

San José State University
Department of Political Science
Pols 195A-01: Political Science Research Methods, Spring 2019

Course and Contact Information

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Office Hours:	M W 4:30-6:00; other times by appointment M W F
Class Days/Time:	M W 10:30-11:45
Classroom:	DMH 160

Course Format

This class involves both intensive in-class and out-of-class work, often using Canvas. Aside from the text, all of the readings will be on Canvas under “Files.” Many of the participation assignments also require using Canvas, for information, quizzes or to upload work. I will also be using Canvas for announcements if there are changes or updates to the class assignments or events. Please make sure to check our class page on a regular basis.

In-class work for Pols 195A may involve individual and/or group work. There may be times when bringing in a computer to class is recommended, such as for the Qualtrics presentation. You will need access to a computer outside of class.

Communication and Office Hours

This is a class that will require a fair amount of open, direct communication between you and the instructor to make the course work. If you have an emergency or other situation that affects your ability to attend class, you need to contact the instructor ASAP to discuss the situation and how to make up any lost work. Office hours are best to review lecture materials you may have missed – powerpoints or notes will not be sent to you if you missed class. There will be in-person meetings to discuss your research proposals over the course of the semester as well. Be prepared to contact the instructor in-person or via e-mail if there are problems. Not speaking up when a problem occurs limits the ability to solve it!

Course Description

This course will introduce you to the scope and methods of political science. Specifically, it will help you to understand how political scientists develop their research projects (i.e. research design), and how they get their results (i.e. hypothesis testing). In addition, we will analyze the ethical considerations of

social science research, and study a variety of research methods including surveys, experiments, interviews, fieldwork, content analysis, and an introduction to quantitative and qualitative analysis.

While we will be considering statistics at the end of this course, you do not need to have a math background to understand this section; our focus is on the applications of statistics and how to interpret them.

Department of Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 4) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- 1) Compare and contrast the ways social scientists study phenomena.
- 2) Develop hypotheses, conceptualize and measure variables.
- 3) Match best-suited research methods to research questions.
- 4) Construct a research design for an original social science research project.
- 5) Interpret original social science research.

We will complete these through a combination of in-class participation exercises, quizzes, a midterm and a research project.

Required Texts/Readings

Textbook

The main text for this course is Janet Buttolph Johnson, H.T. Reynolds and Jason D. Mycoff's Political Science Research Methods, 8th edition (Los Angeles: Sage, 2016, ISBN: 978-1-5063-0782-4). This text is required and you should purchase it as soon as possible.

Other Readings

Other readings will be on Canvas under "Files;" see the Schedule for dates when these readings should be completed. *All readings are required for this course.*

Other technology requirements / equipment / material

We will be working with the IRB website for the Ethics portion of the class, as well as with the Qualtrics program when constructing surveys in and out of class. The IRB website is accessible at <http://www.sjsu.edu/research/irb/>, and students can access Qualtrics at <http://www.sjsu.edu/ecampus/research-tools/qualtrics/index.html>.

Library Liaison

Paul Kauppila (Paul.Kauppila@sjsu.edu) is our department's Library Liaison. He can be reached via e-mail and at (408) 808-2042; please get in touch with him if you have a question accessing research materials through King Library. We will also be meeting with him as a class to discuss access early in the semester.

Course Requirements and Assignments

Course requirements for Pols 195A are as follows:

Participation Activities (19.5% of the course grade)	
Plagiarism Module	10 points
Library Research Presentation	10 points
IRB Presentation and Module	10 points
Article Reviews	10 points x 3
Qualtrics Assignment	10 points
SPSS In-Class Assignment	10 points
Quizzes (on Canvas – 8.5% of the course grade)	10 points x 3
Midterm (19.5% of the course grade)	80 points
Research Proposal (~52.5% of the course grade)	
Part A (Topic, Lit Review, Hypotheses)	50 points
Meeting for Part A	5 points
Part B (Measurement, Research Design)	50 points
Meeting for Part B	5 points
Final Draft	<u>100 points</u> 400 points

Participation Work

This class will cover various concepts needed for social science research and preparing a research proposal. There will be several different participation assignments over the course of the semester, some of which will be in-class, some outside of it; some of these may also require working in groups. Please see below for details.

Plagiarism Module: All students in 195A must complete the King Library Plagiarism Module (<https://libguides.sjsu.edu/plagiarism>) and take the test at the end for class credit. You will need to pass the test (at least 10 out of the 12 questions correct) and e-mail the results to the instructor by 11 p.m. on March 4th to qualify for the ten points assigned to this activity.

Library Research Presentation: To help get you started on your literature review and narrowing down your research topic, there will be a presentation during class time in King Library with our Poli Sci Library Liaison on February 11th in King Library 219. Attendance will be taken to verify that you were at this session, for the 10 points assigned to this activity.

IRB Presentation: As part of the Ethics section of the course, you will need to access the SJSU IRB Website at (<http://www.sjsu.edu/research/irb/irb-video-tutorials/index.html>), view the first workshop section, and then complete the module on Canvas. You will need to complete this activity by March 10th for the 10 points.

Article Reviews: In the Schedule, there are three articles that you will need to read by the date assigned for class discussion, then participate in the class discussion that day; we will be dissecting the articles in terms of source use, measurement or analysis on those days. Attendance will be taken for those discussions to verify your participation, and so that you will earn the 10 points for each discussion.

Qualtrics Assignment: We will have an assigned day (April 10th) during the Measurement section to introduce the Qualtrics platform in class; you will need to bring a computer or take notes to establish your accounts later, and to complete the work for this assignment. Students will then be required to complete a short survey with five questions of various types, to be printed out and presented to the instructor on April 15th. There will be five points for the class attendance to introduce the platform, and five points for the finished assignment.

SPSS Assignment: Students must attend class on May 8th to participate in a group assignment using SPSS analysis and a dataset to discuss statistical analysis and interpretation of results. We will be working as a class on this, so you do not need to bring a computer; but you need to take notes, complete a worksheet, and turn it in at the end for the 10 points.

If you are unable to complete one of these assignments due to a verifiable emergency, it is the responsibility of the student to contact the instructor ASAP to discuss means to make up the work for the grade points. Students should plan on making up assignments within a reasonable timeframe if they are missed, out of fairness and the need for grade turnaround. Due dates for makeup work are entirely at the discretion of the instructor. No assignments for this section will be accepted late after the last day of class (May 13th).

Quizzes: There will be four quizzes on Canvas over the course of the semester, at the end of major sections of the class (see Schedule for dates). Students will have 30 minutes during a 48-hour time period to complete each quiz, with five questions worth two points each. You will have three attempts on each quiz, and you may use notes and the text to answer questions. However, it is not acceptable for students to collaborate on answers. We will go over format for the quizzes before the first one is scheduled, and there will be a Practice Quiz on Canvas for you to review how to take the quiz. If you are unable to complete a quiz during the 48-hour period, you are required to contact the instructor ASAP to discuss an in-person makeup, and you must make up the quiz within one week from the quiz due date.

Midterm: There will be an in-class midterm exam on March 25th, covering all material in the class up to that point. It will be a combination of 20 multiple-choice questions worth two points each (40 points) and four short-answer questions worth ten points each (40 points). Students will need to bring a Scantron 882-E for the first part of the test. This exam is closed-book and closed-note. Makeups for this exam must happen by the end of the work week (March 29th), given that Spring Break will be the following week. If you miss the exam, contact the instructor ASAP to set the makeup time.

Research Proposal: More than 50% of the grade for this course depends on this major assignment. You will be working start-to-finish on a research proposal, to be completed in various stages and turned in as a final draft on the Final Exam day (May 16th). Major due dates are below; see the handout appended to the Syllabus for the full details on completing the assignment.

Part A (Topic, Lit Review, Hypotheses): This section will be an essay of 4-5 pages, approximately 1000-1250 words exclusive of bibliography, that will outline the topic question for your proposal, the literature review supporting your choice of question, and the hypotheses connected to your question that you are considering testing. This section will be due on March 4th in class, and uploaded as a .pdf to Canvas under “Assignments” for a source check. This rough draft portion of the proposal is worth 50 points if turned in fully and on-time; it will go down five points a day if either the hard copy or upload is missing, barring a verifiable emergency.

The week after this section is turned in (March 11-15), students will be meeting with the instructor to go over their proposals, and to discuss possible improvements. Meetings must be in-person and are TBD; a schedule will go out in class for students to select times to meet. This meeting is worth an additional five points of the course grade.

Part B (Measurement, Research Design): This section will be an essay of 3-4 pages, approximately 750-1000 words, exclusive of appendices for measurement instruments. You will be operationalizing your hypotheses and creating a research design in this part of the proposal, with justifications for your decisions along the way, and providing detailed information on how you intend to collect data for your study. You may need to append survey questions or other examples to this section at the end. This section is due on April 15th and is worth 50 points if turned in as a hard copy and uploaded to Canvas on time. Late papers will lose five points a day, barring a verifiable emergency.

The week after this section is turned in (April 22-26), students will be meeting with the instructor to go over their proposals, and to discuss possible improvements. Meetings must be in-person and are TBD; a schedule will go out in class for students to select times to meet. This meeting is worth an additional five points of the course grade.

Final Draft: The final draft of the research proposal is due on May 15th as a hard copy and uploaded to Canvas as a .pdf. This draft will combine Parts A and B into a whole and revise it for the instructor to review. It is worth up to 100 points if completed as required and handed in on time.

Please note that as this is our final day, students should plan on turning in this paper on time unless there is an unavoidable emergency. Late papers will only be accepted at the instructor’s discretion, with prior approval and verification of emergency. NO papers will be accepted for any reason after May 20th, to allow for grading.

Please note that per University policy S16-9), “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” Our course load is based on four units, so this means that students will be expected to spend approximately nine hours a week on course material, exclusive of class time.

Final Examination or Evaluation

Per University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>), “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” Our culminating assignment will be the final draft of the proposal. For requirements, see above and the handout at the end of the syllabus.

Grading Information

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A plus, 93-96% is an A, 90-92% is an A minus, 87-89% is a B plus, 83-86% is a B, 80-82% is a B minus, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Canvas will be used to record grades for the class, but you will note that the total grade feature on Canvas has been suspended; this is to minimize confusion, given that percentages are not accurate until the class is completed.

As noted above, penalties for late work vary by assignment. Participation assignments, if not completed on time, may have a score of zero if not made up after consultation with the instructor. Quizzes and the midterm may be made up after discussion with the instructor, but there are time limits for makeups. Parts A and B of the research proposal will lose a letter grade per day in points (five) if late and not excused. The final draft of the proposal requires assent from the instructor to be accepted late under any circumstances, given that it should be submitted on the final exam date for the course.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

There will not be any extra credit assignments in this course, given the wide variety of assignments already scheduled for the class.

Classroom Protocol

Students are expected to come prepared to class discussions and conduct themselves in a civil and respectful manner, particularly to their fellow students. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students may be asked to leave if this occurs.

Laptops may be used during class for the purpose of taking notes, but students are expected to stop typing and participate in discussions when they occur. Cell phones and pagers must be turned off for the duration of class. No texting is permitted during class for any reason. If a cell phone rings during class, the instructor reserves the right to answer it; if you are texting, the instructor reserves the right to ask you to leave the classroom.

Recordings of lectures for personal use outside of class is permitted, provided the instructor is consulted and approves such recording. Common courtesy and professional behavior dictate that you notify someone when

you are recording him/her.¹ You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you feel you may need to do this, please contact Dr. Pinnell and clear this with her at the start of the course.

Collaboration and Source Use Policy

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

The following actions on papers could be considered plagiarism:

- 1) Copying words or passages of text from an in-class (lecture, discussion, slides, text or assigned reading) source without proper quotation and citation;
- 2) Using ideas, definitions or arguments from in-class sources, even if paraphrased or summarized, without proper citation;
- 3) Copying words or passages of text from sources outside of class (including electronic sources) without proper quotation and citation;
- 4) Using ideas, definitions or arguments sources outside of class, even if paraphrased or summarized, without proper citation.

Per the SJSU Academic Integrity Policy, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. This includes your own writing for another course – that is actually a form of plagiarism as well as cheating.

Unless the instructor explicitly approves collaboration with other students on work, such as a group assignment in class, you are not permitted to collaborate with other students to complete assignments or exams. Collaboration will never be approved of on the quizzes, exams, or any part of the research proposal; these are requirements that students must complete individually.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with a student to clarify the issue and particulars before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to cite and use sources, come to office hours, consult the Library sources on how to deal with these issues (<http://library.sjsu.edu/research-support/research>), or one of the writing centers for assistance.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Please peruse these policies at the link, which

¹ . This also applies to recording other students. You may be requested to turn off recording devices during discussions involving students.

cover academic integrity, religious holidays and recording information in class. The guidelines for accommodations for disabilities are also included under the AEC link.

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Pols 195A/Spring 2019 Schedule

Course Schedule (Participation, Quiz and Proposal Dates are Bolded)

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28-1/30	<u>Topic 1: Course Overview: The Research Cycle</u> Johnson, Chs. 2 (required), 15 (recommended)
2-3	2/4-2/11	<u>Topic 2: Research Questions and Literature Review</u> Johnson, Ch. 3 Kennedy, Sheila Suess. “Electoral Integrity: How Gerrymandering Matters,” <u>Public Integrity</u> 19_(2017): 265-273. (On Canvas) Article Review on February 6th (Kennedy)
3	2/11	Library Presentation on Accessing Sources: Meet in King Library Room 219
3-4	2/13-2/20	<u>Topic 3: Conceptualization and Hypotheses Formulation</u> Johnson, Ch. 4
4	2/20-2/22	Quiz #1 (to be completed on Canvas by 11 p.m., 2/22)
5-6	2/25-3/4	<u>Topic 4: Operationalization and Sampling</u> Johnson, Chs. 5, 7
6	3/4	Part A of Rough Draft Due (Literature Review/Topic/Hypotheses) Plagiarism Module must be completed by March 4th, results submitted to instructor for credit

Week	Date	Topics, Readings, Assignments, Deadlines
6-7	3/6-3/11	<p><u>Topic 5: Ethics in Social Science Research</u></p> <p>Curran, Sarah. "Research Ethics are Essential: Ethical Considerations for Research in Cross-Cultural Settings," in <u>A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods</u>. Sage: 2010, 197-216. SAGE Research Methods. (On Canvas)</p> <p>Ethics Assignment must be completed by 3/10 for class discussion on 3/11</p>
7	3/11-3/15	Meetings to Discuss Rough Draft of Part A (Times TBD, outside class)
7	3/13-3/15	Quiz #2 (to be completed on Canvas by 11 p.m., 3/15)
8	3/18-3/20	<p><u>Topic 6: Research Design -- Experimental and Quasi-Experimental Designs</u></p> <p>Johnson, Ch. 6</p>
9	3/25	Midterm (Covers Topics 1-6)
9-11	3/27-4/8	<p><u>Topic 7: Research Design -- Observation for Quantitative and Qualitative Analysis</u></p> <p>Johnson, Ch. 8</p> <p>Das, Deboiyoti, "Research Ethics and the Predicament of Self-Harm in Anthropological Research." In <u>Social Science Research Ethics for a Globalizing World: Interdisciplinary and Cross-Cultural Perspectives</u>, Keerty Nakray et al., eds. Routledge: 2015, 187-207. (On Canvas)</p> <p>Article Review on March 27th (Das)</p>
10	4/1-4/5	SPRING BREAK – NO CLASS
11	4/8-4/10	<p><u>Topic 8: Survey Research and Development</u></p> <p>Johnson, Ch. 10</p> <p>Qualtrics Presentation on April 10th in Class (computers recommended); Qualtrics Sample due on April 15th</p>
12	4/15	<p><u>Topic 9: Document Analysis for Quantitative and Qualitative Designs</u></p> <p>Johnson, Ch. 9</p>
12	4/15	Part B of Rough Draft Due (Measurement and Research Design)
12	4/17	<u>Topic 10: Case Studies</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		Gillham, Bill. "Case Study Research: The Qualitative Dimension," and "Evidence: The Primary Concern," in <u>Case Study Research Methods</u> . London: Continuum, 2000, 9-15 and 20-27. (On Canvas)
13-14	4/22-4/29	<u>Topic 11: Univariate Statistics</u> Johnson, Chs. 11-12
13	4/22-4/26	Meetings to Discuss Rough Draft Part B (Times TBD, outside class)
14	4/29-5/1	Quiz #3 (to be completed on Canvas by 11 p.m., 5/1)
15	4/29-5/8	<u>Topic 12: Bivariate and Multivariate Statistics</u> Johnson, Chs. 13-14 Yanus, Alixandra and Karen O'Connor, "Exploring Elites' First Political Memories: A Case Study of Presidential Electors," <u>The Social Science Journal</u> 52 (2015): 123-130. (On Canvas) Article Review on May 6th (Yanus and O'Connor) SPSS Presentation on May 8th in class
16	5/13	<u>Wrap-Up of Course</u>
Final Exam	5/15	Final Draft of Paper Due by 4 p.m. as a hard copy and uploaded to Canvas by 4 p.m.

Research Proposal

The major assignment for Pols 195A is a research proposal, written in two drafts and submitted as a final draft on the final exam date (May 15th). The rough draft is divided into two parts (A and B), which you will compose as we get through relevant sections in class. See below for the details on these sections.

Rough Draft Part A (Topic Question/Significance, Literature Review, Hypotheses)

The first section of the proposal you will submit addresses the overall topic question of your proposal, the literature review which serves as the foundation of the question, and the preliminary hypotheses you will consider in your research. Before the due date of this section (March 4th), the class will cover the matters of conducting a literature review and formulating the topic question, conceptualization of variables, and forming hypotheses. You will have time after these sections are covered to do your own work on this part of the proposal. We will be having a presentation on searching library online resources on February 11th, but my strong recommendation is that you begin your background research for the proposal immediately. This proposal requires a minimum of ten sources outside of class materials and lecture for your proposal, either used in your literature review or other sections.

Part A should be 1000-1250 words (4-5 pages in 12 point font, with 1" margins, page numbers and double spaced), irrespective of bibliography at the end. You should have headings in the paper that precede the three required areas of the proposal (Question/Significance, Literature Review, Hypotheses). Most of this portion will cover the literature review, but this should be no more than three double-spaced pages; you will need at least one introductory paragraph, a page to discuss the nature of your research question, and a page to discuss your hypotheses. Hypotheses should be listed individually whether enumerated or not, and you should have some discussion of why you have created each of them, as well as what you expect when you test them.

For the sake of consistency and clarity, students should plan on using APSA, Chicago/Turabian or APA for citation purposes in this paper. These styles support in-text citations and clear bibliographic rules. For the sake of space, I recommend using in-text citations when listing sources; you can have the full citation in the bibliography. Oral communications such as lecture do not have to be listed in the bibliography in these styles but do need to be cited in the body of the text.

This section of the proposal project is worth 50 points if turned in as a hard copy to the instructor by March 4th and uploaded to Canvas under "Assignments" by 11:59 p.m. on March 4th. Late hard copy and/or upload could result in a deduction of five points a day, as time for grading and turnaround is essential. You will meet with the instructor the following week (March 11-15) to discuss the initial section and how to move forward in terms of changes and revisions.

Please note: Once you submit this part of the proposal, your research area is **set** for the rest of the semester. Minor revisions in the research question and hypotheses are possible, but you cannot start your research over from this point. Make sure to choose a topic that you want to pursue and that is workable for the rest of the semester.

Rough Draft Part B (Measurement, Research Design)

Part B should be 750-1000 words (3-4 pages in 12 point font, with 1" margins, page numbers and double spaced), with a possible additional bibliography if you are using sources to write this section. The second section of the paper will operationalize your hypotheses in terms of how you will test them, specifying how to measure the variables for testing purposes, and creating a design to conduct the data collection. You should also give some prospective information as to how you will analyze the results. You will not be doing the actual test of the proposal, but you should compose this part of the proposal as if you are; this means considering the ethical concerns around your measures and data collection as well as giving adequate detail to how you would

conduct the measures, collect and analyze the data. Justifying your decisions as to why you chose particular measures and design will also be part of Part B.

The bulk of this section will concern the research design; up to three pages double-spaced should be on this area. But please make sure to give adequate coverage to operationalization. You will need headings for Part B as for Part A (Measurement, Research Design).

This section of the proposal project is worth 50 points if turned in as a hard copy to the instructor by April 15th and uploaded to Canvas under "Assignments" by 11:59 p.m. on April 15th. Late hard copy and/or upload could result in a deduction of five points a day, as time for grading and turnaround is essential. You will meet with the instructor the following week (April 22-26) to discuss this section and how to move forward in terms of changes and revisions.

You may be able to make minor revisions in the measures and research design after turning this section in, but the decisions you make in Part B should be largely finalized when you submit this section.

Final Draft

The final draft of the proposal brings together Part A and B and coalesces them into a full proposal, with revisions as needed. The final proposal should be approximately 9-11 pages (2250-2750 words) in length, exclusive of bibliography. You should add a longer introduction section to summarize the whole of the proposal. You should move the hypotheses to an Expected Results section at the end of the paper, before the conclusion, to outline the results you expect to see if the research were actually conducted. The Measurement and Research Design sections will be combined into a Methodology section. As with the rough draft, the final should be double-spaced and in 12 point font, with page numbers. The bibliography should list all sources used in either Part A or Part B.

You are not required to re-submit the rough draft sections along with the final draft; Parts A and B are on Canvas for review if necessary, and the instructor will have a record of her comments on the first draft.

The final draft is due on May 15th as both a hard copy by 4 p.m. to the instructor and 4 p.m. on Canvas. Both copies are required by the deadline or the proposal may not be graded for credit; if you are unable to turn in the proposal on time, it holds up the grading process for the rest of the class. Therefore, if there are any obstacles to meeting this deadline, the student must contact the instructor on or before May 16th to discuss the situation and the possibility of a late submission. If the instructor allows a late paper, it will be due no later than May 20th, as this now cuts into the time to calculate course grades. There may be a grade penalty as well, depending on circumstances surrounding the late submission. Please keep this in mind as you finalize your proposals.

This part of the research proposal is worth an additional 100 points.

Rubric for Grading Parts A and B, Final Draft

Both the rough and final drafts of the proposal will be graded for content and, to a lesser extent, writing. Content (80% of the grade, so 40 points for Parts A and B; 80 points for Final)

The content parts of this assignment will focus on whether or not the student has fulfilled the major requirements of the various subsections of the proposal. Many of these are outlined above per section. In addition, there are questions that students should consider when writing these drafts:

- a) Is the research question clear and defined? Are the concepts in the research question clearly defined?
- b) How does the previous literature lead up to the research question?
- c) Are the hypotheses clearly defined? Are they falsifiable? Do they tie back to the research topic? Is there an adequate number of hypotheses to test the question?
- d) How are the variables in the hypotheses defined? How are they operationalized? Are the measures used to test them adequate in terms of covering the variables?
- e) Is the research design a good method to conduct the measures? Has the researcher considered the ethical considerations surrounding the measures? Has

the researcher considered the practical needs of cost and access surrounding the measures?

- f) How does the researcher intend to analyze the results?
- g) Ultimately, what is the importance of this research? Why should this be conducted in the first place? What could the results provide in terms of furthering knowledge?

If answers to these questions seem to be missing, or if there are major details omitted from either of the drafts on sections of the proposal, this could lead to deductions in points that affect the content portion of the grade.

Writing: (20% of the grade, so 10 points for Parts A and B, 20 points for Final)

This section considers grammatical and stylistic errors in the various parts of the proposal, as well as citations. Examples of deductions for writing errors could include the following:

- a) Lack of organization;
- b) Spelling and/or poor word choice;
- c) Verb tense and agreement errors;
- d) Run-on or fragment sentences;
- e) Paragraphs with multiple topics;
- f) Punctuation errors;
- g) Lack of thesis/introduction/conclusion;
- h) Lack of citations for sources.

Students at this point in their academic careers are expected to understand the basic rules of citation for all information not their own, whether in quoting information or in using facts or ideas not their own. The plagiarism module is meant to clarify these issues as well. Major violations of source use may lead to deductions on both the writing and content parts of the paper, given that this shows the student is not going the work. These issues will come up in the meetings after Parts A and B if necessary, along with possible grade penalties. If there are issues in the Final Draft, there may not be time to meet with the student; electronic communication may be used to communicate problems in those cases. Any penalties must be reported to Student Conduct as well as applied to the assignment.

Please plan on using sources properly in this assignment; if you are confused about proper citation during the drafting process, contact the instructor for clarification or suggestions for resources to solve the problem. Obviously, last-minute work can lead to the most problems in this area, so plan to complete the sections with enough time for revisions or questions.