

## **Social Work 292 Project/Thesis Seminar (2 units)**

Seminar for developing and implementing thesis or project research that adds to social work practice and knowledge. Prerequisites: Successful completion of Social Work 291 and advancement to candidacy.

### **Course Rationale**

This seminar is the first of two semesters students are required to complete in fulfilling their Social Work 298/299 Project/Thesis course requirements for the MSW degree. It is expected that training for advanced, autonomous social work practice will culminate in the independent production of a research product (thesis or project) that will evidence originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. It is expected that students will produce research that includes a significant critical analysis of the practice of social work and of the knowledge for social work practice. This expected course outcome will add to the student's preparation for evaluating his/her social work practice.

This one semester, required course, will provide students with guided instruction and consultation for ensuring the successful completion of an approved 298/299 prospectus, which will include the formulation of a social work problem, the development of the methodology for solving a problem, and a plan for convening a chair, and implementing and completing the thesis/project by the end of the second semester of thesis/project enrollment.

Students will enroll in the second semester of Social Work 298/299 with a chairperson for independent instruction in completing the research project or thesis developed by them in the SWRK 292 seminar. It is expected that the sequencing and format of the two courses will afford all students to complete their SWRK 298/299 requirements within two consecutive semesters and within the framework of a two year full time or six semester part time enrollment graduation plan.

### **Course Description**

This course will utilize a combination of seminar discussion, classroom instruction, and small group task oriented formats for successfully completing graded assignments. The course will concentrate on helping students to identify a social work problem that meets the expectation of adding to social work practice and knowledge. Students will draw upon the knowledge about research methodology learned in SWRK 260 and SWRK 261 and develop their interests for an acceptable thesis or project (SWRK 298/299). By the end of the semester students will have 1) completed an approved research project/thesis plan, 2) identified a chair person and committee for enrollment in the second semester for completing their project or thesis, 3) engaged their chair in approving their proposed research plan during the semester enrolled in this SWRK 292 seminar, 4) completed the development of data collection instruments or information sources for answering the research questions that guide their proposed thesis or project, 5) identified a sampling frame, 6) identified a sampling strategy and select a sample, 7) developed a data analysis computer program (if applicable) and, if available, enter data for analysis, and 8) completed a draft of the first three chapters of a final research report. It is stressed that the SWRK 292 seminar is designed to enable all students to independently identify and develop their research interests and to use the seminar for creating the appropriate technology for carrying out their research.

No student will be expected to formulate research which is not their own creation. All students will be helped to formulate their ideas into researchable plans and will receive instruction about the use of appropriate methodology for completing their research. Student and instructor will adhere to the expectations and guidelines developed by the department for Social Work 298/299 which have been approved by the faculty and are published by the department as formal curriculum expectations.

### **Course Goals**

1. Formulate a research problem that contributes to social work knowledge and practice and complete a formal written proposal that meets Departmental standards and is approved by an identified faculty chair and committee.
2. Identify a chairperson and committee for project/thesis and acquire written approval of research project/thesis proposal.
3. Identify or create data collection instruments or information sources for answering a research question and develop a plan for data collection.
4. Select a sample or information sources.
5. Develop a plan for data entry and data analysis.
6. Complete a draft of the first three chapters of final research report.

### **Learning Objectives/Outcomes**

#### **The student will be able to:**

- 1.1 Understand and adhere to the Department's published requirements for acceptable/unacceptable SWRK 298 or SWRK 299 project/thesis.
- 1.2 Develop legal and ethical protocols for the protection of human subjects.
- 1.3 Adhere to the Department's published Minimum Requirements for SWRK 298 and SWRK 299.
- 1.4 Identify a social work problem and explain how the proposed research will add to social work practice and knowledge.
- 1.5 Identify and apply an appropriate research design for answering the proposed research questions or testing research hypotheses.
- 1.6 Identify and apply appropriate methodologies consistent with the research design chosen for carrying out the proposed research.
- 1.7 Produce a research proposal, containing the required components for SWRK 298 or SWRK 299, including approved writing style and formatting.

- 2.1 Obtain a signed agreement with a faculty person of the student's choosing that the faculty person will chair the student's thesis/project during the student's second semester enrollment in SWRK 298/299.
- 2.2 Submit draft copies of SWRK 298 or SWRK 299 proposals to faculty chair and written comments by faculty chair for revisions in SWRK 292.
- 2.3 Receive proposal approval from the student's faculty chair for SWRK 298 (project) or SWRK 299 (thesis) by mid-semester of SWRK 292.
- 2.4 Enroll with a project/thesis chairperson through Department policy and procedures for the second semester of SWRK 298 or SWRK 299.
- 2.5 Complete the protection of human subjects document and have it signed by 2 department faculty (Follow dept. policy; may NOT be signed off by your chair).
- 3.1 Identify and/or create data collection instruments or information sources.
- 3.2 Pre-test data collection instruments or information sources.
- 3.3 Develop an appropriate data collection plan.
- 4.1 Identify a sampling frame.
- 4.2 Identify sampling protocols.
- 4.3 Select a sample.
- 5.1 Create a computer program for analyzing data or establish a data analysis framework.
- 5.2 Develop an appropriate plan for data entry.
- 5.3 Develop a plan for data analysis that is appropriate for the research design and the level of measurement of the variables.
- 6.1 Complete a draft copy of first three chapters of the final project/thesis report (problem identification, literature review, and methodology).

## **Course Content**

### **Section I. Overview and review of Departmental requirements for SWRK 298 and SWRK 299.**

- A. Experiences acceptable and unacceptable as either SWRK 298 or SWRK 299.
- B. Minimum requirements for SWRK 298 or SWRK 299.
- C. Review of steps in the research process.
- D. Content of the research proposal.
- E. Ensuring legal and ethical protection of human subjects.

- F. Steps in selecting faculty chair and committee members for thesis/project.
- G. Project scheduling for accomplishing project/thesis tasks and meeting deadlines.

**Section II Identification of social work research problem that adds to social work practice and knowledge.**

- A. Social work practice sources.
- B. Social work theory and conceptual knowledge sources.
- C. Identifying researchable problems in agency based internship practice.
- D. Steps in the problem identification process.

**Section III. Formulation of identified research problem.**

- A. Overview of problem formulation.
- B. Using the literature for problem formulation and justification for proposed research.
- C. Using the literature for identifying and formulating variables in operational terms.
- D. Using the literature for identifying and formulating a research design and other methodological components (e.g. data collection instruments, sampling, data analysis tools and analysis, etc.)
- E. Components of written problem identification, theoretical basis, justification, implications and literature review.

**Section IV. Conceptualization and development of research methodology.**

- A. Selecting an appropriate design for answering research questions or hypothesis testing.
- B. Formulating research questions or hypotheses.
- C. Identifying and defining variables.
- D. Identifying and developing procedures for sample selection.
- E. Identifying and creating data collection instruments.
- F. Identifying data analysis tools and a plan for data analysis.
- G. Identifying and creating computer programs for data analysis.
- H. Developing procedures for human subject informed consent, protection against harm, and agency, and University approval.

**Section V. Developing written proposal and negotiating for a Chair and committee.**

- A. Components of the written proposal.
- B. Writing style for written proposal and completed project/thesis report.
- C. The practical side of negotiating with faculty for chairing a project/thesis.
- D. The political side of selecting a chair and committee.
- E. Involving a chair and committee in meeting the requirement for approval of proposed project/thesis.

## **Section VI. Initiating research project or thesis.**

- A. Creating data collection instruments and/or selecting standardized data collection instruments.
- B. Pre-testing data collection instruments.
- C. Identifying and selecting a sampling frame.
- D. Developing sampling protocols and selecting a sample.
- E. Creating computer based data analysis program for data entry and data analysis or creating a qualitative data analysis plan.
- F. Completing draft of Problem Identification, Literature Review, and Methodology chapters of final project or thesis report.

## **Recommended Purchases - Text**

Pyrzczak, F., & Bruce, R. (2010). *Writing empirical research reports* (6<sup>th</sup> ed.). Los Angeles: Pyrczak.

Rubin, A., & Babbie, E. (2005). *Research methods for social work* (5th ed.) Pacific Grove, CA: Brooks/Cole.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed). Washington, D. C.: Author.

(Except as noted, all assignments are to be typed with 1-inch margins and should be formatted using the APA style manual. Please submit an electronic file as an email attachment with an identifiable subject line AND a paper copy. Do not use the digital drop box in Blackboard. Use a running head and paginate your papers; and make sure your name is on the paper.

## **Method of Instruction**

Each seminar class will meet for two hours a week. For instruction purposes, this class will utilize large and small task oriented group process, class discussion and student presentation, self directed student study and preparation, and lectures.

## **Web-based Instruction/Blackboard**

**THIS COURSE IS WEB-SUPPORTED:** The course syllabus, calendar, assignments, and supplemental material are posted on Blackboard. Power points for lectures will be posted after the lecture is presented in class. TO ACCESS BLACKBOARD (Bb) students need a university (CVIP) email account and Internet connection. Your “my.csufresno.edu” login and password gains you access to BlackBoard. Go to <http://blackboard.csufresno.edu>

It is your responsibility to make sure you can access and negotiate Blackboard for class materials and resources. You are responsible for checking for announcements and email sent through BlackBoard. For orientations to Blackboard contact the Digital Campus Resource Center in McKee Fisk #111; 278-6892. A brief navigational overview of the site is on the CSUF web at: [http://www.csufresno.edu/digitalcampus/fresno.Welcome\\_Top.html](http://www.csufresno.edu/digitalcampus/fresno.Welcome_Top.html)

A new Q&A section at <http://www.csufresno.edu/digitalcampus> website provides quick answers to some common questions received from students.

**Email:** You are expected to check your university email regularly (csufresno.edu account) or redirect email to the regular mail box you use. I send email to the account listed in BlackBoard. I respond to all program/course related student email. In particular I acknowledge receipt of any assignments/attachments I receive. Thus, if you do not receive a reply it means I did not get your email and/or it got filtered as possible spam. This often happens if you use an email account like hotmail, AOL. You should resend the email (and perhaps give me a call to alert me to it). You should ALWAYS put SW 292 somewhere in the subject line or you risk your email being deleted unopened.

### **Assignments and Grading Criteria**

Grades will be determined based on the quality and quantity of work completed toward the required course assignments. Quality will be assessed based on demonstrated critical thinking, conceptual integrity in applying research knowledge, adherence to departmental standards for SWRK 298 or SWRK 299, written communication, and writing style. Quantity will be assessed based on the number of education goals accomplished by the end of the semester.

<b>Activity</b>	<b>Points</b>
Participation	10
Chapter 2	20
Chapter 3	20
Chapter 1 (draft) cr/no cr	15
Final Submission	25
2 x Presentations @ 5 pts. each	10
<b>Total</b>	<b>100</b>

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

<b>92-100</b>	A
<b>80-91</b>	B
<b>70-79</b>	C
<b>60-69</b>	D
<b>59 or below</b>	F

### **Description of Exams/Major Assignments:**

#### **CREDIT/GRADING FOR PARTICIPATION; CR/NC AND GRADED ASSIGNMENTS**

- **Participation (10 points [10%]):** The participation grade will be based on your preparation for, and participation in class discussions. Discussion participation also extends to discussions on Blackboard in which you give substantive responses to other students' postings (Note: "Substantive" means more than "yeah, that sounds good," or "I agree." You should respond with ideas, useful suggestions and questions, sharing of references and resources. Blackboard activities in calendar can be used to stimulate discussions.)

- **Human Subjects online training:** Found at: <http://phrp.nihtraining.com/users/login.php> Complete by 10/07/2010 or you lose 1 point/day late. Turn in copy of certificate of completion; attach a copy of the certificate to your human subjects review request.
- **The graded “Written assignments”** (Initial chapter drafts and final submission of chapters listed below) must be submitted on time (i.e., at the beginning of class on the date due) to receive full credit. The final grade on late assignments will be reduced by 5 points for each 24-hour period post due. You **SHOULD** turn in whatever you have for a given draft on the due date no matter how rough it is. If it needs further work, you will contract with me to make the necessary revisions. I expect you to meet the contracted deadlines. You must turn in these revisions to “work up” to a passing grade or higher. You must get all 3 chapters approved (passed) by me.
- **NOTE:** The purpose of revising the drafts is to improve your document over the course of the semester. Hence, each student will have their chapters evaluated twice during the semester. The first submission score is treated as a “baseline.” The revised chapter submitted as the “final” for the course will be rescored; the final score for the chapter contributing to your overall grade should be the “baseline” score or higher unless you start from scratch and submit an entirely new document.

**Additional Notes:** All proposals (even exempt projects using, for example, secondary analysis of *public* data), will undergo a human subjects review by the 292 instructor and the student’s chair and be reviewed and signed off by 2 DSWE faculty (not including your chair). The university requires university level review of all proposals involving vulnerable populations; specific groups defined by the university are minors, incarcerated persons, and pregnant women. (See university and department guidelines; available in department office and links on Blackboard.)

Course expectations are rigorous. It is anticipated that some aspects of project development can be subject to unanticipated delays beyond student’s control, e.g., receiving Human Subjects Approvals from agencies or university. Consult with instructor for consideration of these delays in final evaluation of your work; you are expected to state your rationale and intentions with respect to all aspects of the proposal.

- **AN IMPORTANT NOTE ON HUMAN SUBJECTS:** Your proposal must be reviewed by the department committee. To do this before the winter break, I should submit your request **TO ME** by December 1<sup>st</sup>. As part of your grade for Ch. 3, I must clear your Ch. 3 and human subjects materials for DSWE review by the last day of classes. IF your proposal involves a vulnerable population or situation that must be reviewed by the University IRB, be advised that their last meeting for 2010 is Nov. 20 and they don’t meet again until Feb. 12. This clearly can affect your timetable for collecting data; you may not begin data collection until you receive IRB approval. Advise submission by Nov 1<sup>st</sup>.

### **Assignment and Examination Schedule:**

<b>Date</b>	<b>Assignment</b>	<b>Points</b>
9/30/10	Chapter 1, part 1 (Intro/Statement of Problem)	feedback only cr/no cr (15 pts)
10/21/10	Draft of Chapter 2 (Literature review)	20
11/4/10	Draft of Chapter 3 (Method/Human Subjects)	20
12/9/10	Final submission of 3 chapters (overall assess)	25
10/7/10	Completion of online Human Subjects training	0
9/9/10 and 16/10; 10/7/10 & 10/14/10	Presentations (2 x 5 pts)	10

### **Course Policies**

**Attendance:** Class Attendance (earn 5 points toward total grade; deductions can end up exceeding 5 points): University, School, and Departmental policy requires all students to attend class. In order to receive full credit for your participation grade you must attend class sessions, be prepared for discussions/completed the readings, **and actively participate in the in-class activities/discussions.** A sign-in sheet will be circulated at the beginning of each class or your section. Two (2) class sessions (or equivalent in partial absences) may be missed without penalty; 1 point will be deducted from the student's overall grade for each full class (1/2 point deduction for partial absence) missed beyond the two classes, regardless of reason.

**Late Papers/Make-up:** All late assignments will be reduced by 5 points for every day that it is late and will not be accepted after the third day. Exceptions to this rule are at the discretion of the instructor and will be granted only for rare, extenuating circumstances that can be documented. An assignment or exam may be made up only if absence is due to extenuating circumstances and at the instructor's discretion. The student is responsible for notifying the instructor regarding an absence and making arrangements to turn in the assignment.

**Use of electronic devices (pagers, cell phones, etc.):** To minimize class disruptions, please turn these devices off during the class. If you are required to be "on-call," please advise me at the beginning of class, turn off the "audio," and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture etc. Websurfing and reading email during class are not allowed.

### **University Policies**

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the building across from Madden Library (278-2811).

## Code of Academic Integrity – Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. CSU Fresno students will:

- a. Understand or seek clarification about expectations for academic integrity (including no cheating, plagiarism and inappropriate collaboration) as noted by faculty and on class syllabi, university catalogue, university web sites and other referenced sources. (APM 235, 241)
- b. Sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”
- c. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

### Referenced Policies from the University’s Academic

APM 235--Policy on Cheating and Plagiarism

<http://www.csufresno.edu/aps/apm/235.pdf>

APM 241--Policy on Course Syllabi and Grading

<http://www.csufresno.edu/aps/apm/241CourseSyllabiandGradingMay2004>

APM 336--University Statement on Faculty Rights and

<http://www.csufresno.edu/aps/apm/336.pdf>

**Cheating and Plagiarism:** “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies).

**Computers:** “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

**Disruptive Classroom Behavior:** “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in

which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, republished, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**Subject to Change**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**Project/Thesis Seminar  
Social Work 292  
Fall 2010**

**COURSE SCHEDULE**

<b>WEEK/DATE</b>	<b>ACTIVITY</b>	<b>Due Dates</b>
Aug. 26, 2010	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introductions, overview, ideas for project/thesis</li> <li><input type="checkbox"/> Criteria for Thesis/Project Proposal (298/299)</li> <li><input type="checkbox"/> Thesis/Project process; selecting a chair &amp; committee</li> <li><input type="checkbox"/> Structure of a research proposal/research report</li> <li><input type="checkbox"/> Human Subjects Issues/online training</li> <li><input type="checkbox"/> APA writing style (see APA manual/reference)</li> <li><input type="checkbox"/> Review of the research process; your competencies &amp; needs</li> <li><input type="checkbox"/> Program evaluation &amp; “basic research”</li> <li><input type="checkbox"/> Using Blackboard, on-line resources, &amp; libraries</li> <li><input type="checkbox"/> Literature search/strategies</li> <li><input type="checkbox"/> Form small work groups for activities</li> <li><input type="checkbox"/> Required &amp; possible elements of Chapter 1</li> </ul> <p><b>WEEK’S ACTIVITIES:</b></p> <p><b><u>1) Exercise #1 Not graded. Bring to class discussion NEXT WEEK (9/2):</u></b></p> <p>A) <i>Read in your area of interest.</i></p> <p>B) <i>Discuss possible research problems/questions with your field supervisor <u>and</u> a faculty member. Bring your topic ideas and the major feedback received for each idea to the next class for discussion; give me a copy.</i></p> <p>C) <i>Find out what the policy is for conducting research/empirical study wherever you plan to obtain your data. Bring to class for discussion.</i></p> <p><b><u>2) Exercise #2: Start Draft Chapter 1, part 1.</u></b>  <i>Select your likely topic. Draft a statement of the problem, what is the problem, scope, what you want to study, the question/hypothesis/es. (see outline for Ch. 1)</i></p>	
Sept. 2, 2010	<p><b><u>Discuss list of ideas for project/thesis, feedback and development of intro/statement of the problem</u></b></p> <p><b>STATEMENT OF THE PROBLEM/CHAPTER 1, Part 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying and stating a research problem, scope, relevance</li> <li><input type="checkbox"/> Identifying and stating a study question, possibly</li> </ul>	

	<p>hypothesis</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing the rationale for the study</li> <li><input type="checkbox"/> What makes a good/effective introduction &amp; problem statement</li> <li><input type="checkbox"/> Formulating your specific research question and hypotheses</li> <li><input type="checkbox"/> Justifications for the research</li> </ul> <p><b>WEEK'S ACTIVITIES:</b></p> <p><b><u>1) Exercise #3: Draft Chapter 1, part 1.</u></b> Draft a statement of the problem, what is the problem, scope, what you want to study, the question/hypothesis/es. (see outline Ch. 1).</p> <p><b><u>2) Discuss your ideas with potential reader(s) if you haven't already.</u></b> Share your draft with potential chair and readers; work toward getting commitment of</p>	
Sept. 9, 2010	<b><u>Discussion of Chapter 1 plans – each student presents and posts it on BB discussion board</u></b>	<b><u>Presentations 1</u></b> [5 students]
Sept. 16, 2010	<p><b>THE LITERATURE REVIEW</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose</li> <li><input type="checkbox"/> Theoretical/conceptual framework</li> <li><input type="checkbox"/> Critical analysis of empirical literature</li> <li><input type="checkbox"/> Developing/organizing your review</li> <li><input type="checkbox"/> Potential sources for literature</li> </ul> <p><b>Focus will be on purpose of lit review and theoretical/conceptual framework</b></p> <p><b>WEEK'S ACTIVITIES:</b></p> <p><b><u>1) Exercise #4: Work on outline for the theoretical and conceptual literature review, complete an outline of this section. Bring your outline to the next class (9/23) and post for discussion.</u></b></p>	<b><u>Presentations 1</u></b> [5 students]
Sept. 23, 2010	<p><b>Continued discussion on theoretical/conceptual framework</b></p> <p><b>LITERATURE REVIEW – Empirical literature</b></p> <p><b>Focus on purpose and organization &amp; critique of empirical literature; Develop a topics list to guide your empirical lit review</b></p> <p><b>WEEK'S ACTIVITIES:</b></p> <p><b><u>1) Exercise #4: Complete theoretical/conceptual lit review outline. Create an outline for empirical literature review, begin to fill in content/references. Bring your</u></b></p>	

	<i>next class and post for discussion.</i>	
Sept. 30, 2010	<p><b>LITERATURE REVIEW</b></p> <p><b>Critique of empirical lit &amp; completing your literature review</b></p> <p><b>WEEK'S ACTIVITIES:</b></p> <p><b>1) <u>Exercise #5:</u> Complete lit review outline. Bring outline to class for discussion. Use outline to write chapter.</b></p> <p><b>2) <u>Exercise #6:</u> Using the outline for the Methodology (excluding human subjects) to draft a study plan (with references) relevant to your study question. Bring your outline to the next class for discussion. Post on Blackboard for discussion.</b></p>	<b><u>Draft of Chapter 1, part 1 due for feedback only; not graded (cr/ no cr)</u></b>
Oct. 7, 2010	<b><u>Discussion of Chapter 2 plans – each student presents and posts it on BB discussion board</u></b>	<b>Presentations 2 [5 students]</b> Due: Human Subjects Training (if you have not already done this); all students should submit a copy of your certificate.
Oct. 14, 2010	<p><b>METHODS AND SUBJECTS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying potential methods for study of your question</li> <li><input type="checkbox"/> Specify the populations and a sampling strategy</li> </ul> <p><b>Focus will be on “best” feasible/doable methods to meet question/research purpose</b></p> <p><b>WEEK'S ACTIVITIES:</b></p> <p><b>1) <u>Exercise #7:</u> Complete methods outline. Bring outline to next class for discussion. (10/14) Use outline to write chapter. Begin designing/formatting data collection instrument, identify measures, interview guide etc. that you will need.</b></p> <p><b>2) <u>Exercise #8:</u> Using the outline for the Human Subjects Procedures and Informed Consent, outline discussion of human subjects issues in your study, your plan, informed consent documents. Bring your outline to the next class for discussion.</b></p>	<b>Presentations 2 [5 students]</b>
Oct. 21, 2010	<p><b>PLAN FOR PROTECTION OF HUMAN SUBJECTS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on method you have planned; discuss your plans for procedures to Protect Human Subjects</li> </ul>	<b><u>Due: Draft of Chapter 2</u></b>

	<p><b>WEEK'S ACTIVITIES:</b></p> <p><b><u>1) Exercise #9:</u> Complete human subjects plan and documents. Post work for feedback on Blackboard. Use outline to write chapter and prepare request for departmental review.</b></p>	
Oct. 28, 2010	<p><b>WEEK'S QUANTITATIVE DATA ANALYSIS; STATS REVIEW</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Which stats do I use to answer which questions and why?</li> <li><input type="checkbox"/> How do my data affect the stats I use</li> <li><input type="checkbox"/> Plan analyses for your project given the research questions/hypotheses and level of measurement of the data</li> <li><input type="checkbox"/> Get faculty consultation if you are new to stats</li> </ul> <p><b>INTERPRETATION &amp; PRESENTATION OF QUANTITATIVE DATA</b></p> <ol style="list-style-type: none"> <li>1) What do the stats results mean?</li> <li>2) Explain results/interpretations Organizing around hypotheses/research questions</li> <li>3) Designing tables/figures – when to use</li> </ol> <p><b>QUALITATIVE DATA ANALYSIS AND PRESENTATION</b></p> <ol style="list-style-type: none"> <li>1) Content analysis</li> <li>2) Qualitative analytic methods for text data</li> <li>3) Content analysis</li> </ol> <p>Qualitative analytic methods for text data</p> <p><b>WEEK'S ACTIVITIES:</b></p> <p><b>1) <u>Prepare Graded assignment completion of Chap. 1:</u> Complete your Chapter 1 Assignment. I suggest getting feedback on BlackBoard</b></p> <p><b>ACTIVITIES:</b> <b>Get documents prepared for review for human subjects (if not done already) to review BEFORE winter break; work on Chapter 3</b></p>	
Nov. 4, 2010	<p><b>WEEK'S ACTIVITIES:</b> Suggest giving your chair copy of your first 3 chapters <b><u>IMPORTANT:</u> Make an appointment to meet with me</b></p>	<b><u>Due: Draft of Chapter 3</u></b>

	<p><b>between November 12 and November 22 for an individual consultation regarding the drafts you turned in. You want to have time to make revisions on your final submission for the class.</b></p>	
Nov. 11, 2010	<p><b>VETERAN'S DAY -- NO CLASS</b></p>	
Nov. 18, 2010	<p><b>Wrap up of qualitative methods/analysis discussion; Discussion of issues raised by seminar members. Consultations as requested.</b></p> <p><b>WEEK'S ACTIVITIES:</b> Work on your chapters.</p>	
Nov. 25, 2010	<p><b>THANKSGIVING HOLIDAY – ENJOY</b></p>	<p>Due: <b><i>IF YOU PLAN TO COLLECT DATA BEFORE OR DURING THE BREAK <u>AND DO NOT REQUIRE UNIVERSITY REVIEW, YOU STILL <u>MUST</u> RECEIVE CLEARANCE FROM DSWE HUMAN SUBJECTS FIRST.</u></i></b></p>
Dec. 2, 2010	<p><b>Wrap up of the semester. Discussion of next steps for research.</b></p> <p><b>Individual consultations by appointment over reading period.</b> Consider having your reader(s) review draft depending on your contract with them. <i>I also suggest that you meet with your chair to plan what, if anything, you will do to work on your project over the winter break as well as set up a time line for next semester.</i></p>	<p><b>Final submission due (12/9/10)</b></p>

**Catalog Statement**

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