<table>
<thead>
<tr>
<th>COURSE SYLLABUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong> PSY 6216-001</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong> a Graduate Course in Psychological Statistics, an equivalent course or permission of the instructor</td>
</tr>
<tr>
<td><strong>Course Credit:</strong> 3</td>
</tr>
<tr>
<td><strong>College:</strong> Arts and Sciences</td>
</tr>
<tr>
<td><strong>Department:</strong> Psychology</td>
</tr>
<tr>
<td><strong>Course Title:</strong> Research Methods</td>
</tr>
<tr>
<td><strong>Course Hours:</strong></td>
</tr>
<tr>
<td><strong>Required Text(s):</strong></td>
</tr>
<tr>
<td>Guideline for Preparation and Submission of Doctoral Dissertations and Master’s Theses, School of Graduate Studies and Research, Florida A &amp; M University (revised fall 2001). Download for the FAMU website. (GPMT)</td>
</tr>
<tr>
<td><strong>Faculty Name:</strong> Dr. John W. Chambers</td>
</tr>
<tr>
<td><strong>Term and Year:</strong> Spring Semester 2009</td>
</tr>
<tr>
<td><strong>Place and Time:</strong> Gore Educational Complex C, 309C</td>
</tr>
<tr>
<td><strong>Office Location:</strong> Room 304A, GECC Building</td>
</tr>
<tr>
<td><strong>Telephone:</strong> 850-561-2541</td>
</tr>
<tr>
<td><strong>e-mail:</strong> <a href="mailto:john.chambers@famu.edu">john.chambers@famu.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
</tr>
<tr>
<td>Monday 11:00-12:30 1:30-3:00</td>
</tr>
<tr>
<td>Tuesday 3:00-4:00</td>
</tr>
<tr>
<td>Wednesday 11:00-12:30 1:30-3:00</td>
</tr>
<tr>
<td>Thursday 11:00-12:30 1:30-3:00</td>
</tr>
<tr>
<td>Friday 11:00-12:30 1:30-3:00</td>
</tr>
<tr>
<td>Saturday</td>
</tr>
</tbody>
</table>
The Learning Compact for the Community Psychology Program can be found at:

The Learning Compact for the School Psychology Program can be found at:

Course Description

This course includes a treatment of the fundamentals of behavioral research and cross-cultural applications. Stress is placed on cultural values, ethics, and conceptual framework in research, research problems, design of research, and statistical analyses. Emphasis is placed in on the scientific approach to solutions to problems in psychology that will include experimental, quasi-experimental, correlation, single-case, and survey research strategies. APA style writing is emphasized and the development of research proposals.

Overall Goals of the Course

The overall goals of this course are to expose students to the concepts and procedures used in designing, conducting, analyzing behavioral research which will enable them with the skills necessary to design and carry out a scientific research proposal.

Specific Behavioral Objectives

1. Students will be able to identify methods and strategies commonly used in behavioral and educational research.
2. Students will be able to apply cross-cultural concepts, values and applications to behavioral research
3. Students will be able to identify the appropriate statistical analyses for any research design.
4. Students will be able develop a research proposal based on the guideline of the APA Publication Manual.
5. Students will be able to develop a research proposal based on the Guideline for Preparation and Submission of Doctoral Dissertations and Master’s Theses, School of Graduate Studies and Research, Florida A & M University.
6. Students will be able to use SPSS computer software to perform statistical analyses of research data.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
**Course Requirements**

*Activities and assignments integrated in the course have been coded to specific competencies and skills (NCATE = National Council for the Accreditation of Teacher Education; FPC = Florida Principal Competencies)*

1. Students are to attend and participate in all classes. This behavior is expected of all students enrolled in graduate level classes.
   
   **NCATE 1.7**

2. Read and be accountable for all class assignments. These readings are in accordance with the class schedule. Each assignment covers a specified amount of information that may not be covered in class lectures; however, the lectures and texts supplement and complement each other. You are responsible for assigned readings, whether covered in class or not.
   
   **NCATE 1.3, 1.6, 1.7, 2.3, 2.4, 3.9, 7.2, 7.4, 9.1**

3. Develop a researchable question, proposal introduction, and define the terms to be used in a research proposal.
   
   **NCATE 1.3, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 7.2, 9.1**  
   **FPC E33-E40 Information Search and Analysis**

4. Conduct an integrated literature review, write formal research hypotheses, a description of subjects, instrumentation, and procedures on a topic agreed upon by the instructor.
   
   **NCATE 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 7.1, 7.2, 7.3, 9.1**  
   **FPC F41-F46 Concept Formation**

5. In a group (max 4 students) or individually, carry out a proposed study. A formal presentation of the study proposal and/or complete results of the study will be presented to the class.
   
   **NCATE 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 7.1, 7.2, 7.3, 7.4, 9.1**  
   **FPC E33-E40 Information Search and Analysis**  
   **FPC H55-H63 Managing Interaction**

6. Complete readiness assurance/assessment activities as follows:
   
   **NCATE 1.3, 2.2, 2.3, 2.4, 7.2, 7.4**  
   **FPC G47-G54 Conceptual Flexibility**  
   **FPC K78-K81 Tactical Adaptability**  
   **FPC P119-P126 Delegation Competence**  
   **FPC Q127-Q134 Self Presentation**  
   **FPC R135-137 Written Communication**
Course Policies

SYLLABUS POLICY:
The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. As much as possible, changes will be announced in advance by the instructor. Since such announcements are typically made during class, it is the student’s responsibility to clarify any of these changes that may have been made when the student was absent. Although you will be responsible for all of the material in the assigned readings, some of the information may not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.

ACADEMIC HONESTY STATEMENT:
Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution to maintain academic and behavior excellence. All University policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other students during exams.

Behavior misconduct is also a form of academic dishonesty and disrupts the learning environment. This too is not allowed and is considered impermissible conduct by students.

Any instances of academic dishonesty WILL be pursued and filed to the university grievance committee and FAMU’s College of Arts & Sciences Dean, Dr. Ralph Turner.

ATTENDENCE:
I will take attendance. However, students are responsible for everything that is said and done in class. I strive to make my classes not only educational but also enjoyable. It is important to note that it is the student’s responsibility to withdraw from a course they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work.
Additionally, I encourage students to arrive on time for the class. However, I understand that extenuating circumstances arise that can prevent your diligent efforts toward punctuality. If you are late to class, please take a seat in the row of desks/seats closest to the door in order to prevent disruption to the class. I hope you will take advantage of this policy only when absolutely necessary. (It is also important to note that attendance will be taken as mandated by university policy.) Many important pieces of information are discussed in class, and students are responsible for knowing and complying with this information including changes in assignments. Please make appropriate adjustments to your schedule to allow for arrival to the class on time (e.g., arriving early to avoid traffic/parking problems). The Dean of your college must approve excused absences. **Exams missed because of an unexcused absence cannot be made up, and you will receive a zero (0%) for missed exams. All make-up exams must be taken within one week of the scheduled exam.** It is the students’ responsibility to contact the instructor to schedule a make-up within this window of a week. **There will be no exceptions.**

**ACCOMMODATION FOR STUDENTS WITH DISABILITIES:**

The Americans with Disabilities Act of 1990 requires that the University make reasonable accommodations to persons with disabilities, as defined in the Act. Students who believe they qualify under the ADA guidelines for these accommodations should approach FAMU’s “Learning Development and Evaluation Center” (850-599-3180) to discuss such considerations. The LDEC will then contact each of your instructors to inform of them of how they may help you meet your academic goals.

**DISCRIMINATION AND HARASSMENT:**

Discriminatory and harassing behaviors are reprehensible and will not be tolerated at Florida A & M University. They subvert the mission of the University and the MSW program, violate social work code of ethics, and threaten the careers, educational experiences and well-being of students, faculty and staff. The University and the MSW program will not tolerate behaviors between or among members of the University community which create an unacceptable working/learning environment. Similarly, the Instructor will tolerate neither discriminatory or harassing behaviors between or among students enrolled in the course.

**E-MAILS:**

No assignment will be accepted via e-mail. Due to the proliferation of internet viruses, no email attachments will be opened. There will no exceptions!

**INCOMPLETE GRADES:**

An "I" grade cannot be assigned in lieu of earning grades of ‘D'' or “F." Missing exams (including the final) does not justify an "I" grade. **An "I" may be assigned for a student**
who, due to unusual circumstances, fails to complete the course requirements, AND who
has otherwise earned a grade of at least "C."

**Topical Outline**

**COURSE ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>Weeks Dates</th>
<th>Date</th>
<th>Assigned Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jan. 6</td>
<td>Faculty Research Profiles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparation of Thesis from Graduate School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Power Point Demonstration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select Research Questions/Topic</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Jan. 13</td>
<td>GML: 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Definitions, Purpose, and Dimensions of Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Planning a Quantitative Research Project</td>
<td>GML: 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guideline for Preparation and Submission of Doctoral Dissertations and Master’s Theses</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan. 20</td>
<td>GML: Ch. 27- Writing the Research Report</td>
<td>DUE: Research Topic Approved CITI Training Certificate Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APA: Chs. 1&amp;2, 6&amp;7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Manuscript Structure and Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Writing for the Social and Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Crediting Sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Reference Examples</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan. 27</td>
<td>Coleman Library: Conducting a computer search</td>
<td>Thesis Reviews Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GML: Chs. 3&amp;4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Variables, Research Questions, and Hypotheses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Research Approaches</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 3</td>
<td>CML: Chs. 5&amp;6</td>
<td>DUE: Problem Statement Theses Reviews Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Randomized Experimental &amp; Quasi-Experimental Designs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Single-Subject Designs</td>
<td></td>
</tr>
</tbody>
</table>
6 Feb. 10  CML: Chs. 7&8  
7. Nonexperimental Approaches and Designs  
8. Internal Validity 
   
DUE:  
   Literature Review  
   Outline-Approved  

7 Feb. 17  CML: Chs. 9-11  
9. Sampling and Introduction to External Validity  
10. Measurement and Descriptive Statistics  
11. Measurement Reliability  

8 Feb. 24  CLM: Chs. 12-14  
12. Measurement Validity  
13. Types of Data Collection Techniques  
14. Ethnical Issues in Conducting the Study  

9. March 3  CLM: Chs. 16&17  
16. Making Inferences from Sample Data I: The Null Hypothesis  
   Significance Test Approach  
17. Making Inferences from Sample Data II: The Evidence-Based  
   Approach  
   
DUE:  
   Problem Statement,  
   Introduction &  
   Literature Review  
   Approximately 20-25 pages  

March 10  SPRING BREAK  

10. March 17  CLM: Chs. 18-20  
18. General Design Classification for Selection of Difference  
   Statistical Methods  
19. Selection of Appropriate Statistical Methods: Integration of  
   Design and Analysis  
20. Data Analysis and Interpretation—Basic  
   
DUE  
   Outline of Method &  
   Analyses  

11. March 24  Review for Exam
12 March 31 Exam
CLM: Chs. 21&22
22. Analysis and Interpretation of Complex Research Questions

13 April 7 Research Presentations

14 April 14 Research Presentations

15 April 21 Research Presentations

16 April 28 Research Presentations

**Course Assignments**

**RESEARCH PROPOSAL:**

The research proposal must include three chapters, 1) Literature Review, 2) Methodology, and 3) Statistical Analyses. The guidelines from the APA Publication Manual and the Guideline for Preparation and Submission of Doctoral Dissertations and Master’s Theses will be used in preparing the proposal. All technical details of writing and preparing the document must be consistent with these documents. These three sections of a proposal in anywhere from 20 to 30 pages.

The Research Proposal will be submitted in a folder with a cover page that will include the following information:

Course title and number: Research Design and Methods
Department of Psychology
Instructor: Dr. John W. Chambers

Title of paper
Student’s Name
Identification Number
Date
Research Proposal Evaluation Rubric

LITERATURE REVIEW

References
a. Citation in test
b. Citation in reference section
c. Direct quote citation

Organization
a. Problem statement/Introduction, literature review, hypotheses/research questions
b. Use of funnel style—begin broad and narrow to specific research questions/hypotheses
c. Transitions between topic or points
d. Logical flow of ideas that lead to the research questions/hypotheses

Grammaticality
a. Well formed sentences—clear concise and to the point
b. Well formed paragraphs with a single major point in each paragraphs
c. Appropriate use of direct quotes

Comprehensive review of the literature
a. Have major variable/topic been covered?
b. Sufficient number of references to reflect a comprehensive review to address the research topic
c. Reliance on primary references vs. secondary references

METHOD

I. Participants
a. Number
b. Expected age range
c. Gender
d. Other relevant participant characteristics, i.e., college students, women residing in a shelter for battered women, race/ethnicity.
e. How will participant be solicited and selection procedures

II. Instruments/Apparatus
a. Psychological/educational instruments developed by another author
   i. Description/definition/purpose
   ii. Citation in text and reference section
   iii. Number of questions and scoring procedures
   iv. Reliability
   v. Validity
   vi. If the instrument has been used with the population that you intend to use, then citations should be given with reference to application to internal reliability.
b. Apparatus developed by another author, i.e., blood pressure monitor
i. Description and applications
ii. Citation in text and reference section (Citation of vendor)
iii. Reliability
iv. Validity
c. Psychological/education instruments and Apparatus developed by author
   i. Detailed description of instruments/apparatus
   ii. Number of questions and scoring procedures
   iii. Reliability
   iv. Validity
d. The proposed research cannot use an instrument that does not have established reliability and validity. That is, the proposed research cannot use or develop a new instrument.

III. Procedures/Design
   a. Describe the design of the proposed study – experimental, quasi-experimental, correlation.
   b. Describe the variables that will be examined and how each will be measures (with the instruments and apparatus)
   c. Describe the procedures that will be used to carry out the proposed research study.
   d. The procedures should be in sufficient details, such that another psychologist could replicate the proposed study from the description that you have provided in this section.
      i. This should include how participants are selected
      ii. Where the study will be carried out
      iii. If a survey contains more that one instrument, then give the order of the instruments
      iv. Approximately how long will it take for participants to complete the survey or other exercises?
      v. If there are multiple groups (i.e., experimental & control), then state how the groups will be determined, and describe in detail the experiences of each group.

IV. Evaluation of Hypotheses
   a. State each hypotheses followed by how it will be evaluated.
   b. Describe how the data will be reduced, i.e., means or total scores
   c. If a hypothesis will be evaluated with some type of statistical analysis, then the statistical analysis should be given along with the specific variables that will be included in each.
   d. For example, if a two-way ANOVA will be used, then you would need to describe the two independent variables and the level of each, and the dependent variable.
   e. For example, if you propose to conduct a step-wise regression, then you would need to describe the criterion variable (dependent) and predictor variables (independent).
Evaluation Rubric for Research Proposals

<table>
<thead>
<tr>
<th>Literature Review</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Reference:</td>
<td>40</td>
</tr>
<tr>
<td>II. Organization:</td>
<td>40</td>
</tr>
<tr>
<td>III. Grammaticality:</td>
<td>40</td>
</tr>
<tr>
<td>IV. Comprehensive review of the literature:</td>
<td>120</td>
</tr>
</tbody>
</table>

Method

<table>
<thead>
<tr>
<th>Method</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Participants:</td>
<td>40</td>
</tr>
<tr>
<td>II. Instruments/Apparatus:</td>
<td>40</td>
</tr>
<tr>
<td>III. Procedures &amp; Design:</td>
<td>40</td>
</tr>
<tr>
<td>IV. Evaluation of Hypotheses:</td>
<td>40</td>
</tr>
</tbody>
</table>

Total 400

The due dates are as follows:

- Approval of literature review topic: January 27, 2010
- Problem Statement/Research Prospectus: February 3, 2010
- Approval of literature review outline: February 10, 2010
- Problem Statement, Introduction & Literature Review Due: March 3, 2010
- Methods & Analyses outline: March 17, 2010

**Completed Research Proposal:**

**Problem Statement**

**Literature Review, Methods & Analyses**

**April 7, 2010**

Late papers will be penalized 20 points per day

**ORAL PRESENTATION OF RESEARCH PROPOSAL:**

The oral presentation should be about 20 minutes, and include the content from the three chapters. Special focus should be given to delineating the rational for the hypotheses (theory), the methodology and the statistical analyses that will be used to evaluate the hypotheses presented. While a qualitative methodology may not call for any statistical analyses, the methods used to evaluate the hypotheses should be clearly articulated. Oral presentations should use visual support such as Power Point. There will be several additional sessions for those who need instruction in the use of Power Point. The research presentations will be scheduled from April 7th through April 28th.
CITI TRAINING (http://www6.miami.edu/citireg/)

The Collaborative Institutional Training Initiative (CITI) program was developed by experts in the "IRB community" and consists of two “Basic” courses in the Protection of Human Research Subjects for Biomedical as well as for Social/Behavioral Research.

- **Basic modules for biomedical or social and behavioral researchers**

CITI also offers case based “Refresher Courses” for continuing education. Researchers and staff from the BWH/MGH clinical research community are required to take the Basic Biomedical course. The Biomedical course contains 17 modules. Each module includes reading material that can be read on screen or printed and a brief on-line quiz. The format is “open-book” - you may refer back to the text at any time while taking the quiz. The refresher course must be completed every three years. Completion of the CITI Basic Biomedical course takes approximately 4-6 hours, however the program need not be completed at one time.

Each module must be completed with a minimum score of 80%. Upon completion of the 17 modules you will receive a certificate of completion. Print the certificate of completion to be submitted to the instructor for verification of assignment completion.

This is mandatory training for all research courses, and also must be completed prior to theses that will involve human subjects. **PLEASE NOTE: You cannot pass RESEARCH METHODS if the CITI Program Training is not successfully completed.** I recommend that you begin the training right away. It will likely take several settings to complete the materials. The Certificate of Completion must be submitted for you to receive credit. **There will be no exceptions to this policy.**

**Due: January 20, 2010**

Late papers will be penalized 20 points per day
REVIEW TWO PSYCHOLOGY MASTERS THESES

Review two Masters Theses and summarize the following:
A. Title and author
B. What were the research questions or hypotheses?
C. Summarize an outline of the literature review.
D. What did the literature review tell the reader?
E. Describe the participants. How many participants and characteristics.
F. What were the research variables studies in the research?
G. Was this an experiment (manipulation of the independent variable), quasi-experiment, or correlational design? Explain
H. What were the research measures or instruments?
I. What were the statistical analyses?
J. What were the results of the analyses?
K. What were the conclusions?

Due Date: February 2, 2009
Late papers will be penalized 20 points per day

ATTEND A FMU IRB SESSION.

Three to four students will be scheduled to attend an IRB session and prepare a summary of the deliberations. The summary will include the name of each research proposal reviewed by the IRB and all points of discussion regarding ethical concerns of the research proposals. Do not include the names of the principal investigators. The students will collaborate on submitting a single report.

The format of the report will list the name of each proposal followed by ethical concerns, any recommendation for further information, recommendations for changes in the protocol, and the vote to approval, disapprove, or pending.
COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Grading</th>
<th>Percentages</th>
<th>Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>20%</td>
<td>March 16, 2007</td>
<td>200</td>
</tr>
<tr>
<td>CITI Program Training</td>
<td>5%</td>
<td>January 26, 2009</td>
<td>50</td>
</tr>
<tr>
<td>Theses Review</td>
<td>10%</td>
<td>February 2, 2009</td>
<td>100</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>15%</td>
<td>Scheduled (April 6-April 20)</td>
<td>150</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>40%</td>
<td>April 9, 2007</td>
<td>400</td>
</tr>
<tr>
<td>IRB</td>
<td>5%</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

The Mid-Term Exam will be composed of an in-class examination

After the final average is computed, the letter grade will be assigned as indicated below:

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – 90 – 100</td>
<td>900-1000</td>
</tr>
<tr>
<td>B – 80 – 89</td>
<td>800-899</td>
</tr>
<tr>
<td>C – 70 – 79</td>
<td>700-799</td>
</tr>
<tr>
<td>D – 60 – 69</td>
<td>600-699</td>
</tr>
<tr>
<td>F – 0 – 59</td>
<td>0-599</td>
</tr>
</tbody>
</table>
Bibliography


