochure, a poster, and give presentations; InDesign)
This term, the course is offered with a service-learning component:

- Students will interact (by phone or skype, or in person if practical) with stakeholders and leaders in selected rural communities and they will learn from that interaction.
- Community partners will benefit from the socio-demographic and economic analyses conducted by students throughout the course.
- Students will reflect on the service learning experience. In essence, the effort devoted to this course will be a direct benefit to small towns which are often not in a position to do their own in-depth analysis.

This term, service learning efforts are undertaken in collaboration with the University of Montana Rural Institute’s RTC Rural [http://rtc.ruralinstitute.umt.edu](http://rtc.ruralinstitute.umt.edu) RTC Rural focuses on disability in rural areas. To support service learning and as a benefit to participating communities, analysis will include work with public disability data from the American Community Survey ACS (hearing, vision, cognitive, ambulatory, self-care, independent-living difficulties or impairments).

**Course Pre-requisite:**
A quantitative methods course (i.e. Math 117/M115 or higher) or consent of instructor. This is to assure that participants have an adequate mathematical background (mostly linear algebra and some descriptive and inferential statistics) or are inclined to acquire it.

I am adding some mapping components to the course. For that, GPHY 284 or GEOG 381 is helpful, but not required. I am asking students with a solid quantitative and cartography/GIS backgrounds to cooperate with others to promote success for all in this course.

**Required Text:**
There is no text for purchase.
Readings in pdf will be on Moodle. Additionally, URL links to sources will be provided. Core readings are shown on this syllabus. Additional readings will be assigned.

**Course Guidelines and Policies:**

**Student Conduct Code**
All students at the University of Montana must practice academic honesty at all times. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php).

**Course Withdrawal**
Sept 15, 5pm, the 15th Day of Classes. Last Day To: Register for classes, add classes with override slip/electronic override, change credits in variable credit courses or drop classes with a refund on CyberBear or with an override slip/electronic override.
For additional relevant dates, please see [Important Dates and Deadlines](http://www.umt.edu/Registrar/PDF/ImportantDatesFall2014.pdf)

**Disability Modifications**
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](https://www.umt.edu/dss/default.php). If you think you may have a disability adversely affecting
your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lomasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Attendance
Regular attendance and participation in class and lab are expected. Attendance and participation account for 15% of the grade.

Grading Policy
Your work will be graded on a traditional grading system using + - breaks as follows:

<table>
<thead>
<tr>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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<tbody>
<tr>
<td>93.3</td>
<td>90-</td>
<td>86.7</td>
<td>83.3</td>
<td>80-</td>
<td>76.7</td>
<td>73.3</td>
<td>70-</td>
<td>66.7</td>
<td>63.3</td>
<td>60-</td>
<td>&lt;60</td>
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<tr>
<td>100</td>
<td>93.3</td>
<td>90</td>
<td>86.7</td>
<td>83.3</td>
<td>80</td>
<td>76.7</td>
<td>73.3</td>
<td>70</td>
<td>67.7</td>
<td>63.3</td>
<td>60-</td>
</tr>
</tbody>
</table>

Progress and Grading
Progress in the course is achieved by
- completing a series of lab assignments (approx. 25%). These lab assignments are the building blocks of a poster (early in the semester) and a brochure (final course project).
- producing a poster and giving a poster presentation (approx. 15%)
- producing a final project consisting of a brochure to be presented during the final exam period (25%)
- outlines of poster and brochure (please see schedule; approx. 5%)
- attending and participating in class and lab (15%).
- To support the service learning experience, students will communicate with stakeholders in selected communities, discuss socio-demographic services that can be provided, learn of additional analysis needs, take the community needs into account when producing poster and brochure (10%)
- Students will reflect on the service experience by writing a report (5%)
- Please see bonus point/s for volunteering for the bike-ped count.

For the increment for graduate students, please see below.

I will distribute lab assignments through Moodle and/or the server. These assignments will provide you with instructions and point you toward data sources, but they are not entirely ‘self-contained’. I will also use demonstrations in-class and lab. Quite likely, you will have questions in the lab as you proceed with the assignments. Be prepared to spend time beyond lab periods to complete labs, especially at the stage of producing the poster or brochure. Also set some time aside to communicate with community stakeholders. This is an essential element of service learning.

Feel free to work in a team of two undergraduate or two graduate students.

Lab assignments are due via Moodle on Tuesday 8pm following the Wednesday lab (or as spelled out in assignments). Given the complexity of assignments and the grading scheme, we cannot accept late lab assignment. However, you can miss one assignment without a negative effect on your grade.

Other items due (reports, outline drafts) are due as specified. Late items will be discounted.

Graduate Increment
Graduate students will write a review and present on a thesis, book or several research articles
related to their own research as well as the content of the class (5-8 pages, 1.5 line spacing). In-class presentations about this will be just before Thanksgiving. Graduate students will also write an abstract (target: 250 words, please submit no later than 12/2) that could be submitted to a professional meeting (in late 2014 or 2015; Tip: keep an eye on the AAG call for papers and abstract deadline www.aag.org, in 2015 in Chicago, April 21-25). In several instances, assignments for graduate students will have additional, more challenging components. Overall, the work of graduate students will be judged against higher standards than the work of undergraduate students.

Additional Information

Writing Assistance
For assistance with writing, please consult the on-line resources of the UM Writing Center, http://www.umt.edu/writingcenter or visit the Writing Center in the Liberal Arts Building 144, 243-2266.

Career Services
The Office of Career Services assists students in achieving career objectives. Please see the Catalog and the Career Services website for the range of services www.umt.edu/career. Note, for instance, career and recruiting fairs http://www.umt.edu/career/CareerFairs/SF/default.php, such as the Student Employment Fair, Thursday, August 28, 2014, UC Ballroom, 9am - 3pm

Internships
A professional internship can be a useful addition to your formal education. Internship experience also adds to your resume. Furthermore, an internship can allow you to connect with a potential long-term employer. For the UM’s Internship Services, please consult the website http://www.umt.edu/internships or http://www.umt.edu/internships/student/FindanInternship.php. Internship opportunities, brought to the attention of current or ex-students or our faculty members, are also publicized via the Geography listserv. Previously, students also had good luck in locating and even opening up internship opportunities by directly contacting agencies and employers they would like to work for. Professional conduct is critical in assuring success with arranging for and successfully completing internships.

Geography Listserv
The Geography listserv allows you to gain and share information about up-coming departmental events (from group advising to parties); internship, preceptorship, and job opportunities; and other relevant information (graduation deadlines, course announcements, meeting announcements, etc.) The instructions below are from our website http://www.cas.umt.edu/geography/facilities_resources/list_serv.cfm. To join:

1) Send an e-mail to: GEOGRAPHY-subscribe-request@LISTS.UMT.EDU
   This must be sent from the e-mail account that you wish to be on the Listserv

2) Leave the subject line blank

3) In the body of the e-mail type this:
   subscribe your name Geography
   You will receive an e-mail message confirming your subscription.

tIf you have any questions, please contact Dr. Diep Dao (e-mail diep.dao@mso.umt.edu).
Please use the listserv judiciously. Keep in mind that the REPLY key will go to ALL
listserv members, not only the person who sent a previous message.

Curry Health Center
The Curry Health Center on Eddy Street (406-243-2122), provides medical services for
students, including counseling http://life.umt.edu/curry/.
Public Transportation

Mountain Line and ASUM Transport: Did you know that Missoula’s bus service, the Mountain Line, is free for UM students and employees with GrizCard? [http://www.mountainline.com/]. ASUM buses are also free, including the U-DASH evening bus to downtown [http://life.umt.edu/asum/asum Agencies/Transportation/getting-around/bus/]

Get Involved

• Consider serving on the ASUM Transportation Board and other student and civic organizations
• Become active in the Geography Club. Become a member of the GTU (Geographical Honors Society)
• Volunteer in the community
• Bonus points for bike/ped count volunteering: Tu 9/9, 4-6 pm and Sa 9/13, 12-2 pm, Training on 9/8 and 9/12 from 12-2. You will receive 1 bonus points for volunteering for one bike-ped count period, 2 points for volunteering for two periods. The online sign-up form is located at: [http://www.ci.missoula.mt.us/FormCenter/Development-Services-15/Bicycle-Pedestrian-Count-Program-Volutee-167]. Additional questions? Please contact: David Gray, Missoula Transport Planner DGray@ci.missoula.mt.us.

TOPICS

I. INTRODUCTION TO COMMUNITY AND REGIONAL ANALYSIS

• Socio-demographic analysis and planning/GIS
• Socio-demographic analysis and service learning
• Understanding the structure and dynamics of communities through data analysis
• Basic EXCEL (YOUTUBE TUTORIALS)
• How to reference sources
  ➢ [http://libguides.lib.umt.edu/content.php?pid=3183&sid=17940]
  ➢ Style sheet for the Professional Geographer

II. POPULATION AND POPULATION STRUCTURE (software: EXCEL, TransCad)

• Census Basics: data, hierarchies, Census summary versus ACS summary versus ACS micro data
• Who lives there (descriptive measures, demographic profile using Census 2010 STF1 and ACS survey data)
• Basic mapping (Caliper Corp. TransCad Tutorial)
• Where are certain population groups, including disabled persons, concentrated (Location Quotient)

III. THE SERVICE LEARNING COMPONENT; FOCUS ON DISABILITY

• Socio-demographic analysis as a service to communities (RTC)
  ➢ [http://www.dhc.umt.edu/oea/academic-service-learning/default.php]
  ➢ [http://www.dhc.umt.edu/oea/academic-service-learning/course-desigitation.php]
• Disability data sources: overview
IV. ECONOMIC STRUCTURE (EXCEL)
- How do people make a living (SIC, NAICS)
- Why do job data differ (CBP, REIS, ES202)
- Dominant versus over-represented sectors (economic base approach)
- How has employment changed (economic restructuring, shift share technique)
- Tentative: Employment versus income measures
- Tentative: Disability, employment, income (w. macro or micro data?)

V. POPULATION DYNAMICS: TRENDS AND COMPONENTS (EXCEL, SPSS)
- What are the trends in population growth (linear trends)
- What drives population growth (components of change: births, death, migration)

VI. POPULATION DYNAMICS: COHORT-COMPONENT BASICS (EXCEL)
- There is more to population change than trends and components (the need for including cohorts/age)
- Importance of cohorts in population analysis: the case of rural population decline
  ➢ Johnson, Ken M. 2011. The Continuing Incidence of Natural Decrease in American Counties. Rural Sociology 76(1), 74-100
- Cohort-specific net migration data (University of Wisconsin)

VII. Tentative: SUMMARY VERSUS MICRO DATA
- U.S. Bureau of the Census: Census and ACS PUMS; What PUMS Users Need to Know
FYI: Service Learning Course Criteria
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Class</th>
<th>Lab</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26-Aug</td>
<td>Introduction to the course; sociodemographic analysis, planning, and GIS</td>
<td>1</td>
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<tr>
<td></td>
<td>27-Aug</td>
<td>Lab Orientation, EXCEL Basics (tutorial)</td>
<td>1</td>
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<tr>
<td>2</td>
<td>28-Aug</td>
<td>Tentative: Service learning Using public data for understanding the structure and dynamics of communities</td>
<td>2</td>
<td>lab1</td>
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<tr>
<td></td>
<td></td>
<td>Census data, census hierarchies; ACS summary and micro data; how to reference sources</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>3-Sep</td>
<td>Census versus ACS summary data; Mapping population data (TranCod)</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4-Sep</td>
<td>ACS Tutorial; Census versus ACS data, Location quotient</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>9-Sep</td>
<td>Location Quotients: disability data</td>
<td>5</td>
<td>lab2</td>
<td></td>
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<tr>
<td></td>
<td>10-Sep</td>
<td>Census data: LG, maps and charts</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>11-Sep</td>
<td>Tentative: Socio-demographic analysis and service to communities (Tam Seelink)</td>
<td>6</td>
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<tr>
<td></td>
<td>16-Sep</td>
<td>Early report on communities due (generic information); contact community stake holders</td>
<td>7</td>
<td>lab3</td>
<td></td>
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<tr>
<td></td>
<td>17-Sep</td>
<td>InDesign tutorial</td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>18-Sep</td>
<td>How do people make a living (economic structure, dominant versus overrepresented sectors)</td>
<td>9</td>
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<tr>
<td></td>
<td>23-Sep</td>
<td>How have employment and income changed (shift share)</td>
<td>5</td>
<td>report4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>24-Sep</td>
<td>Working with employment and income data (economic structure, dominant versus overrepresented, structural change)</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td>25-Sep</td>
<td>Discussion/experience: contacting community stake holders</td>
<td>10</td>
<td></td>
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<tr>
<td></td>
<td>30-Sep</td>
<td>Starting on poster; population basics; employment basics</td>
<td>11</td>
<td>Lab5</td>
<td></td>
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<tr>
<td></td>
<td>1-Oct</td>
<td>Working on poster; population basics; employment basics; poster outline due (end of lab)</td>
<td>6</td>
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<tr>
<td>5</td>
<td>2-Oct</td>
<td>Poster presentations due</td>
<td>12</td>
<td></td>
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<tr>
<td></td>
<td>7-Oct</td>
<td>Population dynamics: trends and estimates</td>
<td>10</td>
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<tr>
<td>6</td>
<td>8-Oct</td>
<td>Getting estimates, components of change</td>
<td>7</td>
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<tr>
<td></td>
<td>9-Oct</td>
<td>Cohort components, the basics; Age</td>
<td>14</td>
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<tr>
<td></td>
<td>10-Oct</td>
<td>Cohort components, continued or TBD</td>
<td>15</td>
<td>Lab7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>14-Oct</td>
<td>Population Dynamics: trends &amp; components or TBD</td>
<td>15</td>
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<td>15-Oct</td>
<td>Population Dynamics: trends &amp; components or TBD</td>
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<td>16-Oct</td>
<td>Cohort netmigration data, time series</td>
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<td>17-Oct</td>
<td>Age data</td>
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<td>21-Oct</td>
<td>Age data, cohort netmigration</td>
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<td>22-Oct</td>
<td>G &amp; A</td>
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<td>Working with microdata; trading off geographic detail versus subject detail (PUMAs, MGIMPUA)</td>
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<td>29-Oct</td>
<td>SPSS basics</td>
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<td>Working with microdata</td>
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<td>More on microdata by PUMA/MGIMPUA</td>
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<td>14-Nov</td>
<td>Uni- and bivariate analysis</td>
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<td>Relationships between variables; rural urban contrasts?</td>
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<td>18-Nov</td>
<td>Start on outline brochure</td>
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<td>Discussion; reflect on service learning</td>
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<td>Graduate increment presentation and paper; rough brochure outline due</td>
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<td>Graduate increment presentation and paper; rough brochure outline due</td>
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<td>Reflect on service learning (report due)</td>
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<td>Work on brochure; revised brochure outline due (end of lab)</td>
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<td>Continue on brochure</td>
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<td>6-10</td>
<td>6-10 and 10-10:10 Final exam periods; brochure presentations</td>
<td>26.5</td>
<td>brochure</td>
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