

PSYCH 415		Qualitative Inquiry in Psychology		Fall 2017
<b>Instructor:</b>	Adam T. Murry, PhD	<b>Lecture Location:</b>	MS 211	
<b>Phone:</b>	403-220-6002	<b>Lecture Days/Time:</b>	MWF 13:00-13:50	
<b>Email:</b>	Adam.murry@ucalgary.ca	<b>Lab Location:</b>	AD 051/053	
<b>Office:</b>	AD 131D	<b>Lab 1 Day/Time:</b>	M 10:00-11:50	
<b>Office Hours:</b>	MW 14:00-15:00	<b>Lab 2 Day/Time:</b>	W 10:00-11:50	

### Course Description and Goals

This course will provide an overview of qualitative research methods commonly used in psychology and provide students with an introduction to the process of conducting independent qualitative research. Readings will cover popular approaches to qualitative investigation, including grounded theory, Q methodology, narrative analysis, and ethnography, along with examples from the empirical literature. Students will gain firsthand knowledge of research ethics certification, conducting a literature review for the purposes of developing research questions, collecting and analyzing data, and delivering their results in written and presentation formats.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Explain principal justifications for using qualitative methods	Short essay quiz	1, 4, 5	C
Classify different qualitative approaches by their attributes, strengths, and weaknesses	Short essay quiz	1, 4, 5	C
Determine appropriate qualitative method given a particular research question	Reflective papers	2, 4, 5, 6	C
Evaluate the quality of qualitative research using established criteria	Article critiques	2, 5, 6	C
Design a study using qualitative methods, including: the nature and size of the sample, the data collection method, the data analysis method, and techniques to ensure the quality of the study	Research paper	2, 4, 5, 7	A
Develop an interview guide, conduct and record semi-structured interviews, and transcribe interviews	Laboratory assignments	3, 7	C
Conduct a Thematic Analysis of interview data	Laboratory assignments	3, 7	A
Compose a research paper based on interview data	Research paper	2, 4, 5	A
Prepare and deliver an oral presentation based on the research paper	Research presentation	4, 5	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### **Prerequisites**

Psychology 200 (Principles of Psychology I), 201 (Principles of Psychology II), and 312 (Experimental Design and Quantitative Methods for Psychology)

### **Required Text**

Willig, C. & Stainton-Rogers, W. (2017). *The SAGE handbook of qualitative research in psychology* (2<sup>nd</sup> Edition). Thousand Oaks, CA: Sage Publications.

Text can be purchased through the university's bookstore or other venues. Electronic versions are acceptable if that is a platform that is desirable to you. Venues such, as google play, has discounted electronic copies available for purchase or rent and the university's library has electronic versions for checkout. The 1<sup>st</sup> edition is also acceptable (changes between the 1<sup>st</sup> and 2<sup>nd</sup> editions will be noted in class).

Research articles will be made available via D2L.

### **Assessment Methods**

There are 200 total points possible for this course (including lab work). **You must pass both the in-class section and the lab component to pass the course.** Knowledge and skills will be assessed via quiz/exams, reading reflection papers, article critiques, ethics certification, and a research project, which will result in a finalized research paper and research presentation. The breakdown of the points per assignment, due dates, format and description of the expected product, and conditions are outlined below.

#### **Quizzes/Exams (in-course only)**

There are two quizzes, or short answer essay exams, in this course; one is week 2 (Sep 13<sup>th</sup>) and the other in week 3 (Sep 22<sup>nd</sup>). Quizzes are used in these beginning weeks due to the importance of foundational concepts in qualitative research (e.g., philosophical underpinnings, distinctions from quantitative approaches, ethical issues, and the standard data collection methods). Each test is worth 10 points, which is 5% of the final grade. One page of hand written notes are okay during the exams, however, technological devices, such as iPads/cellphones, are not allowed.

#### **Course Assignments**

Reading Reflections: Throughout the semester there will be 9 reading reflection assignments. Reflections will include 2 questions about the weeks readings, of which students are expected to answer 1 of their choosing. Sometimes I will ask you to take a position for or against a certain method, sometimes I will ask you to compare approaches' strengths and weaknesses, sometimes I will simply ask your opinion about a topic. Reading reflections are typically due the last class of the week (i.e., Fridays); they are assigned (Sep 29<sup>th</sup>, Oct 6<sup>th</sup>, 13<sup>th</sup>, 20<sup>th</sup>, Nov 8<sup>th</sup>, 17<sup>th</sup>, 24<sup>th</sup>, Dec 1<sup>st</sup>) with one exception (Oct 27<sup>th</sup>).

For extra credit or to make up points for missed reflections, you can answer both questions for a given reflection.

Reading reflections are worth 5 points each (or 3% of the final grade each). Reading reflections are assigned to help direct readers' attention to important topics, prepare students for in-class discussion, and help incentivize weekly readings. Although they are not worth a lot individually, don't slack off on them as collectively they comprise a significant part of your grade (23% of the final grade accumulatively). Reflections are to be submitted through D2L in either Word or PDF formats prior to the our class session. Late assignments will be taxed 10% of the point value each day that it is late.

Article evaluations: In week 9, I will post three qualitative research articles that we will critique as a class (Oct 30<sup>th</sup>, Nov 1<sup>st</sup>, 3<sup>rd</sup>). An article review sheet will be provided that you are to complete prior to class. Critiques can be turned in via D2L or in hard copy at the beginning of class, but you should bring a copy with you to class to aid discussion. Article evaluations are also worth 5 points each (3% of the total final grade). Late assignments will be taxed 10% of the point value each day that it is late.

Final Paper: At the end of the semester (finals week), you will turn in a final research paper that combines the information you've gained in class and the work you've done in the lab. A detailed description of the precise requirements will be provided and posted on D2L. It is worth 20% of your final grade and be equivalent to a take home final, however lab work will progressively build toward the paper so you will have multiple opportunities to receive feedback before the submission. If, for any reason, you will not be able to submit the paper on the due date, meet with me to discuss an earlier submission date. Submission will be through D2L. Late submissions will not be accepted.

### **Lab assignments**

*Note: All lab assignments are due the week after they are assigned.*

Ethics certification: All researchers are expected to complete ethics certifications, whether theses, dissertations, grant-funded, or independent research. As part of this course you will complete an online tutorial that results in certification. The tutorial usually takes 3 hours, so while one of our lab slots will be dedicated to the tutorial it is expected that you will have to take time out of class to complete it. A copy or screen print of the certificate should be submitted via D2L. Certification is worth 10 points, or 5% of the total final grade, and due on Sep 18<sup>th</sup> (Monday lab) and Sep 20<sup>th</sup> (Wednesday lab). Late assignments will be taxed 10% of the point value each day that it is late.

Research question: Throughout the course, your lab assignments will build toward a final paper. The first part of this process will be to come up with a research question or research questions that meet conventional criteria. We work on these together in the lab in week 3. Although research questions are expected to evolve throughout your project, an initial question or set of questions is due on D2L on Sep 25<sup>th</sup> (Monday lab) and Sep 27<sup>th</sup> (Wednesday lab). This assignment is worth 5 points (or 3% of the total final grade). Late assignments will be taxed 10% of the point value each day that it is late.

Draft method section: The final paper will largely be comprised of a methods section. A template for a standard method section will be provided and you will fill it out and extend it throughout the semester. However, a first draft is due Oct 2<sup>nd</sup> (Monday lab) and Oct 4<sup>th</sup> (Wednesday lab) through D2L; it is worth 5 points (3% of your total final grade). Late assignments will be taxed 10% of the point value each day that it is late.

Interview guide: For the class project you will be collecting data through short interviews on a topic of your choice. We will discuss the components of an interview guide and you will create one in lab. Although your interview guide will evolve, your initial interview guide will be due Oct 9<sup>th</sup> (Monday lab) and Oct 11<sup>th</sup> (Wednesday lab) through D2L. It is worth 5 points, or 3% of your total final grade. Late assignments will be taxed 10% of the point value each day that it is late.

Transcriptions of interviews: After you conduct (and record) your interviews, the next step is to transcribe them. Some lab time will be dedicated to transcriptions, but depending on the length of your interviews expect that you will need to dedicate time for transcription outside of class. On Oct 23<sup>rd</sup> (Monday lab) and Oct 25<sup>th</sup> (Wednesday lab), a copy of your transcriptions is due via D2L. It is worth 10 points, or 5% of your total final grade. Late assignments will be taxed 10% of the point value each day that it is late.

Coding sheet: Once your interviews are transcribed it will be time to start analyzing your data. This begins with an initial coding sheet that you will use to isolate themes of importance to your research question. On Oct 30<sup>th</sup> (Monday lab) and Nov 1<sup>st</sup> (Wednesday lab), although your code sheet will evolve, an initial draft of your coding sheet is due via D2L. It is worth 5 points or 3% of your grade. Late assignments will be taxed 10% of the point value each day that it is late.

Codes with examples: Approximately two weeks of lab time will be provided to analyzing your data. By Nov 3<sup>rd</sup>, you should have the majority of your coding done. A document that includes your code sheet along with quotes from your interviews that belong to each code will be due on Nov 6<sup>th</sup> (Monday lab) and Nov 8<sup>th</sup> (Wednesday lab) via D2L; the code sheet with quotes from your transcribed textual data is worth 10 points or 5% of your final total grade. Late assignments will be taxed 10% of the point value each day that it is late.

Authenticity checks: A big part of qualitative data analysis is establishing the credibility of your coding process. Although there is no assignment due regarding authenticity, we will break into groups during lab where our “Codes with examples” assignment is shared with other students to see if they agree with the way you coded your interviews. Information provided during this feedback process should be included in the results write-up (when applicable).

Results write-up: The research question, interview guide, data collection, and analysis all lead up to what you find, i.e., your results. In this section you will synthesis what you derived from the data using your coding process. We will discuss what needs to be included in the lab, the detailed description of the final paper will include possible formats for the results write-up, and time will be allotted for you to work on this in the lab. A preliminary results write-up is due via D2L on Nov 27<sup>th</sup> (Monday lab) and Nov 8<sup>th</sup> (Wednesday lab). It is worth 10 points, or 5% of your final total grade. Late assignments will be taxed 10% of the point value each day that it is late.

Presentation (described below)

Presentation (in lab only)

The final products of the laboratory work include a research paper and a research presentation. The research presentation will be delivered during the last two weeks of the semester in the laboratory session (November 27<sup>th</sup> and December 4<sup>th</sup> for students in Lab 1; November 29<sup>th</sup> and December 6<sup>th</sup> for students in Lab 2). The presentation will last 10-12 minutes and need to include the standard sections of a research paper/presentation as outlined by the American Psychological Association (i.e., Intro, method

section, results section, discussion section). The presentation is worth 20 points, or 10% of the final grade.

In the instance that you cannot make it to the lab on your presentation day, you need to email or otherwise connect with me as soon as possible to reschedule a presentation time. Across Labs 1 and 2, with each having two days scheduled for presentations, I do not expect anyone to have trouble arranging an alternate date if time conflicts arise. However, if for any reason you are not able to attend any of the available dates, you must turn in your powerpoint slides with notes detailing what you would have said by your original presentation date. Late submissions will have points deducted in the same fashion as regular assignments (described above).

Table 1. Breakdown of assignment weights (and points)

Assignment category	Percentage of total grade
<i>In-class assignments</i>	
Quizzes	10% (20 points)
Reading reflections	22.5% (45 points)
Article evaluations	7.5% (15 points)
Final paper	20% (40 points)
<i>Lab assignments</i>	
Ethics certification	5% (10 points)
Research questions	2.5% (5 points)
Completed research paper template	2.5% (5 points)
Interview guide	2.5% (5 points)
Conducting interviews	
Interview transcriptions	5% (10 points)
Coding sheet	2.5% (5 points)
Codes w/ examples	5% (10 points)
Initial write-up (results)	5% (10 points)
Oral presentation	10% (20 points)
<b>TOTAL</b>	<b>100% (200 points)</b>

### Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

### Tentative Lecture Schedule

See tables below.

Table 2. Tentative Classroom Schedule – Fall 2017

Day	Date	Term classroom schedule	Reading due	Due	Points
M	4-Sep	Labour Day - College closed			
W	6-Sep	Block week			
F	8-Sep	Block week			
M	11-Sep	Review Syllabus			
W	13-Sep	Ethics in qualitative research	Ch 15		
F	15-Sep	Qualitative methods in feminist psychology	Ch 16	Quiz	10
M	18-Sep	Common data collections methods	Ch from Neuman		
W	20-Sep	Visual approaches	Ch 17		
F	22-Sep	Using the internet	Ch 18	Quiz	10
M	25-Sep	Interpretative phenomenological analysis	Ch 11		

W	27-Sep	Ethnography	Ch 2		
F	29-Sep	Grounded theory	Ch 14	Reflection	5
M	2-Oct	Case studies			
W	4-Oct	Action research	Ch 3		
F	6-Oct	Foucauldian discourse analysis	Ch 6	Reflection	5
M	9-Oct	Thanksgiving Day - College closed			
W	11-Oct	Mixed methods	Ch 20		
F	13-Oct	Q methodology	Ch 13	Reflection	5
M	16-Oct	Psychoanalytic approaches	Ch 7		
W	18-Oct	Narrative psychology	Ch 9		
F	20-Oct	Conversation analysis	Ch 4	Reflection	5
M	23-Oct	Thematic analysis	Braun & Clark		
W	25-Oct	Computer packages for qualitative research	Ch 19	Reflection	5
F	27-Oct	Research paper check-in			
M	30-Oct	Article review	TBA	Article evaluation	5
W	1-Nov	Article review	TBA	Article evaluation	5
F	3-Nov	Article review	TBA	Article evaluation	5
M	6-Nov	Social psychology	Ch 21		
W	8-Nov	Developmental psychology	Ch 23	Reflection	5
F	10-Nov	Reading days. No Lectures.			
M	13-Nov	Remembrance Day - College closed.			
W	15-Nov	Counselling and psychotherapy	Ch 25		
F	17-Nov	Clinical psychology	Ch 24	Reflection	5
M	20-Nov	Health psychology	Ch 22		
W	22-Nov	Educational psychology	Ch 26		
F	24-Nov	Work & organizational psychology	Ch 27	Reflection	5
M	27-Nov	Postcolonial psychology	Ch 32		
W	29-Nov	Community psychology	Ch 29		
F	1-Dec	Cultural psychology	Ch 30	Reflection	5
M	4-Dec	Cognitive psychology	Ch 31		
W	6-Dec	Forensic psychology	Ch 28		
F	8-Dec	Review			
M	11-Dec	No class			
W	13-Dec	No class			
F	15-Dec	Final paper due			40
Total points					120

Table 3. Tentative Laboratory Schedule – Fall 2017

Day	Date	Term laboratory schedule	Assignment due by following week	Points
M	4-Sep	Block week		
W	6-Sep	Block week		
F	8-Sep	Block week		
M	11-Sep	Ethics certification	Certificate	10

W	13-Sep	Ethics certification	Certificate	
F	15-Sep			
M	18-Sep	Forming a research question	Initial RQ's	5
W	20-Sep	Forming a research question	Initial RQ's	
F	22-Sep			
M	25-Sep	Filling out the template for the paper	Initial methods section	10
W	27-Sep	Filling out the template for the paper	Initial methods section	
F	29-Sep			
M	2-Oct	Creating an interview guide/informed consent	Initial guide	5
W	4-Oct	Creating an interview guide/informed consent	Initial guide	
F	6-Oct			
M	9-Oct	Conducting interviews		
W	11-Oct	Conducting interviews		
F	13-Oct			
M	16-Oct	Transcribing the data	Transcription done	10
W	18-Oct	Transcribing the data	Transcription done	
F	20-Oct			
M	23-Oct	Analyzing the data	Coding sheet	5
W	25-Oct	Analyzing the data	Coding sheet	
F	27-Oct			
M	30-Oct	Analyzing the data	Codes and examples	5
W	1-Nov	Analyzing the data	Codes and examples	
F	3-Nov			
M	6-Nov	Analyzing the data: Authenticity checks		
W	8-Nov	Analyzing the data: Authenticity checks		
F	10-Nov	Reading days. No Lectures.		
M	13-Nov	Remembrance Day - College closed.		
W	15-Nov			
F	17-Nov			
M	20-Nov	Reporting the results	Initial write up	10
W	22-Nov	Reporting the results	Initial write up	
F	24-Nov			
M	27-Nov	Oral presentations		20
W	29-Nov	Oral presentations		
F	1-Dec			
M	4-Dec	Oral presentations		
W	6-Dec	Oral presentations		
F	8-Dec			
M	11-Dec	No class		
W	13-Dec	No class		
F	15-Dec			

Total points

80



### **Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodations**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot

make write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot make their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

### **Campus Mental Health Strategy**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)  
**Student Union Faculty Rep.:** [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) (<http://www.ucalgary.ca/provost/students/ombuds>)

### **Important Dates**

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **September 22, 2017**. Last day for registration/change of registration is **September 25, 2017**. The last day to withdraw from this course is **December 6, 2017**.