

# EADP 3020 Methods in Emergency Management

Spring 2026

Chilton Hall 240

Mondays, 2:00 p.m. - 4:50 p.m.

Syllabus Last Updated: 1/5/2026

**Instructor:** Professor Julie Elliott

**Office Location:** Chilton Hall 302G

**Office Hours:** Tuesdays 2 p.m. to 4 p.m. (or by appointment)

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## Course Description

Survey of practical management methods in which students should be familiar upon entering the field of emergency management. The methods covered include basic risk and vulnerability assessment methodology, project management, grants management, data collection and basic analysis and survey design. This course is delivered in-person and is one regular academic semester in duration. We will meet for 15 class sessions, as notated on the syllabus schedule provided.

## Course Objectives

By the end of the course, successful students will be able to:

- Demonstrate abilities in critical thinking and intellectual synthesis.
- Develop a comprehensive understanding of research methods in an interdisciplinary context.
- Be able to identify, integrate and critically interpret the relevant scholarly literature.
- Develop adequate presentation and dissemination skills for the proposal stage of a research project.
- Develop an awareness and sensitivity to ethical issues that may/will arise in the research process.

## Required Materials

**Readings will be uploaded to Canvas and notated on the syllabus.** To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System.

## How to Succeed in this Course

- **Show up.** Come to every class. All students are expected to attend every class period and participate in class discussion and activities. While in class, be engaged: take notes, ask questions, participate in activities.
- **Find support.** Meet with me during office hours. Office hours offer you an opportunity to ask for clarification or find support with understanding class material. My office hours Tuesdays from 2:00 p.m. to 4:00 p.m. (or by appointment). I encourage you to drop by. Further, there are several other resources the university has made available to you to support your education. I strongly encourage you to utilize the Learning Center for tutoring or the visit the Writing Lab as you work on your paper for this course. You can learn more about the services available at [www.success.unt.edu](http://www.success.unt.edu). Consider forming a study group with other students in this class.
- **Be prepared.** Read assigned readings prior to the start of class and be prepared to discuss concepts during class. Carefully read the syllabus to ensure you understand expectations for class assignments, exams, and activities.
- **Stay focused.** Every assignment, every project, every exam in college is preparing you for your future. Stay focused on your goals. Your hard work now will pay off.

## Accommodations

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>).

## Academic Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out mental health services (<https://clear.unt.edu/student-support-services-policies>), visit [unt.edu/success](http://unt.edu/success), and

explore [unt.edu/wellness](http://unt.edu/wellness). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu).

## Communication Practices

If you have questions about this syllabus, course material, assignments, career preparation, or anything else related to this course (and your question is not answered during our scheduled class time), you are welcome to contact me via email ([Julie.Elliott@unt.edu](mailto:Julie.Elliott@unt.edu)). To help me communicate with you, please remember the following guidelines for class communication:

- All class-wide communication about this course will be sent through Canvas. I will be posting several announcements throughout the semester so please check Canvas frequently! I recommend downloading the Canvas app to your phone and ensuring notifications are turned on.
- Include “EADP 3020” in the subject line of any emails you send to me.
- Please note I strive to respond within 2 business days; if I do not respond within 2 days, I encourage you to send a follow-up message. A gentle nudge is always appreciated
- All communication should be professional. I will not tolerate rudeness or disrespect directed toward myself or other students.

## Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates may occur, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please let me know. We are all learning together.

## Academic Integrity Expectations

### *Cheating and Plagiarism*

UNT Policy 06.003 defines cheating as “the use of unauthorized assistance in an academic exercise” and plagiarism as the “use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent.” Both cheating and plagiarism are considered academic dishonesty and violations of UNT’s Academic Integrity Policy. **I take violations of this policy very seriously and will not tolerate cheating or plagiarism in my class.** Any cases of academic dishonesty will be handled in accordance with UNT Policy 06.003 Student Standards of Academic Integrity and the process outlined by the Office of Academic Integrity. Cheating and plagiarism will not be tolerated in this course. A student caught cheating or plagiarizing, or knowingly assisting, will receive a zero on the assignment and, if not the first violation of the policy, an “F” for the course. I also will report the student(s) to the Office of Academic Integrity for further review.

NOTE: Students who use other people’s work without proper citation will be violating UNT’s Academic Integrity Policy.

Please read UNT's Academic Integrity policy to support your academic success. (<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss.

### **Artificial Intelligence**

AI software – such as ChatGPT – is a tool. Like any tool, it can be used effectively and make life and work easier, but it can also be very damaging when used inappropriately. In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is NOT permitted in this course, unless stated otherwise during class. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (<https://policy.unt.edu/policy/06-003>). If I suspect that AI has been utilized in an assignment, I reserve the right to assign a zero on the assignment and, if not the first violation of the policy, an “F” for the course.

### **Campus Closures**

Per UNT Policy 06.049, if campus is closed for any reason (such as inclement weather or another incident), you will receive an Eagle Alert. If you do not receive an Eagle Alert, class will be proceeding as scheduled (unless I've made an announcement otherwise via Canvas). We will not have class if the campus is closed. Please add the Eagle Alert contact information to your phone and pay close attention when you receive an alert from this system: The text message will come from 89361 and the call will come from 940-369-8097.

### **Classroom Emergency Response**

Immediately call 9-1-1 for any life-threatening emergency.

In the event we are notified to take shelter (e.g., we receive a Tornado Warning alert), we will immediately move to the designated Tornado Shelter Area on the lowest level of the building.

In the event we are notified to evacuate the building, we will take the nearest (and safest) exit and proceed to Parking Lot 4, on the west side of the building. Persons with mobility impairments who are unable to safely exit the building should move to a designated Fire Refuge Area (the enclosed stairwells on the north and south side of the building) and await assistance from emergency responders.

I recommend you download the Mean Green Ready app, which contains emergency floor plans for every building on campus (including Chilton Hall) and detailed emergency guidelines for the various types of emergency incidents you may encounter on campus.

## Food and Drink

Neither food nor drink are permitted in this classroom. Food can be eaten outside the classroom during our periodic breaks.

## Attendance

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (PDF) (<https://policy.unt.edu/policy/06-039>). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

Because this course involves collaboration, participation is essential to learning. Each class will have a participation-based activity that will go toward your participation grade. Please be punctual to class and plan to be present until the scheduled ending time, as you must be present to receive participation credit. If you are concerned about your grade in this course because of missed participation opportunities, you will have the opportunity to complete the extra credit opportunities.

## Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

## Course Requirements/Schedule

### Assessing Your Work

Course requirements and their relative weight for grading purposes are as follows:

CITI Training	5%
In-Class Participation	15%
Perusall Participation	15%
Project 1 (Survey Design Project)	15%
Midterm	15%
Project 2 (Practitioner Interview Project)	15%
Final Exam	20%
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<b>Total</b>	<b>100%</b>

Your final grade will be calculated on the following scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 50-59

### CITI Training (5%)

All students will complete the computer-based Social & Behavioral Research Investigators course offered through the CITI program. Instructions for accessing the training will be discussed in class and uploaded to the course Canvas page. **Students will upload the certificate of completion to Canvas by the end of the day on February 2.**

### In-Class Participation (15%)

During most class periods, there will be activities that will count toward your participation grade. You must be present in class, and actively take part in activities, to earn points toward your participation grade. There are no make-up opportunities for participation activities. Your lowest three (3) participation activity grades will be automatically dropped. If you miss participation activities and are concerned about the impact to your grade, I recommend you complete the extra credit assignments offered in this course.

### Perusall Participation (15%)

Each week, you will review and annotate our assigned readings via Perusall (access via Canvas). To receive credit, you must fully read each article, including two (2) to three (3) substantive comments on every assigned article. Your lowest three (3) weekly scores will be dropped. **Perusall annotations are due by 11:59 p.m. each Monday, but it is recommended that the readings be completed prior to class, as the lectures, discussions, and activities may be based on the readings.**

### Exams (Midterm is worth 15% and the Final is worth 20%)

This course has two exams: a midterm and a final exam. The final exam is cumulative. Students will have two (2) hours to complete the exam, unless they have spoken with me about a necessary accommodation. When an exam period begins, no students will be allowed to leave the room until they have turned in their exam. If a student leaves the room during an exam period before finishing the exam, they must turn in an incomplete exam.

### Projects (15% each)

There are two projects in this course: a Survey Design Project and a Practitioner Interview Project.

For the survey design project, each student will identify a research question, write a brief literature review (8-10 scholarly sources) identifying a research gap, and design a survey. In the paper, students will briefly discuss proposed population, sampling, and survey distribution. The students will then write survey questions, utilizing survey design guidance and best practices discussed in class. Specific expectations, a template, and grading criteria will be discussed in class and outlined on Canvas.

For the practitioner interview project, each student will interview an emergency management practitioner about their use of research methods in their job. I will be providing a baseline interview guide, but each student will be required to draft *at least* three (3) questions on their own –including a probe for each question – to include in the interview guide. Students will submit their proposed interview guide to Canvas three weeks before the final project is due, allowing an opportunity for us to give initial feedback.

Students may contact their own emergency management practitioner; however, I have constructed a list of emergency management practitioners from diverse sectors, backgrounds, and geographies who have willingly volunteered to be interviewed for this project. I will provide a sign-up sheet later in the semester so students can select who they wish to interview. Students should provide practitioners with at least five (5) business days for a response to their initial contact. Further, students should reach out no fewer than three (3) weeks before the assignment deadline to allow ample time to coordinate an interview.

The interview may be conducted in-person or via virtual platforms, such as Zoom. Students will record the interview and upload the audio recording as part of their final submission. Upon completing the interview, students will write a reflection and submit it via Canvas. Further, students will be expected to discuss their interview in class. Students will be graded on completion of the interview, quality and substance of the written reflection, and participation in in-class debrief activities. Specific expectations, a template for the reflection paper, and grading criteria will be discussed in class and outlined on Canvas.

### Extra Credit

Students may each up to 5% of extra credit to their total course score by completing up to five (5) CONVERGE Training Modules (1 percent point per a completed module). To obtain credit for a CONVERGE Training Module, students will upload certificates of completion to Canvas to obtain credit. **NOTE: Certificates or proof of attendance must be uploaded by or before the**

end of April 27 by 11:59 p.m. You can learn more about the CONVERGE Training Modules here: <https://converge.colorado.edu/resources/training-modules/>.

### Late Work & Grace Period

Submitting work on time is crucial to receiving timely feedback and scores on assignments, but I understand that sometimes there are extenuating circumstances.

- I will only accept late work for the two major projects in this class.
- You have a 72-hour grace period when no late penalties will be deducted. Due dates for the course are always Mondays at 11:59 PM, so the grace period ends on Thursdays at 11:59 PM after the due date.
- Following the grace period, the penalty is -10% *per day* the assignment is late. (Percentage of total score possible will be deducted accordingly.)
- If you have an extenuating and documented reason (see examples under Attendance Policy) for submitting late work beyond the grace period, I may waive or reduce the late penalty at my discretion. Please communicate with me as soon as possible if you anticipate missing a deadline so we can make alternate arrangements.

### Attendance Policy

This course requires both your **physical and mental presence** for success. I expect students to arrive on time and come prepared for class. Because we only meet once a week, every class meeting is essential to your success. Although I will not take formal attendance, 15% of the final grade comes from in-class participation. Further, success in your projects and exams will be dependent on your participation in class.

UNT recognizes excused absences for active military service, certain religious observances, or official university functions. See the [Student Attendance and Authorized Absences Policy \(PDF\)](#). In these cases, or if you receive training mandates or official deployments that conflict with class, **please see me in advance so we can make alternate arrangements**. For extenuating circumstances (e.g., severe medical issues requiring hospitalization or extended treatment), please report these to the Dean of Students. I am happy to work with both you and the Dean of Students Office to come up with an alternate plan to complete the course requirements.

Please inform me if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. It is important that you **communicate with me prior to being absent**, so we can discuss and mitigate the impact of the absence on your attainment of course learning goals. An absence may be excused for illness or injury, if the student can provide a doctor's note.

## Tentative Course Outline

It is important to note that this course outline is tentative and may be changed. In the event changes to the outline are made, students will be notified in class. It is important, therefore, that students attend class to learn about important changes.

### Week 1: Course Introduction

- Class Meeting: January 12 (Monday)
  1. Syllabus Review
  2. Lecture
- Due by January 18 (Sunday) at 11:59 p.m.
  1. Practice with Perusall (counts as a Perusall Participation grade)
  2. *Help Me Get to Know You*
  3. Syllabus Quiz (for a Quiz grade)

### Week 2: NO CLASS MEETING on January 19 (Martin Luther King Jr. Day)

### Week 3: Choosing a Research Topic and Finding the Research Gaps

- Read before class and annotate via Perusall by January 26 at 11:59 p.m.
  1. Phillips, B. D., Neal, D. M., & Webb, G. R. (2022). *Introduction to Emergency Management and Disaster Science* (3rd ed.). CRC Press; (pp. 84-95).
  2. Purdue Online Writing Lab. (n.d.). *Writing a literature review*. Purdue University. Retrieved January 5, 2026, from [https://owl.purdue.edu/owl/research\\_and\\_citation/conducting\\_research/writing\\_a\\_literature\\_review.html](https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html)
  3. Wu et al. (2022). Cultural Competence for Hazards and Disaster Researchers: Framework and Training Module. *Natural Hazards Review*.
- Class Meeting: January 26
  1. Lecture
  2. Activities:
    - i. Think, Pair, Share a Research Topic
    - ii. Dissecting a Research Article

### Week 4: Overview of Research Methods and Discussion of Ethics

- Read before class and annotate via Perusall by February 2 at 11:59 p.m.
  1. Phillips, B. D., Neal, D. M., & Webb, G. R. (2022). *Introduction to Emergency Management and Disaster Science* (3rd ed.). CRC Press; (pp. 95-112).
  2. Domingue, S., & Wu, H. (2021). Identifying Credible Sources of Available Data—CONVERGE Extreme Events Research Check Sheets Series.
  3. Peek, L., & J. Tobin. (2020). Tips for Empathy, Understanding, and Ethical Research Engagement—CONVERGE Extreme Events Research Check Sheets Series. DesignSafe-CI.
  4. Nitza, A. (2020). Cultural Considerations—CONVERGE Extreme Events Research Check Sheets Series. DesignSafe-CI.
- Class Meeting: February 2

1. Lecture
  2. Activity: Ethical Dilemmas
- **DUE:** CITI Certificate (upload to Canvas by February 2 at 11:59 p.m.)

### Week 5: Survey Design

- Read before class and annotate via Perusall by February 9 at 11:59 p.m.
  1. Pew Research Center. (n.d.). *Writing survey questions*. Pew Research Center. Retrieved January 5, 2026, from <https://www.pewresearch.org/writing-survey-questions/>
  2. Wallis, A. (2020). Social Science Methods: Survey Research. CONVERGE Extreme Events Research Check Sheets Series. DesignSafe-CI.
- Class Meeting: February 9
  1. Lecture
  2. Activity: Survey Design

### Week 6: Quantitative Methods and Analysis, Part 1

- Read before class and annotate via Perusall by February 16 at 11:59 p.m.
  1. Patel, P. (2009, October). Introduction to quantitative methods. In Empirical Law Seminar (Vol. 14, No. 1, pp. 1-14).
  2. FEMA National Household Survey Summary.
- Class Meeting: February 16
  1. Lecture
  2. Activity: Descriptive Statistical Analysis

### Week 7: Quantitative Analysis, Part 2 and Midterm Exam Review

- Read before class and annotate via Perusall by February 23 at 11:59 p.m.
  1. WATCH: TED-Ed. (2016, January 14). *How statistics can be misleading – Mark Liddell* [Video]. YouTube.
  2. Sawka, K. (2020). The Use and Misuse of Statistics. In C. W. Gruber (Ed.), *The Theory of Statistics in Psychology* (pp. 95–110). Springer International Publishing. [https://doi.org/10.1007/978-3-030-48043-1\\_7](https://doi.org/10.1007/978-3-030-48043-1_7)
  - 3.
- Class Meeting: February 23
  1. Lecture
  2. Activity: Identify the Statistical Fallacy
  3. Midterm Exam Review
- **DUE:** Survey Design Reflection Project Due (Upload to Canvas by February 23 at 11:59 p.m.)

### Week 8: Midterm Exam (March 2)

- No Readings

### SPRING BREAK: March 9-15 – No Class on March 9

### Week 9: Qualitative Methods, Part 1 (Observation)

- Read before class and annotate via Perusall by March 16 at 11:59 p.m.
  - Peek, L., & Austin, J. (2021). Social Science Methods: Observations—CONVERGE Extreme Events Research Check Sheets Series.
  - Peek, L., & Vickery, J. (2021). Social Science Methods: Tips for Writing Observational Fieldnotes. CONVERGE Extreme Events Research Check Sheets Series. DesignSafe-CI. <https://doi.org/10.17603/ds2-bny7-6957>.
  - [org/10.17603/ds2-v4td-0x78](https://doi.org/10.17603/ds2-v4td-0x78).
- Class Meeting: March 16
  - Lecture
  - Activity: Observation

### Week 10: Qualitative Methods, Part 2 (Interviews and Focus Groups)

- Read before class and annotate via Perusall by March 23 at 11:59 p.m.
  - Austin, J. (2021). Social Science Methods: In-Depth, Semi-Structured Interviews—CONVERGE Extreme Events Research Check Sheets Series.
  - Birchall, S. J., & Antonakis, V. (2021). In-Depth, Semi-Structured Interviews: A Typology of Interview Questions. CONVERGE Extreme Events Research Check Sheets Series. DesignSafe-CI. <https://doi.org/10.17603/ds2-81nz-mq71>.
  - Peek, L., & Fothergill, A. (2009). Using focus groups: Lessons from studying daycare centers, 9/11, and Hurricane Katrina. *Qualitative Research*, 9(1), 31–59. <https://doi.org/10.1177/1468794108098029>
- Class Meeting: March 23
  - Lecture
  - Activities:
    - Interviewing
    - Focus Group Facilitation

### Week 11: Qualitative Analysis

- Read before class and annotate via Perusall by March 30 at 11:59 p.m.
  - Mueller, G., Barford, A., Osborne, H., Pradhan, K., Proefke, R., Shrestha, S., & Pratiwi, A. M. (2023). Disaster Diaries: Qualitative Research at a Distance. *International Journal of Qualitative Methods*, 22, 16094069221147163. <https://doi.org/10.1177/16094069221147163>
  - Elliott, J. H., & Webb, G. (2023). Moved to partner: A case study of faith-based congregations in disaster response. *Journal of Emergency Management*, 21(1), 37–51. <https://doi.org/10.5055/jem.0712>
- Class Meeting: March 30
  - Lecture
  - Activity: Qualitative Analysis Activity
- **DUE:** Part 1 of Practitioner Interview Project (Revised Interview Guide) Due (Submit via Canvas by March 30 at 11:59 p.m.)

## Week 12: Content Analysis and Mixed Methods

- Read before class and annotate via Perusall by April 6 at 11:59 p.m.
  - Zavar, E., & Hann, D. (2020). Commemoration through Cookbooks: A Recipe for Remembering Place and People after Disaster. *Material Culture*, 52(2), 45–59.
  - Pelfrey, W. V. (2021). Emergency Manager Perceptions of the Effectiveness and Limitations of Mass Notification Systems: A Mixed Method Study. *Journal of Homeland Security and Emergency Management*, 18(1), 49–65. <https://doi.org/10.1515/jhsem-2019-0070>
- Class Meeting: April 6
  - Lecture
  - Activity: Qualitative Analysis Activity

## Week 13: Interdisciplinary Research and Practitioner-Researcher Partnerships, Perishable Data & Fieldwork

- Read before class and annotate via Perusall by April 13 at 11:59 p.m.
  - Davidson, R. A. (2015). Integrating disciplinary contributions to achieve community resilience to natural disasters. *Civil Engineering and Environmental Systems*, 32(1–2), 55–67.
  - Verdin-Gomez, L. (2023). “An Introduction to Perishable Data in Hazards and Disaster Research—CONVERGE Extreme Events Research Check Sheets Series.” *DesignSafe-CI*. <https://doi.org/10.17603/ds2-qr96-ak47>
  - Peek, L., Abramson, D., & Villarreal, M. (2025). Addressing Challenging Situations in Field Research. *CONVERGE Extreme Events Research Check Sheets Series*. *DesignSafe-CI*.
  - Tobin, J. & Peek, L. (2020). Don’t Forget—A Checklist of Supplies to Bring to the Field. *CONVERGE Extreme Events Research Check Sheets Series*. *DesignSafe-CI*.
- Class Meeting: April 13
  - Lecture
  - Possible Guest Speakers: To Be Announced
  - Activity: Fieldwork Planning

## Week 14: Data Visualization and Disseminating Research

- Read before class and annotate via Perusall by April 20 at 11:59 p.m.
  - MacPherson-Krutzky, C. (2023) “Using Infographics to Communicate Hazards Research—CONVERGE Extreme Events Research Check Sheets Series.” *DesignSafe-CI*. <https://doi.org/10.17603/ds2-pr5v-kr06>
  - Johns Hopkins University Sheridan Libraries. (2025). Designing effective data visualizations (Data Visualization guide). Johns Hopkins University. Retrieved January 5, 2026, from <https://guides.library.jhu.edu/datavisualization/design>

- Class Meeting: April 20
  - Lecture
  - Activity: Data Visualization
- **DUE:** Part 2 of Practitioner Interview Project Due (Submit via Canvas by April 20 at 11:59 p.m.)

### Week 15: Putting Research Into Action, Course Conclusion, Special Topics, and Final Exam Review

- Read before class and annotate via Perusall by April 27 at 11:59 p.m.
  - Painter, M., MacPherson-Krutsky, C., & Villarreal, M. (2024). Enhancing Research Outcomes by Engaging with Decision Makers — CONVERGE Extreme Events Research Check Sheets Series. DesignSafe-CI. <https://doi.org/10.17603/ds2-v0fz-qf03>.
  - Shepherd, M. (2021, August 9). Report fatigue — Commentary from a climate scientist on the latest IPCC summary. Forbes. <https://www.forbes.com/sites/marshallshepherd/2021/08/09/report-fatiguecommentary-from-a-climate-scientist-on-the-latest-ipcc-summary/>
- Class Meeting: April 27
  - Lecture
  - Activity: TBD
  - Final Exam Review
- **DUE:** Extra credit submissions due (Submit via Canvas by April 27 at 11:59 p.m.)

### Week 16: Final Exam

- Note the time: **12:30 p.m. to 2:30 p.m.**