SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND INTERDISCIPLINARY SOCIAL SCIENCES
FALL 2014

INSTRUCTOR: Peter Chua, Ph.D.
EMAIL: Use Canvas <Inbox> for all communication
OFFICE: Dudley Moorhead Hall (DHM) 233
OFFICE HOURS: Tuesday 12:10-1:10 p.m., Thursday 4:50-5:50 p.m., and by appointment

SOCI 200A
METHODS OF SOCIAL RESEARCH I

CLASS MEETING: Thursday 6:00-8:45 p.m., DMH 162
COURSE WEBSITE: https://sjsu.instructure.com
PREREQUISITE: SOCI 104 with a grade of “B” or better

ACCESSING THE COURSE WEBSITE
The SJSU eCampus department operates the web-based “Canvas by Instructure” learning management software. This course uses Canvas as the course website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit short assignments.

Make sure you have an appropriate and dependable web browser and software settings for your computer to access and use Canvas. To familiarize yourself with the login process and security, go to http://www.sjsu.edu/at/ec/canvas/index.html.

To log-in:
- Go to SJSU’s Canvas site: https://sjsu.instructure.com.
- Your Username is your 9-digit SJSU ID number.
- Your Password is your SJSUOne password.
- To reset your password, go to https://sjsuone.sjsu.edu/sjsuone/resetpassword/

Communication
It is very important that you regularly check your Canvas mail and announcements.

Getting Support
For technical support, go to https://isupport.sjsu.edu/ecampus/ContentPages/Home.aspx. Contact me if you have course-specific questions.
COURSE DESCRIPTION

This core SOCI 200A-B sequence deepens and extends seminar participants’ understanding of the theories and practice of social inquiry and sociological research methods. It provides the necessary analytical skills to evaluate social research approaches and to design and complete a sociological research project.

SOCI 200A examines important assumptions that underpin social research and the major debates involving, for instance, the logic of social inquiry including feminist methodologies, research design, ethics, reflexivity (self-awareness), power in research, validity and reliability, data collection techniques, and data analysis. The course covers the formulation of the research question, research design, conceptualization and theoretical framing, sampling issues, data collection and analysis, presentation of results, and the assessment of research quality. This semester, this course focuses on qualitative research (including semi-structured interviewing, grounded theory, and discourse analysis) and action research.

COURSE OBJECTIVES

The main goal of this course-sequence is to provide seminar participants with graduate-level skills to complete their M.A. Special Studies or M.A. Thesis and high-quality small-scale independent research projects in academic, nonprofit, government, and community settings.

Course Content Learning Outcomes (LOs)

Upon successful completion of this course-sequence, participants will be able to:

LO1: Propose and conduct a small-scale independent research project with an adequate literature review and an appropriate research design and strategy.

LO2: Write a substantive review of the sociological literature on topical areas that assesses the theoretical and methodological (in terms of research design, data collection, and data analysis) strengths and weaknesses of past research studies and guides the formulation of appropriate research questions.

LO3: Be reflexive and make appropriate decisions regarding research ethics, power, data collection, and data analysis based on a solid MA-level comprehension of the major ontological, epistemological and methodological debates.

READINGS AND MATERIALS

Required Readings

- Sociology 200A: Methods of Social Research I Readings, Fall 2014. Readings available at the Canvas site in PDF format for seminar participants.
Optional Readings
- Sociology 200A Optional Readings, Fall 2014. Readings available at Canvas site in PDF format for seminar participants.

Other Materials
- A dependable personal computer with capacity to access the Canvas site, library databases, and relevant websites.
- An office software suite with basic word-processing capacities as such Google Docs (available free at https://docs.google.com or https://drive.google.com), LibreOffice (available free at http://www.libreoffice.org), or Microsoft Office.
- Class handouts to be distributed during the seminar.

PROMOTION OF CARING, ACCESSIBLE, ENRICHING AND MUTUALLY RESPECTFUL LEARNING ENVIRONMENT FOR ALL

My Pedagogical Values...
- I have high expectations for your performance in class and on assignments and for every student to be competent sociologists. I believe you can do the work, and I will coach you though the process. I demand a lot from you because I seek to develop you further academically and professionally.
- I think learning should be fun, exciting, and challenging.
- I am interested in your academic development and personal well-being.
- I think that learning and teaching are complex, endlessly fascinating collaborations.

As the instructor, I expect myself...
- To work hard to help you succeed in the course
- To be available if you need extra help
- To share my knowledge, training, and professional experiences and show how to make use of course content
- To model professional skills, ethics, and values
- To treat all students fairly, justly, and reasonable, particularly related to grading
- To provide meaningful feedback on your work
- To take lead in maintaining a positive, challenging learning environment

As students, you are expected...
- To be motivated and have a positive attitude to learn the course materials
- To commit a reasonable amount of effort, persevere, and have fun in learning the materials and to grow from mistakes
- **To be prepared and participate verbally every class session.** The prerequisite for such active participation is attendance.
- To lead class discussion as part of your participation
- **To read the assigned materials before coming to the seminar so we can discuss them in detail.** This means that you are familiar with the assigned readings and are able to raise thoughtful questions that encourage an interactive-learning and student-centered discussion.
- **To complete required readings and assignments on time — that is, before coming to class.** Written work should be proofread and edited. Assignments are due at the beginning of class. There will substantial loss of credit for late work. Do NOT email
them to me. Do NOT turn them in to the general sociology office; this is a College of Social Sciences policy. Do NOT submit them in my office.

- To be responsible in your learning and conduct yourself professionally by:
  - Preparing for the class by completing the assigned readings and assignments
  - Attending class regularly. If you missed class, talk with your peers to learn what happened and get notes. After talking to classmates, if you have additional questions, talk with me in person.
  - Not disrupting the learning environment and the learning by your peers

- To contribute in maintaining a positive, respectful, and challenging learning environment and ensure a thoughtful and respectful engagement with the subject matter

- To cooperate and collaborate with your peers in teams, in class, and outside of class

- To practice academic integrity and owned your intellectual work. Academic dishonesty such as plagiarism and cheating violates university regulation. It will not be tolerated. Do give proper acknowledge to ideas, facts, and arguments that you did not initially construct or demonstrate. This applies to in-class discussions and all written work. Notwithstanding this warning, you are strongly encouraged to discuss the class readings with students in or out of class, but acknowledge the ideas you received from others regardless of how casually you come to such ideas.

- To prevent class disruption and student inattentiveness resulting from the personal use of cell phones, smart phones, laptop computers, and other mobile communication devices during the class. Please leave the classroom to send and read text messages and make personal phone calls.

- To use laptop computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom.

ASSIGNMENTS AND GRADING

Evaluation Principles
Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with on meaningful feedback. Evaluation is fair and just, reflecting your effort and learning based on clear directions and criteria.

Assignments
The satisfactory completion of the following requirements determines your overall grade:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>15%</td>
<td>Seminar participation and facilitation</td>
<td>Weekly from Sept. 11 to Dec 4</td>
</tr>
<tr>
<td>30%</td>
<td>Reading and skill-practice assignments</td>
<td>Weekly from Aug. 28 to Dec 4</td>
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<tr>
<td>20%</td>
<td>Qualitative interview assignment</td>
<td>Due Dec 4</td>
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<tr>
<td>30%</td>
<td>Research proposal</td>
<td>Due Dec 18</td>
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<tr>
<td>5%</td>
<td>IRB application &amp; reflection</td>
<td>Due Dec 18</td>
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<tr>
<td>5%</td>
<td>In-class presentation</td>
<td>On Dec 18</td>
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On active seminar participation: Everyone is expected to engage in regular discussion on the readings and contribute to meaningful understanding and dialogue during the seminar. Make sure to break improper habits of passive learning, passive notetaking, and regurgitation. Think for yourself and learn to take clear
intellectual positions within the profession. This means you should **verbally take risk** to learn and talk in order to formulate better your ideas.

Evaluation of seminar participation based on the following criteria: raising open-ended questions you based on the readings, your attention to details in the readings, your ability to synthesize discussions, and your overall contribution to the discussion. Factors that aid in your participation include completing the assigned work before class, arriving to class on time and staying for the whole time, paying attention, and actively and respectively listening to the discussion. Factors that may limit your full participation include digital and mobile distractions (checking your phone, messages, emails, or online websites) and reading any materials not related to the discussion. You will *not earn any credit related to participation* if you miss **four** seminars.

**On facilitation of discussions:** For **three of the weeks**, you will take the role as seminar facilitator for the assigned readings. You are expected work collaboratively with your group to: (a) to highlight the major *interrelated* points, themes, and debates from the readings, (b) to raise meaningful and open-ended questions on the authors’ arguments, research method, contribution to the scholarship, and possible areas for improvement, (c) evaluate and assess the readings’ treatment on major theoretical and methodological issues. *Do not summarize* each reading. This is not a formal presentation. Rather, this should be a conversation with the rest of the seminar participants since everyone is expected to complete the readings.

**On readings assignments:** You are expected to complete the weekly assigned readings before the seminar, for the weeks you are not formally facilitating seminar discussion. Submit the assignments in class.

**On skill-practice assignments:** You are expected to complete several short skill-practice assignments. Directions will be provided during the semester.

**On qualitative interview assignment:** You are expected to conduct several semi-structured interviews and provide an initial analysis of this data. Directions will be provided during the semester.

**On the research proposal, IRB application, and analytical reflection:** Directions to complete this requirement will be provided during the semester. The proposal will be 15-pages or more (over 3,000 words), using American Sociological Association (ASA) style and referencing system. Consider this major assignment as preparation for the graduate methods comprehensive exam. By completing the proposal and course, you will satisfy the GWAR requirement of SJSU.

**On the in-class presentation:** The presentation will be based on your research proposal. Directions will be provided during the semester.
Grading Criteria (Adapted from Dr. Susan Murray)

**A+** 98-100  
An “A” demonstrates originality, addresses the tasks effectively and uniquely, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

**A** 93-97  
A “B” may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps in argumentation, and demonstrates a good level of writing and knowledge. Completes the task as assigned.

**A-** 90-92  
A “C” may show a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

**B+** 88-89  
A “D” demonstrates poor competence with inadequate organization, task, and argumentation language and inappropriate examples. It displays difficulty in using adequate academic language and errors in knowledge will be in evidence.

**B** 83-87  
**B-** 80-82  
A failure only occurs if no effort is made to address academic performance problems.

**C+** 78-79  
A “C” demonstrates originality, addresses the tasks effectively and uniquely, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

**C** 73-77  
**C-** 70-72  
A “D” demonstrates poor competence with inadequate organization, task, and argumentation language and inappropriate examples. It displays difficulty in using adequate academic language and errors in knowledge will be in evidence.

**D+** 68-69  
A “D” demonstrates poor competence with inadequate organization, task, and argumentation language and inappropriate examples. It displays difficulty in using adequate academic language and errors in knowledge will be in evidence.

**D** 63-67  
**D-** 60-62  
A failure only occurs if no effort is made to address academic performance problems.

**F** 59 & below

Request For An “Incomplete” Grade

To receive an incomplete for the course, you must inform the instructor in person seven-days before the last day of instruction. A grade of incomplete will only be considered for students who are (a) passing the course with a C or better, (b) present a legitimate, non-academic reason to the instructor, and (c) have only one major assignment left to finish.

UNIVERSITY POLICIES

Student Workload Expectation Policy

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” (SJSU Policy S12-3)

Dropping and Adding Policy

Students are responsible for understanding the policies and procedures about add/drop, and so on. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/provost/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Academic Integrity Policy**

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The University's Academic Integrity policy, located at http://www.sjsu.edu/senate/507-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

*Note:* Your written work in this course may be evaluated for plagiarism using Turnitin.com, a plagiarism detection service contracted by SJSU.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/drc/ to establish a record of their disability.

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**CAMPUS RESOURCES FOR STUDENT ACADEMIC SUCCESS**

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the first floor of Clark Hall and on the second floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and
problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter/.

The SJSU Library and Our Library Liaison
The library provides online tutorials on using the library and graduate-level plagiarism (see http://library.sjsu.edu/online-tutorials/). To get online access to library databases, see http://library.sjsu.edu/get-library-card/my-library-account-pin-management. Kathryn Blackmer Reyes (Kathryn.BlackmerReyes@sjsu.edu), the Library Liaison to sociology, is available by appointment and for consultation.
SOCI 200A FALL 2014 SCHEDULE
This is the tentative schedule, subject to change with fair notice through seminar announcements. Readings are posted on the Canvas site.

Key to readings:
- C = Course readings posted on Canvas website
- CGT = Charmaz’s Constructing Grounded Theory, 2nd ed.
- RMCC = Stoecker’s Research Method for Community Change, 2nd ed.
- RSC = Seale’s Researching Society and Culture, 3rd ed.

Week 1, AUGUST 28: INTRODUCING THE COURSE AND ORGANIZING YOUR THINKING

DUE THIS SEMINAR: Homework #1
READ BEFORE THIS SEMINAR:

- SOCI 200A Seminar Discussion Handout. [C]
- SOCI 200A Library Use Handout. [C]

Week 2, SEPTEMBER 4: INTRODUCING SOCIAL RESEARCH

Week 3, SEPTEMBER 11: THE POSITIVIST RESEARCH STRATEGY AND DESIGN

DUE THIS SEMINAR: Homework #2 and prepare for class facilitation
READ BEFORE THIS SEMINAR:

- Epstein, Marian. “2: Introduction to the Philosophy of Science,” pp. 7-28 [RSC]

OPTIONAL READINGS FOR YOUR REFERENCE:

Week 4, SEPTEMBER 18: THE CONSTRUCTIVIST RESEARCH STRATEGY & DESIGN

DUE THIS SEMINAR: Homework #3 and prepare for class facilitation

READ BEFORE THIS SEMINAR:

Silverman, David. “3: Research and Theory,” pp. 29-44 [RSC]
Chapters 1 and 10, pp. 1-21 and 261-284 [CGT]

OPTIONAL READING FOR YOUR REFERENCE:


Week 5, SEPTEMBER 25: THE TRANSFORMATIVE RESEARCH STRATEGY AND DESIGN

DUE THIS SEMINAR: Homework #4 and prepare for class facilitation

READ BEFORE THIS SEMINAR:

Chapters 1 and 2, pp. 1-46 [RMCC]

OPTIONAL READINGS FOR YOUR REFERENCE:

Week 6, OCTOBER 2: ASKING RESEARCH QUESTIONS, DOING LITERATURE REVIEWS, WRITING PROPOSALS

DUE THIS SEMINAR: Homework #5 and prepare for class facilitation

READ BEFORE THIS SEMINAR:


“Appendix C: Writing Proposals,” pp. 255-260 [RMCC]


OPTIONAL READINGS FOR YOUR REFERENCE:

Branley, Duncan. “6: Doing a Literature Review,” pp. 77-96 [RSC]


Week 7, OCTOBER 9: PLANNING FOR AND ADDRESSING THE ETHICAL AND POWER ISSUES IN THE RESEARCH PROCESS

DUE THIS SEMINAR: Homework #6 and prepare for class facilitation

READ BEFORE THIS SEMINAR:


“Appendix B: Research Ethics and the Institutional Review Board,” pp. 245-254 [RMCC]


SJSU IRB. N.b. Human Subject IRB Procedure.
San Jose, CA: San José State University. [C]
Week 8, OCTOBER 16: DOING QUALITATIVE INTERVIEWS

DUE THIS SEMINAR: Homework #7 and prepare for class facilitation

READ BEFORE THIS SEMINAR:

Chapters 3 and 4, pp. 55-108 [CGT]


Tonkiss, Fran. "13: Focus Groups," pp. 227-244 [RSC]

OPTIONAL READINGS FOR YOUR REFERENCE:


Week 9, OCT 23: COMMUNITY AND ORGANIZATIONAL: OBSERVATIONS AND DOCUMENTS

DUE THIS SEMINAR: Homework #8 and prepare for class facilitation

READ BEFORE THIS SEMINAR:

Walsh, David. “14: Doing Ethnography,” pp. 245-262 [RSC]

“2: Gathering Rich Data,” pp. 22-54 [CGT]


OPTIONAL READINGS FOR YOUR REFERENCE:


Week 10, OCTOBER 30: THEMATIC AND DISCOURSE ANALYSIS

DUE THIS SEMINAR: Homework #9 and prepare for class facilitation

READ BEFORE THIS SEMINAR:

**Part One: Thematic Analysis**

Chapters 5-9, pp. 106-224 [CGT]

Murray, Susan B. 1996. "“We All Love Charles’: Men in Child Care and the Social Construction of Gender.” *Gender and Society* 10(4):368-385. [C]

**Part Two: Discourse Analysis**


OPTIONAL READINGS FOR YOUR REFERENCE:

Rivas, Carol. "21: Coding and Analysis Qualitative Data," pp. 366-392 [RSC]


Tonkiss, Fran. "23: Discourse Analysis." Pp. 405-423 [RSC]


Week 11, NOVEMBER 6: IMPLEMENTING QUALITATIVE EVALUATIONS

DUE THIS SEMINAR: Homework #10 and prepare for class facilitation

READ BEFORE THIS SEMINAR:

“8: Evaluation,” pp. 189-214 [RMCC]


Krenichyn, Kira et al. 2007. “Where are Young People in Youth Program Evaluation Research?” *Children, Youth, and Environments* 17(2):594-615. [C]
OPTIONAL READINGS FOR YOUR REFERENCE:


Barela, Eric. 2008. “Title 1 Achieving Schools Study.”
American Journal of Evaluation 29(4):531-33. [C]

American Journal of Evaluation 29(4):534-46. [C]


Week 12, NOVEMBER 13: IMPLEMENTING CBRs AND PARs (1)

DUE THIS SEMINAR: Homework #11 and prepare for class facilitation
READ BEFORE THIS SEMINAR:

Chapters 3-7, pp. 47-184 [RMCC]

Week 13, NOVEMBER 20: IMPLEMENTING CBRs AND PARs (2)

DUE THIS SEMINAR: Prepare for class facilitation
READ BEFORE THIS SEMINAR:

“9: Beyond Information,” pp. 215-236 [RMCC]


OPTIONAL READINGS FOR YOUR REFERENCE:


Week 14, NOVEMBER 27: CAMPUS CLOSED

Week 15, DECEMBER 4: REPORTING AND EVALUATING RESEARCH QUALITY

DUE THIS SEMINAR: Prepare for class facilitation

READ BEFORE THIS SEMINAR:

Part One: Reporting and Presentations


Part Two: Quality Assurance and Meta-Evaluation


OPTIONAL READING FOR YOUR REFERENCE:

Michael, Mike. “31: When Things Go Wrong,” pp. 544-554 [RSC]

FINAL EXAM, DECEMBER 18 (Thursday, 515-730pm):
SEMINAR PARTICIPANT PRESENTATIONS

DUE: Research Proposal including IBR application and analytical reflection
SJSU CAMPUS EMERGENCY PROCEDURES

FIRES, EARTHQUAKES AND OTHER DISASTERS

- Call 9-1-1 or use a blue light telephone to summon University Police assistance for any campus police, fire, or medical emergencies. Give your name, the nature of the emergency, and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire, pull the building fire alarm lever, evacuate the area or building, and then call 9-11.
- Remain calm during an earthquake. “Duck, cover and hold” under a desk or table, or stand in a doorway or against an interior wall. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police. Do not use elevators.
- Tune to radio station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency -- call 924-SJSU (924-7578) for instructions, information, and updates.

MEDICAL EMERGENCIES

- Call 9-1-1. Give your name, the nature of the emergency, and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.).
- Assist the victim until help arrives. If you, or someone in the area, are trained in CPR, perform CPR if necessary. Stop bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended. Be careful about contaminating yourself and others if hazardous materials may be involved.
- For minor first aid, report in person to the Student Health Center weekdays from 8 a.m.-5 p.m. or call University Police at 924-2222.

BUILDING EVACUATION

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm), or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets, prescription medicines and important personal belongings with you in case you cannot re-enter immediately. Move at least 150 feet away from all structures. Do not smoke.
- Use the stairs. Do not use elevators--in case of fire or earthquake, many elevators stop in place and you may be trapped or exposed to deadly smoke.
- Re-enter a building only after University Police or Building Emergency Team members tell you that it is safe to do so.

POLICE - FIRE - MEDICAL EMERGENCY DIAL

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For further information visit the University Police Web site at:
http://www.sjsu.edu/police/