Social Science Honors: Research Workshops SS H190C

Site: http://www.socsci.uci.edu/~castellj/sshonors
Term: Spring 2017  Course Code: 71400

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<th>COURSE INFORMATION</th>
<th>INSTRUCTOR INFORMATION</th>
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<tr>
<td>Website: <a href="http://www.socsci.uci.edu/~castellj/sshonors">www.socsci.uci.edu/~castellj/sshonors</a></td>
<td>Jeanett Castellanos, Ph.D.</td>
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<tr>
<td>Meeting Place: SBSG 1200</td>
<td>Office: SSPB 2231</td>
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<tr>
<td>Meeting time: ODD WEEKS, Thursdays, 2-4pm</td>
<td>Phone: (949) 824-6298</td>
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<tr>
<td>Office Hours: Tuesdays 11:00 - 2:00 pm/By appointment</td>
<td>Email: <a href="mailto:castellj@uci.edu">castellj@uci.edu</a></td>
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**Prerequisites:** Course enrollment by Permission of Social Science Honors Program only.
Also, this is a sequential course that requires 190AB enrollment as a pre-requisite.

**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 refine your final stages of data collection while facilitating data analysis and interpretation. The course will broadly cover material addressing data entry, coding, data analysis/interpretation, and implications. The instructor will ensure that your theoretical framework guides your analysis and interpretation of the results. Although 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. Provide directives for students to refine their data collection
2. Facilitate the understanding of the data entry and analysis process
3. Establish the relationship between theory, findings, and data interpretation
4. Consult students on their understanding and analysis of the data
5. Assist in the formulating of study’s research, practical, and theoretical implications

The course will meet 5 times during Spring term as specified below. Course meetings will largely be devoted to discussing the research project and your progress. Specifically, we will trouble-shoot any problems that you are having in the course of writing your theses, collecting your data, and interpreting the results. 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 each quarter. In order to pass the course, students must attend the meetings, complete the assignments, and submit the five chapters of the thesis (introduction, literature review, methods, findings, discussion) 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 minimal 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 this final quarter, students will revisit the first three chapters, analysis and write the results chapter, and complete their discussion. The thesis will be primarily guided by the faculty advisor and the program coordinator will serve as an additional reader and consultant to assist with the development and quality of the thesis while enforcing the expectations and requirements of the Social Science Honors program.
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:
www.socsci.uci.edu/~castellj/sshonors.

*REFERENCES (FOR PERSONAL REVIEW, MUST READ ONE AT YOUR PACE)


ASSIGNMENTS

1. **Final Thesis:** The final draft of the thesis for the Spring quarter will be comprised of five chapters – Introduction, Literature Review, Methods, Results, and Discussion. The final product will include an abstract, table of contents, five chapters, references, appendices including tables and graphs, and your survey or interview questions. The complete project will consist of 40-50 pages total. **(100 points)**

2. **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, results, discussion, and implications. **(40 points)**

3. **Research Briefs:** 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. The activity will facilitate the final writing stages of your thesis addressing the last three chapters and refining your overall product. Each student is to upload the files weekly for grading in the drive. **(25 points)**

4. **Drafts:** Up to date, you have submitted numerous drafts of your thesis throughout the academic year. You will continue to submit individual chapters until your thesis is comprehensive and well-written. For this quarter, you will submit Chapters 4 and 5 individually and a complete copy of your finalized thesis before the final approval. You will also need to revise your first three chapters pre directives during Winter quarter. **(100 points; 25 points each)**

5. **Analysis:** You will also be responsible to submit a revised copy of the matrix and your coding processes. If you are doing qualitative, you must provide a sample of your quotes per theme. Quantitative researchers must show how they accepted or rejected the null. Syntax must be uploaded and results must be highlighted.

6. **Attendance and Meeting with Dr. C:** You are to attend the all class sessions and make an additional appointment with Dr. C during the quarter. For this meeting, make sure to bring your materials 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 thesis 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.

**APA Writing Style**
All written assignments must be typed, spelled-checked, and proofread for grammar mistakes, and they should conform to the style and reference notation format outlined by the 2009 *Publication Manual of the American Psychological Association* (APA), Fifth Edition.

**Grading Policy**
Students will receive a grade for their written assignments and class participation (35% of final grade), and the final paper (65%).
1. **Introduction and Literature Review**: 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.

   The **Introduction Chapter** provides a brief overview of the research topic (education, health, or political involvement). You will address the following questions: (1) What is the general area of research?; (2) What is the representation of the studied population?; (3) What makes the topic of importance to researchers, policy makers, and the community. Similarly, it describes the phenomena to the reader, identifying the problem and highlighting the angle of the issues you wish to examine. This chapter requires background statistics about the problem under study.

   **Chapter II, the Literature Review**, highlights the major researchers and studies in the general area of your research topic. In this section, the nature of the current research is noted while the various debates within the topic are identified. Additional analysis within this section includes the predominant research methods implemented by previous researchers and the gaps (material not covered or considered by other researchers) and limitations. This section must be presented by themes for good organization and easy reading. Moreover, the themes should overlap with the theoretical framework. This chapter leads the researcher to the RQs and Ho.

2. **Methods**: This chapter is an overview of the design, sample, measures, and data analysis implemented in the study. The section is divided into sub-sections to facilitate organization. Within this section, students are expected to incorporate tables, lists, and other appendices that facilitate the reliability and validity of the study. Surveys and research questions are to be included at the end of the thesis and cited within the text.

   **Chapter Three** must be comprehensive in providing details for the reader to follow your procedures. Students are to describe their procedures and include a descriptive overview of the sample, its background and other critical factors for analysis. Similarly, this section includes a paragraph per measure highlighting items/questions, authors, year of publication, alpha reliability, and other critical components. It concludes identifying the data analysis per RQ/Ho.

3. **Results**: This chapter highlights your findings per RQ. If you have a quantitative project, you present the findings and the significant results. Include tables in the appendices that demonstrate the reported text. Quantitative findings are to be presented by RQ/Ho. Similarly, for qualitative studies, you present the findings by themes including quotes and examples that validate what you are reporting.

4. The fifth and final Chapter, **the Discussion**: This section has multiple purposes. First, you will compare previous research to your findings. You will explain how your results are supported by specific researchers and perhaps contrary to other findings. Similarly, you will be required to identify the practical, research, and theoretical implications from your findings. Last, you will have a conclusion that ties the thesis together.
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<th>Week</th>
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| 1    | Follow-up and Updates  
Review of Theses | Visit Website  
Visit Thesis Guidelines/3 PDFs |

**RB, Questions to Answer:** What area of your thesis needs most attention? What timeline are you planning to implement this quarter? What data do you still need to collect? What do you need to put most effort into in order to ensure your timely completion?

| 3    | Refining Data Collection  
Ensuring Validity, Data Entry and Analysis | Revisit Website for Methods  
Qual/Quant – 4 articles for each Results examples |

*Bring:* Frequencies, descriptives or Themes and quotes, matrices  
*Email:* Chapters 1 and 2 revised and Revised Matrix (for final approval) and Research Brief

**RB, Questions to Answer:** In general, what additional data collection do you need to complete this project? Who else do you need to still solicit? Do you have a good representation in your sample? If quantitative, did you research your n goal? Is your data clean? Did you run your frequencies? Did you take the survey prior to releasing it? Set up the SPPS file with all the sub-scales for each measure.

If qualitative, were a good number of informants included? Did you attain quality quotes? How did you ensure proper documentation of responses? How did you circumvent sampling bias? Did you create your character profiles? Did you standardize your data collection with matrices? What additional information do you need to best represent your phenomena?

| 5    | Data Interpretation, What does it all mean?  
Connecting Theory to Results | Article on Data Analysis (1 ea) |

*Bring:* Preliminary Results Section with quotes or statistical results  
Start to work on UROP – draft – posters – Send draft for review and comments via email  
Email Chapters 3 and 4 (for review) and Research Brief

**RB, Questions to Answer:** What are your preliminary findings? What are the results for each of your RQs? If quantitative, are you rejecting or accepting your Ho? What is your significance level? Do you have enough power to run your analysis? How are you applying your theory to your analysis?

If qualitative, what themes are emerging? How did you incorporate your theory for analysis? How are you ensuing validity and reliability for analysis? What coding system are you implementing? Provide the example of your code key for data analysis. How many supporting quotes do you have per theme?
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<th>Email revised UROP for final approval</th>
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<td>7</td>
<td>Discussion and Implications</td>
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<td>Class Presentations on Research Projects</td>
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<td>Discussion Sample (1 ea)</td>
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<td>Bring: PPT draft, 1 example of each implication given your findings</td>
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<td>Email the first draft of Chapter 5 and Statistical tests/matrices</td>
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<td>Email Chapters 4 for final approval and Research Brief</td>
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**RB, Questions to Answer:** How do your results parallel previous research? What research supports your findings? What was surprising or predictable? What are the practical, research, and theoretical implications of your findings? What do your results tell you in relation to your topic of study? What did you learn from the findings and the project?

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<td>General Overview of Experience/Questions and Answers</td>
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<td>Presentations on Research Projects</td>
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<td>Bring copy of PPT for review and handout for class</td>
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<td>Email first draft of complete thesis with appendices</td>
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<td>Email Research Brief and final statistical tests/matrices</td>
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<td>Final Thesis – Due: Wed, June 7th</td>
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**RB, Questions to Answer:** What did you gain from the program? How will you use these new skills for graduate school or the workplace? What were some of the greatest lessons learned from working with your mentor? What insights did you gain about scholarship and research?