SOCIAL SCIENCE HONORS: RESEARCH WORKSHOP SS H190B -WINTER

VOICES OF SOCIAL CHANGE
An Honors Program that Creates Opportunities for Community Research!

Course Information:
Winter Quarter, 2018 || Thursdays 2-3:50pm
Room: SBSG 1200
Course Code: 70900
Site: http://www.socsci.uci.edu/~castellj/sshonors/coursedes

Prerequisites: Course enrollment by Permission of Social Science Honors Program only. If you have not taken a basic research methods course, it is highly recommended that you enroll in the course for this Fall.

Instructor Information:
Jeanett Castellanos, Ph.D.
Office: SSPB 2231
Email: castellj@uci.edu

Department of Social Science
Phone: 949-824-6298
Office Hours: Tues. 11-2pm

Prerequisites:
Course enrollment by Permission of Social Science Honors Program only.

Introduction and Overall Purpose
This course is designed for students who are working on their senior honors theses in Social Science. In particular, the course is to provide you guidance to assist you in successfully completing your thesis. The course dialogues will be shaped to help you determine proper data collection methodologies for your RQ. The course will broadly cover important data collection methodologies as focus groups, interviews, and proper survey construction. The instructor will ensure that your theoretical framework matches your research topic and that you clearly understand the multiple elements to proper data collection. While the course will not serve as a research methods course, it will serve as a seminar where your research questions will be answered and directives for most effective research implementation will be addressed.
COURSE OBJECTIVES:
1. Familiarity with various methods of conducting empirical and qualitative research
2. Familiarity with important research terms and concepts
3. Ability to assess the benefits of research applied to social sciences
4. Clarity of thinking in collection and interpretation of numerical and qualitative data

The course will meet 5 times during winter term as specified below. Course meetings will largely be devoted to discussing the research project. Specifically, we will trouble-shoot any problems that you are having in the course of writing your theses and collecting your data. The students in the course will be researching widely varied topics, but will work together to provide feedback and ideas for every aspect of the process. The course is offered on a grade basis; in order to pass the course, students must attend the meetings, complete the assignments, and submit four chapters of the thesis (introduction, literature review, methods which includes data analysis) at the end of the term.

COURSE EXPECTATIONS
Students will be expected to attend all class meetings and participate in discussions. In order to participate effectively, students must have completed the assigned tasks in advance of each class meeting.

The course will have little assigned readings; all the readings are posted in the course website. The course has one major writing assignment, the completion of your senior thesis. Students will be provided with guidelines for writing a strong and sound thesis early in the term. Throughout the quarter, students will complete one draft of the first three chapters of the thesis and the Instructor and the other students in the class will review these drafts. Students will first be asked to work from their initial proposal that was submitted during Fall quarter. Major changes need to be discussed with Instructor.

COURSE REQUIREMENTS
Reading assignments have been made for almost every class period (see schedule below). Please read the assignments and develop responses to the study questions before the next class. Class sessions will include short lectures, small-group conversations, and whole-class discussions based in part on the readings. Classes are designed for active participants. Please come to class prepared to discuss the assigned material and its implications. I do give credit for good oral participation in class.

PLAGIARISM
“Plagiarism is intellectual theft. It means the use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

1. To steal or pass off as one’s own, the ideas or words of another.
2. To use a creative production without crediting the source.”

Credit must be given for every direct quotation, for paraphrased text or summarized text (in whole, or in part, in one’s own words), and for information that is not common knowledge. Consult the APA Manual on how to cite your sources. Read the section on plagiarism published by the UCI Academic Senate, which appears on the “UCI Schedule of Classes.”

Students who commit plagiarism WILL RECEIVE AN F on the project AND FAIL the course. In addition, they will be reported to the Associate Dean and their records will show that they have committed plagiarism. This fault may result in EXPULSION. Note: The paper for this course may not be submitted for academic credit in another course. It is unacceptable to earn double credit for the same work. You may be researching the same topic in different classes but the paper must address different aspects of the issue.

LATE PAPER/ASSIGNMENTS POLICY
Computer/printer mishaps, flawed disks or memory keys, power shortages, etc. are NO excuse for late assignments. It is YOUR responsibility to create a back-up disc as well as print a hard copy EACH TIME you work on your paper. This will preempt problems, such as computer/printer crashes or any others. Your hard copy is the proof that the paper exists and may be your “saving grace” to finish your prospectus if you encounter technology problems.

READINGS
The Instructor will require students to read materials and resources from the website to facilitate the research process. The Resources will be available in the course website at: http://www.socsci.uci.edu/~castellj/sshonors/coursedes.html. Other additional readings or resources will be provided by the instructor in class.
**ADDITIONAL REFERENCES (for personal review, not required)**


**GRADING POLICY**

Students will receive a grade for their written assignments and class participation (50% of final grade), and the final paper (50%).

**ASSIGNMENTS**

There will be three written assignments and one final paper. Due dates for the written assignments are listed on the schedule below. Details about each written assignment will be provided soon after the quarter begins.

1. **Introduction and Literature Review (Revised):**
   These two chapters set up the thesis and help the reader understand the problem and the purpose of your study. It helps set the stage and later provides an overview of previous research in the area. These two chapters of your thesis should be well developed and comprehensive early in the quarter. **Due Week 3 (25 points for Revised Chapters 1-2; 25 points)**

2. **Matrix and Measures (Revisited):**
   A research matrix will accompany Chapter 3 for clarity and sharpness. The interview guide or survey packet must also be attached to the submission. NOTE: The packet must also include a demographic sheet and consent letter. **Due Week 5 (15 points for Revised Matrix; 15 points for Data Collection Packet)**

3. **Methodology section (Revised and Completed):**
   Students are to submit their completed and revised Chapter Three: Research Methods. Specific measures that will be used need to be submitted with their alphas indicated. Students will work on their methods section to further their thesis writing. An example of a methods section will be provided to follow. This methods section must overlap with the matrix and must include a description of the measures, authors, alphas and any other important details that facilitate reliability. **Due Week 5 (25 points)**

4. **1st, 2nd and Final Draft (See points below):**
   The final draft of the thesis for the winter quarter will be comprised of the first four chapters – Introduction, Literature Review and Methods, Preliminary Results. The methods section is to include a section on data analysis. The results chapter is to provide the preliminary findings by RQ and themes.
5. **PowerPoint:**
   Create a power point presentation highlighting your study and its main parts. Have this PPT reflect your thesis and provide background, literature review, theoretical framework, methods, data analysis, and preliminary results.
   **Due 9th Week, Thurs. (25 points)**

6. **Research Journals:**
   Each week you are to answer all the questions for reflection. Submit all you have completed up to date during our meeting times. These academic reflections should not be shorter than 3 pages, double spaced. Make sure to answer all the questions applying them to your research project. **(45 points total, 5 points each – 9 total, see below)**

7. **Attendance and Meeting with Dr. C:**
   You are to attend the five class sessions and make an additional appointment with Dr. C (if needed) during the quarter. For the meeting, bring your matrix and any specific questions you would like to address with the Coordinator of the program. Also, you will be held accountable to make arrangements with your advisor to meet every other week. Please note, they will be contacted to ensure these meetings took place during the 10 weeks. They will grade you on performance and meetings. **(25 points total)**

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Content</th>
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<tbody>
<tr>
<td>Chapters 1 and 2 Revised</td>
<td>Week 3</td>
<td>25 points</td>
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<tr>
<td>Chapter 3 – Final Draft Matrix</td>
<td>Week 5</td>
<td>25 points</td>
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<tr>
<td>Research Journals</td>
<td>Throughout</td>
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<td>Chapter 4 – Draft #1</td>
<td>Week 7</td>
<td>25 points</td>
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<td>Peer Draft /Peer Editing</td>
<td>Week 8</td>
<td>10 points</td>
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<td>PPT Draft #2 Chapters 1-4</td>
<td>Week 9</td>
<td>25 points</td>
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<tr>
<td>Attendance</td>
<td>Throughout</td>
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<tr>
<td><strong>FINAL Draft</strong></td>
<td>Week 10, Wednesday</td>
<td>Chapter 1-4 (100 points)</td>
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<td>Week</td>
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| 1    | Overview of Honors Research | - Review sample thesis  
|      | Update and follow-up to topics | - Visit your advisor (office hours)  
|      | Return papers | - Finalize IRB (25 points) |

**Questions to Answer:** Where are you on formulating your topic? What is your specific RQ? What population will you study and who will you sample? Did you do an exhaustive literature review? Do you need to order more articles? What is your theoretical framework? Did you submit IRB? What direction do you need to move forward with the project?

- Research Design: Difference between qual and quant
- Mixed Methods Research (2)
- Introduction Basic Research
- Handout
- Integrating qual and quant Reading
- Creswell and 3 Approaches

**Questions to Answer:** What is the methodology you are proposing for your thesis? Why did you select this method? What are the pros and cons to this methodology and how will you minimize them? What do you need to learn and understand about the selected methodology?

| 2    | Mixed Methods (No Class) | - Mixed Methods Research (2)  
|      | Ethnography | - Introduction Basic Research  
|      | Qualitative Data Collection | - Handout  
|      | CQR: What is it? | - Integrating qual and quant Reading  

**Questions to Answer:** How have you incorporated theory into your study? How does your design parallel your theory? As a researcher, what approach are you taking? What specific knowledge do you want to gain about your topic and what will you add to the literature? If you had time, would you do mixed methods? Please explain the gains to such approach and how it would be incorporated into your thesis.

| 3    | Effective Interviews/Formal and Informal | - Qualitative Interview Reading  
|      | Consent, Demographic Sheet | - Focus Group Interviews Packet  
|      | Focus Groups | - Focus Group Fundamentals Pckt  
|      | Due: Thesis Ch. 1 & 2 Revised | - Focus Group methodology Pckt  
|      | Provide to Program and Advisor | |

**Questions to Answer:** Do you have a comprehensive set of questions? Is your demographic sheet comprehensive and detailed? Is the demographic sheet clear to read? Will the participant understand the consent form? Where will you collect your data? Will you provide any type of compensation? How will you recruit? Who is your sample? How will you record/document the data?
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<th>Week</th>
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| 3    | Survey Research |  • Design Questionnaire  
• Design Tips/Survey Procedures  
• Quick Tips: Response Rate  
  ○ Start Data Collection |
| 5    | Discussion on Methods |  • Reminder: Set Appointments with Dr. C and/or Advisor  
• Due: Questions and Packets Measures, Research Matrix*  
  Chapter 3 – Final Draft (both-faculty and program) |
| 7    | Update on Project (Draft) |  • Due: Data Collection Preliminary Results  
  Chapter 4, Draft |
| 8    | Guidelines for Thesis (No Class) |  • Basic Research Paper Writing  
  Switch Papers, Chapter 1-4  
  Peer Edit / Refine Data Analysis  
  SPSS Input and Data Grids |
| 9    | Final Drafts — O & A Data Collection and Preliminary Results |  • Due: PPT (2 slides per page)  
  Due: Draft #2 Chapters 1-4 (Give to program and faculty)  
  Class Presentations on Research Projects |
| 10   | Refine Findings |  • Due: Wednesday, Chapters 1-4 |

**Questions to Answer:**

Week 3: If quantitative, what is the alpha level for each of your measures? How many measures will you include in your packet? How do the measures relate to the variables and the theoretical framework? Do any of my measures require bootstrapping? Will you need to counterbalance? How will you keep track of my response rate?

Week 5: How is your data collection coming along? What needs attention in your data collection materials? Who do you need to contact to get more data? What do you need to improve on for your data collection methods? Are you leading the interviewees or integrating focus groups? Is your survey packet complete with all items and measures? Are you missing something in your data? What is interesting so far about the data? What is confusing?

Week 7: What has been most difficult about the thesis process? What have you enjoyed the most? What is challenging in the process? What are your strengths as a researcher? What are the areas where you need to grow as a scholar?

Week 9: Do you have all the necessary procedures highlighted in Chapter 3? If someone read this section of your thesis, can they replicate the study? Do you provide details of what you did and how you did it? Do you provide titles of measures, a description of the items and a description of my procedures?

Week 10: Is your PowerPoint free of typos? Do you like the slides design? Are they clear to read on a screen? Are the bullets clear or is the text cluttered? Is your RQ clear? Do you have all the slides needed to reflect your thesis? Are the graphs clear? Do the graphs have an index, title, etc.? Can you speak confidently about my work? Do you understand the design and the methods implemented? 

No Class