SOCIAL SCIENCE HONORS: RESEARCH WORKSHOP SS H190A

An Honors Program that Creates Opportunities for Community Research!

COURSE INFORMATION:
Fall Quarter, 2017 || Thursdays 2:30-3:50pm
Room: SBSG 1200
Course Code: 71825
Site: http://www.socsci.uci.edu/~castellj/sshonors/

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: Tuesdays, 2-3pm or by appointment

INTRODUCTION AND OVERALL PURPOSE
The H190A course is designed for students who are beginning work on a senior honors thesis in Social Science. The course will enable you to develop a detailed plan for researching and writing an acceptable senior thesis for honors in Social Science. You will work with your peers and the Instructor during the term to frame a suitable topic, conduct preliminary research, and write a prospectus, or in-depth description of your topic and your plans for researching it and developing your argument. Please note that this class is NOT a substitute for working closely with your advisor. If the student has an advisor, it is recommended that they meet with the faculty to get a head start on the process. Earlier contact with a faculty will help students better shape their theses and will ensure them direction on the project from a faculty with expertise in the area of investigation. (Note: You will need to identify your advisor midway of the quarter.)

The course will meet 10 times during fall 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 developing and researching your topic. 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 acceptable prospectuses at the end of the term.

In the Winter and Spring quarters, the final version of the thesis is to be completed with your advisor/mentor. I also will be available for consultation and will review your final draft for approval of the program’s requirements. To facilitate the grading process, you must enroll in H190B and H190C during Winter and Spring quarter and I will need to sign your add cards. During the second and third quarter of the program, you meet individually with your advisor and independently. During both of these academic terms, the advisor will be contacted to provide feedback about your progress and work.

**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, most of which will be from your book or the course website articles. The course has one major writing assignment, the preparation of a prospectus for the senior thesis. Students will be provided with guidelines for the prospectus early in the term. Throughout the Fall quarter, students will complete one draft of the various sections of the prospectus and the Instructor and the other students in the class will review these drafts. Students will first be asked to produce an initial statement of their thesis topics. You will then begin working on a review of the literature on your topic. You will also develop a description of the methods you intend to use to research your topic. Finally, you will complete a more sophisticated description of your topic that will serve as the introduction to your prospectus.

**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 meeting. 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.

**FACULTY ADVISORS/MENTORS**
You are encouraged to select any faculty member in the School. It is recommended that the faculty member have interest and expertise in the area of your research thesis. You are to approach the faculty and request if they are willing and available to provide you the guidance necessary to complete your thesis. The faculty must agree to be your advisor/mentor for this year-long project. Good faculty matches are not automatic, and it is advised that you know the faculty prior to asking to work with them. Do research on the professor, his/her research interests, availability and time commitment.

**ETHICS**
The class will reintroduce you to some of the general basics related to ethics and human subjects. If you are planning to use participants in your research, approval from the Institutional Review Board (IRB) will be required. This approval should be secured by Fall quarter. Please note that IRB has all their forms on their webpage ([http://www.research.uci.edu/compliance/human-research-protections/index.html](http://www.research.uci.edu/compliance/human-research-protections/index.html)) and full submission requires a copy of your RQs, instruments, interview questions, and a detailed description of your research protocol.

**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.

**REQUIRED TEXTS**


**In addition to your book, the Instructor will require students to read additional materials and resources to facilitate the research process. The additional resources will be available in the course website or handed out in class meetings.**

Website for the course is: [www.socsci.uci.edu/ssarc/sshonors](http://www.socsci.uci.edu/ssarc/sshonors)

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**ADDITIONAL REFERENCES (FOR PERSONAL REVIEW, NOT REQUIRED)**

*Texts for Research:*


Writing References:


WRITING ASSIGNMENTS

There will be several 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. Topic summary: This is an overview of the area of research you plan to explore for your project along with questions that are of interest to you (1-2 pages).

2. Literature review: This includes a description of the research question that you plan to address together with a discussion and analysis of relevant earlier research (5-8 pages).

3. Research proposal: This consists of a revised version of your literature review along with a description of your research project. This assignment is a short version of the first three chapter of the thesis that includes an Introduction (including research problem), Literature review with Hypotheses, Methods section, and References (18-20 pages). In addition, you will submit a timeline for completion of your thesis. The final draft for this paper is due Monday, Nov. 20th. Feedback will be returned on Week 09. Revisions will be submitted Week 10 week (Dec. 7th) by 5pm.

Grading Policy
Students will receive a grade for their written assignments (30% of final grade), class participation (20%), and the final paper (50%).
# COURSE SCHEDULE (TENTATIVE)

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| 0    | Sept. 28| Overview of Honors Research  
Faculty Matches, Topics  
What is a proposal/prospectus? | Chapter 1 – Creswell  
Introduction, Machi  
Visit Website readings |

**Questions to Answer:** What is your long-term professional goal in your field of study? What passion do you have within your field of study? What topic of study would merge your professional career plans and passions or personal interests in the field? Who are two or three faculty on campus conducting research in your area of interest?

| 1    | Oct. 5  | Your Topic/Value-Added Research  
Reviewing the literature  
Annotated Bibliographies –Purpose & value  
Research and graduate school | Chapter 2 – Creswell,  
Step 1 and 2 Machi  
Potential Advisor (names) |

**Questions to Answer:** How have other scholars answered your primary research question? What is the range of ways in which other scholars have discussed the phenomenon you seek to explain? What is the range of factors that other scholars have used to explain variation in the phenomenon you seek to explain? What are key disagreements, debates, and sources of contention in the literature?

| 2    | Oct. 12 | Narrowing your research topic  
IVs, DVs, other variables, theory  
Main topics, designs and methods | **Topic summary due**  
Review two senior theses at library  
Creswell Chapter 3, 6, 7 - web  
Machi – Step 3 |

**Questions to Answer:** What potential variables would help examine the phenomena of interest? What are the proximal and distal variables within this general topic of study?

| 3    | Oct. 19 | Narrowing the focus, Hyp/RQs  
Visit to the Library with Christina Woo  
Library Visit  
Library Review, PPT via email  
UROP Proposals | **1 page brief on topic/variables**  
Write potential RQs  
Creswell, 6 & 7  
Machi – Step 4  
3 articles on design, web |

**Questions to Answer:** What are the primary findings in the literature? What are the main themes emerging? What gaps need to still be attended? What variables will you examine? What will be your independent and criterion variables?
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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Matrix/Problem Statement</th>
<th>UROP Website</th>
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<tr>
<td>4</td>
<td>Oct. 26</td>
<td>Research Opportunities</td>
<td>Refining hypotheses, writing introductions</td>
<td>UROP Draft #1</td>
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<td>Revisited RQ &amp; H₀/ Hₐ.alt</td>
<td>Writing a proposal/prospectus</td>
<td><a href="http://www.urop.uci.edu/grants/frame_callforproposals.html">http://www.urop.uci.edu/grants/frame_callforproposals.html</a></td>
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<td>Chapter I: The Introductory Chapter</td>
<td>Read Chapter 8, 9, 10</td>
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<td><strong>Questions to Answer:</strong> What is your primary research question? What is your hypothesis (framed as a statement, not a question)? What is the social problem under investigation? How does the topic relate to your interest as a professional?</td>
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<td>5</td>
<td>Nov. 02</td>
<td>IRB and Ethics Presentation</td>
<td>Chapter II: The Literature Review</td>
<td>Creswell, Chapter 4</td>
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<td>Research proposals; refinement</td>
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<td>Machi – Step 6</td>
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<td>Methods and measures</td>
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<td>IRB quiz on the internet</td>
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<td><strong>Questions to Answer:</strong> What are possible designs for your study? What population will be in your sample? What ethical considerations do you need to consider in conducting research with this group?</td>
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<td>6</td>
<td>Nov. 09</td>
<td>Class research presentations</td>
<td>Literature review due (draft)</td>
<td>UROP Draft #2 (Nov. 13th)</td>
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<td>Research proposals; refinement</td>
<td>2 articles on design, web</td>
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<td>Methods and measures</td>
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<td><strong>Questions to Answer:</strong> What methodology will you use? What methods do you plan to incorporate to collect your data? What are the advantages of your design and methods?</td>
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<td>7</td>
<td>Nov. 16</td>
<td>Getting into graduate school</td>
<td>Read packet on graduate school</td>
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<td>Chapter III: Methods</td>
<td>2 articles on design, web</td>
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<td><strong>Questions to Answer:</strong> What are your educational goals post UCI? What will you do after your undergraduate education? What graduate would be a good fit? What area do you want to impact as a professional?</td>
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<td>8</td>
<td>Nov. 23</td>
<td>No Class</td>
<td>Draft of Chapters 1-3 (Nov. 20th)</td>
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<td>Happy Thanksgiving</td>
<td>Timeline due</td>
<td>2 sample theses, web</td>
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<td>Refinement of proposals</td>
<td><strong>Questions to Answer:</strong> What were 5 primary skills you gain in developing your research topic? What areas of your proposal still need polishing? Who are the experts in the field you would like to consult?</td>
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<td>Feedback on Proposals</td>
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<td>9</td>
<td>Nov. 30</td>
<td>Group Feedback on Thesis Writing&lt;br&gt;Progress Updates, IRB Updates&lt;br&gt;Finalizing Interview Guides and Measures</td>
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**Questions to Answer:** What is your timeline for the follow-up quarters to complete the proposed project?

| 10  | Dec. 01  | Wrap Up<br>Winter Expectations 2 sample theses, web<br>**Final draft for proposal – 12/7** |

**Note:**
The syllabus and its contents are subject to revision at any time by the instructor. This syllabus includes a tentative course schedule. The coverage of the topics listed above is only an approximation. Due to the nature of the material presented and discussed in this course, we may move through the course material at a faster or a slower pace than currently anticipated. Guest lecturers may also necessitate revisions to the course schedule. Course content, assigned readings and assignment due dates may be adjusted as necessary based on when we actually cover course topics.