

**SAN JOSÉ STATE UNIVERSITY
SCHOOL OF SOCIAL WOK**

SCWK 170: Introduction to Research Methods
Course Codes: 47605 (Section 02)

Spring 2009**Class Meeting Time:** Wednesday 3:00 – 5:45**Classroom Location:** MH 322**Instructor:** Sang E. Lee, MSW, Ph.D.**Office Location:** WSQ 215I**Office Hours:** TBA**Phone:** 924-5815**Email:** sangl@casa.sjsu.edu (primary), drsangatsjsu@live.com (for paper submission only)**CATALOG DESCRIPTION**

Scientific and analytic approaches to building knowledge for social work practice, including ethical issues in social work research. Evaluation of service delivery systems using qualitative and quantitative research methodologies (**Prerequisites: SCWK110, 120, 130; Pre/Corequisite: STAT 95**).

COURSE DESCRIPTION

This course acquaints students with the scientific methods in social research in the human service professions. This is accomplished through lectures and experiential learning in developing a research proposal that acquaints students with knowledge and techniques of problem formulation, research design, sampling, measurement, data collection, analysis, and interpretation as well as ethical issues and standards in carrying out research.

Through the actual writing of a research proposal, students deepen their understanding of and appreciation for scientific methods while increasing their ability to comprehend and critically appraise research design and results. This course also acquaints students with the application of scientific methods to improve one's own practice effectiveness.

LEARNING OBJECTIVES

At the end of the course, students should be able to:

1. Use scientific methods to evaluate social work practice.
Program Objectives: B 4.2 (Evaluation & research); B 4.1 (Critical thinking & information literacy)
2. Demonstrate beginning competence in comprehending and critically evaluating published research reports.
Program Objectives: B 4.2 (Evaluation & research)
3. Recognize social work practice issues amenable to systematic inquiry through research.
Program Objectives: B4.2 (Evaluate & Research) B 4.1 (Critical thinking & information literacy)
4. Demonstrate skills in using the library as a research tool.
Program Objectives: B 4.2 (Evaluation & research)

5. Demonstrate commitment to the values of a critical, objective, and scientific approach to social work practice.
Program Objectives: B 1.3 (Values & ethics)
6. Demonstrate beginning skills in appraising one's own practice effectiveness.
Program Objectives: B 2.2 (Self-evaluation)
7. Demonstrate the ability to critically evaluate the effectiveness of particular research methods for special populations and populations at risk including, cultural and ethnic minorities, women and gays and lesbians.
Program Objectives: B 1.1 (Transcultural model); B 1.2 (Diversity); B 4.1 (Critical thinking & information literacy)
8. Demonstrate an understanding of social work values and ethics as they pertain to research process. Program Objectives: B 1.3 (Values & ethics)
9. Demonstrate, through a written and oral presentation of a final research proposal, the ability to understand basic and general process of social work research and application to real social problems.
Program Objectives: B 4.2 (Evaluation & research); B 4.1 (Critical thinking & information literacy); B2.3 (Communication)

COURSE REQUIREMENTS

1. Learning Experiences: A lecture format combined with small group experiential learning activities are the primary teaching methods used in this course. The lectures serve as a means to present new material to the students. Material is presented through the use of examples from actual research studies. Students are encouraged to engage with the instructor in question and answer and discussion.

In order to further understanding of the material, students work in small groups to develop a research proposal on a topic which is relevant to social work practice. This process acquaints students with all phases of the research process. The details of the assignments are discussed in "Assignments" section.

2. Readings: Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class. Class outlines and supplemental readings are provided to students in class and are offered to further illustrate the points made in class and during discussion.

3. Class Attendance and Participation: Each student is expected to attend all class sessions on time, complete all readings before coming to class and participate in class discussion. Students are expected to share ideas, listen to the ideas of others and participate in class discussions. There will be periodic in-class assignments that will include group discussions and exercises.

Note: If you are not attending class, you are not participating. According to University policy F69-24, "Students should attend all meetings of their class, not only because they are responsible for material discussed therein, but because active participation is frequent essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Students are *required* to have a meeting (in week 13 or 14) with the instructor to discuss their research proposal. Exact date and time for meeting will be arranged.

During the class session, personal business is the secondary priority. This includes cell phone conversation, text messaging, emailing, web surfing, making social plans, or reading/studying for other classes. *Laptops are allowed for note-taking only.* For expectation about classroom behavior, see Academic Senate Policy S90-5 on Student Rights and Responsibilities found at: <http://www.sjsu.edu/senate/s90-5.htm>

BASW is a professional degree and appropriate professional behavior (e.g., punctuality in attendance and timeliness in completing assignment) is expected. Timely communication with the instructor is expected. All class time is valuable, and if a student needs to leave due to illness or emergency, I expect to be informed.

4. Grading and Evaluation: The grading and evaluation distribution for the class is outlined below.

1. Class participation	15 points
2. Exam 1	15 points
3. Exam 2	15 points
3. Research paper 1	20 points
4. Research paper 2	25 points
<u>7. Oral presentation</u>	<u>10 points</u>
Total	100 points

The grading used in this course is as follows:

98 - 100	A+	73 - 76	C
93 - 97	A	70 - 72	C-
90 - 92	A-	67 - 69	D+
87 - 89	B+	63 - 66	D
83 - 86	B	60 - 62	D-
80 - 82	B-	0 - 59	F
77 - 79	C+		

5. Assignments:

Two in-class exams, two research papers, and oral presentation are required for this course. Instructions and expectations for each assignment are:

A. Exams

- 1) Exam 1 (15 points, October 7)
- 2) Exam 2 (15 points, November 25)

The exams will include multiple-choice and/or T/F questions. There will be *no makeup exams*. If a student has a written medical excuse for missing an exam, the percentage earned on the final paper will be substituted for the missed exam. If a student does not have a written medical excuse, the student will receive a zero for the missed exam.

B. Two research papers and final research proposal

All students are expected to participate in a group writing project involving a research proposal. The group research proposals will be the results of the *joint effects of two students*. It is expected that all group members will contribute *equally* to the success of the project. Each student must fill out **Peer Evaluation Form** and *submit it along with each assignment*. The form is available in the instructor's faculty webpage: <http://www.sjsu.edu/people/sang.lee/> (You can see the form in Appendix C.)

Students have two options of submission:

1) *Electronic submission* (preferred):

- Your paper can be submitted as an attachment to: **drsangatsjsu@live.com** (note that this is not the instructor's SJSU email account).
- Title of an email should include course title, paper title, and your names (e.g., 170 Research paper1 by Sang Lee & John Smith).
- The title of your document should also include course number, paper title and your names.
- In addition to a sender, remaining group member should be included in the email with Cc option – this way the instructor can follow up with all group members, if necessary.
- The email with an attached paper must be in the instructor's account before the beginning of the class session.

2) *Hard copy submission*:

- The instructor can read and comment document only in MS word format. If you do not use MS word or just prefer hard copy submission, you can submit a paper in a hard copy. It is due at the beginning of the class session.

Late submission will result in deduction in points and delayed review.

APA Format and Writing Requirements: The format for your written assignments should follow these minimum standards:

- All written assignments must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*.
- All written assignments must use standard, 12-point fonts (e.g., Times Roman or Arial) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission.
- You must use appropriate grammar and style for a college paper; specifically, this is not a journaling assignment, therefore limit the use of first person personal (i.e., *I, me, my, we, us, our*, etc.).
- Include a title page on top of the body of your paper. The title page should include (centered on the page): the title, your name, the name of the university, the course and the date.
- Word-processed and double-spaced with one inch margins OR typed using double-spacing with one-inch margins.
- In the top, right-hand margin a header should be located on each page along with the page number. *The use of running heads is optional*.
- All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.
- You will lose points if your written assignments do not follow these minimum requirements. The instructor will hand back each assignment with suggestions for clarification. Keep these returned assignments for your future revisions.

1) Research paper 1: Problem Statement

- Due on September 30, four pages in max, **20 points**
- Use a reference list of at least five peer-reviewed articles (preferably published in the past five years). You can use books and the Encyclopedia of Social Work additionally.
- See Appendix A for detailed guidelines.

2) Research paper 2: Methodology

- Due on December 11, five pages in max, **25 points**.
- See Appendix B for detailed guidelines.

C. Oral Presentation

- December 2, 10 points.
- You will need to prepare an oral presentation of your research proposal. The presentation will be a summary of what you have worked on – your research problem/question (what you intend to study), significance of your study (why this study is of value), and each component of method (how you plan to conduct the study).
- The presentation is arranged to be 10-minute long. *Make sure not to OVERUSE or UNDERUSE allotted time for presentation.*
- Prepare any visual aids for your presentation (e.g., poster, transparencies or PowerPoint presentation). If you do not use any visual aids, make an outline of your presentation and bring enough copies for the class.

TEXTBOOKS**Required:**

Rubin, A. & Babbie, E. (2009). *Essential Research Methods for Social Work* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

FACULTY WEBPAGE

Throughout the semester, important documents and course materials will be posted on the instructor's faculty webpage. To access, go to: <http://www.sjsu.edu/people/sang.lee/>
All documents are password-protected and the password is socialwork

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Reasonable Accommodation of Disabilities: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me, see me during office hours, or contact me by e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <http://www.drc.sjsu.edu/>

Academic Integrity: Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

Additional information on academic integrity can be found at:
http://sa.sjsu.edu/judicial_affairs/index.html

TOPIC OUTLINE AND READING ASSIGNMENTS (subject to change with fair notice)

Week 1 8/26	<ul style="list-style-type: none"> - Administrative issues (e.g. enrollment, eligibility) - Overview of the course - Introduction of SSW transcultural perspective - Research group formation
Week 2 9/2	<ul style="list-style-type: none"> - Why social workers should learn research methods? <ul style="list-style-type: none"> ▪ Parallel between research and practice - Ethical issues in social work research <ul style="list-style-type: none"> ▪ Guidelines and norms ▪ Weighing costs and benefits ▪ Ethical issues vs. political issues - Reading: Rubin & Babbie (2007), Chapter 1 & 4
Week 3 9/9	<ul style="list-style-type: none"> - Library lab session (3:00- 4:00 @ MLK 213): How to locate journal articles and online resources for social work research - Overview of research process - Identifying research problems and formulating research questions research - Reading: Rubin & Babbie (2007), Chapter 6
Week 4- 5 9/16 & 23	<ul style="list-style-type: none"> - How to review the literature - Factors influencing research process <ul style="list-style-type: none"> ▪ Purposes of the research ▪ Time dimensions - Important terms: variable, relationship, hypothesis, independent variable, and dependent variable - Types of relationship between variables - Reading: Rubin & Babbie (2007), Chapter 3, 6 & 7
Week 6 9/30	<ul style="list-style-type: none"> - Measurement <ul style="list-style-type: none"> ▪ Ways of measuring: Operational definition, techniques of measuring, influence of operational definition ▪ Evaluating measures: reliability and validity ▪ Errors in measurement: random and systemic - Reading: Rubin & Babbie (2007), Chapter 8 & 9 * DUE: Research paper 1 & Peer evaluation
Week 7 10/7	<ul style="list-style-type: none"> - Exam 1 (topics covered from week 2 through 6)
Week 8 10/14	<ul style="list-style-type: none"> -Sampling <ul style="list-style-type: none"> ▪ Probability sampling ▪ Nonprobability sampling ▪ Determining sample size ▪ Sensitivity to diversity in sampling - Reading: Rubin & Babbie (2007), Chapter 11 *Mid-Term Course Evaluation
Week 9 10/21	<ul style="list-style-type: none"> - Survey research designs and data collection method <ul style="list-style-type: none"> ▪ Designing questionnaire ▪ Methods of administering survey research(self-administered

	questionnaire, interview, telephone and online survey) <ul style="list-style-type: none"> ▪ Comparisons of different survey methods ▪ Criteria for choosing different data collection method ▪ Survey research with ethnic minority population - Reading: Rubin & Babbie (2007), Chapter 10
Week 10 10/28	- Experimental designs <ul style="list-style-type: none"> ▪ Causal inference ▪ Internal validity and threats ▪ Experimental designs: Pre-experimental, experimental, quasi-experimental designs ▪ External validity - Reading: Rubin & Babbie (2007), Chapter 12
Week 11 11/4	- Single-case designs <ul style="list-style-type: none"> ▪ Use of SCD in social work ▪ Requirements for single -case design: identifying target problem, data gathering, quantification, obtaining baseline, graphic display of data ▪ Single-case designs: AB, ABAB, multiple-components ▪ Data analysis - Reading: Rubin & Babbie (2007), Chapter 14 (& 13) *Sign-up for consultation date & time
Week 12 11/11	No Class – Veteran’s day (campus closed)
Week 13 11/18	- Contrasting mode of inquiry: Qualitative research <ul style="list-style-type: none"> ▪ What is it? When and how should we do it? ▪ Conducting qualitative research: sampling, data collection, recording ▪ Strengths and weakness of qualitative research ▪ Mixed methodology - Reading: Rubin & Babbie (2007), Chapter 15 - Research group meeting with the instructor
Week 14 11/25	- Exam 2 (Topics covered from week 8 through 13) - Research group meeting with the instructor
Week 15 12/2	- Oral Presentations - Course Evaluation
Week16 12/9	No class (study/conference day)
Finals week 12/11	*DUE: RESEARCH PAPER2

BIBLIOGRAPHY

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- Streiner, D., & Norman, G. (2003). *Health measurement scales: A practical guide to their development and use* (3rd ed., Chap. 9, Generalizability theory, and Chap. 12, Item response theory). New York: Oxford University Press.
- Tashakkaori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social and behavioral sciences*. Thousand Oaks, CA: Sage.
- Thyer, B. (2001). *The handbook of social work research methods*. Thousand Oaks, CA: Sage.
- West, S., Biesanz, J., & Pitts, S. (2000). Causal inference and generalization in field settings:

Experimental and quasi-experimental designs. In H. Reis and C. Judd. (Eds.), *Handbook of research methods in social and personality psychology* (pp.40-84). New York: Cambridge University Press.

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San José State University Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Cheating is also unacceptable.⁵ Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

¹ Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

² Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

³ According to SJSU Academic Senate policy F88-10, "... plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work"
(http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

⁴ See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

⁵ At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

SJSU Campus Emergency Procedures

FIRES EARTHQUAKES AND OTHER DISASTERS

- Call 911 or use a blue light telephone to summon University Police assistance for all 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 and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. 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.
- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES

- Call 911. 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 is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the 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.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

EVACUATION PROCEDURES

- 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 or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL EMERGENCY
DIAL 9 – 1 – 1**

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

Appendix A. Research Paper 1 Guidelines: Problem Statement

- Total 20 points

- Answer the following in four pages (not including title and reference pages)

1. State your research question(s). **(5 points)**
2. Describe background of your research problem area and question(s). **(7 points)**
 - a. You must use literature review for this section including description of what has been found & what remains to be studied (gaps in prior research).
 - b. (More) importantly, using literature review you need to argue the need for studying your research question - e.g., how your proposed research questions(s) fill the gaps identified above)
3. State potential significance of your study - e.g., how your study will contribute social work practice and research **(3 points)**

Following will be also considered in grading:

Writing (2 points)

- Language Use
 - Clear, direct style, precision and clarity
 - Variety of sentence patterns used correctly
 - Words appropriate to tone and meaning/ avoidance of slang, trite, informal language
 - Avoid excessive direct quotation/ avoid “dropped-in” quotes
- Paragraph Integrity
 - Introduction functions appropriately
 - Each paragraph has a focused topic sentence and clear purpose (refer to content)
 - Paragraphs are organized, unified and adequately developed
 - Transitions used to establish coherent flow of ideas
 - Logical, coherent structure is evident
- Mechanical Accuracy
 - Punctuation generally correct/capitalization correct
 - Grammatical accuracy/spelling conventions observed
 - Careful editing (minimal typographical errors)/ manuscript rules observed (i.e., font, font size, margins)

Citation & References (3 points)

- Cite appropriate sources
- Citation format observed/ reference format observed (e.g., use sentence caps for book and article titles, italicizes journals, centered heading: “References” in plain text, hanging indents, sorted by last name of first authors)

Appendix B. Research Paper 2 Guidelines: Methodology

- Total 25 points

- Answer the following in five pages (not including title page, reference page(s) and appendix)

a. As a reminder, state your research question:

b. Research Design & Data Collection (5 points):

Describe the following:

- a) The specific type of research design you will use to study your research question (e.g., experimental design, quasi-experimental design, survey, etc.). Discuss the rationale of chosen design.
- b) Time-dimension of your study (cross sectional or longitudinal).
- c) How you will collect the data (e.g., interview, self-administered questionnaire, observation, or any other combination). Discuss the rationale of chosen data collection method(s). The description should include detailed procedure and context of data collection (e.g., how, when, where).

c. Sample (5points):

Describe the following

- a) The target population (who will be studied)
- b) Sampling technique(s) (how you will recruit people from the target population)
- c) The rationale of the sampling method chosen, recruitment procedures, and sample size.
- d) Any special consideration including ways to insure protection of subject (e.g., anonymity, confidentiality).

d. Measurement (5 points):

- a) Clearly identify dependent and independent variables of your study.
- b) For each variable identified, describe how they will be operationalized and measured (e.g., what indicator you will use to measure them).
- c) Include a questionnaire (=actual questions to be asked) and/or observation protocol in an appendix.

e. Limitation (5 points):

In research proposal, it is important to show that you are aware of some of the weakness, (but that *they do not detract from the general merit of your study*). Describe some potential limitations of your study in relation to any of the following:

- Problems with sampling (e.g., possible sampling bias)
- Ethical considerations in research design and data collection method (e.g., how the research design has been modified in consideration of potential harm to research participants or other potential violation of ethical issues in research)
- Reliability and validity of instruments
- Internal validity of the design, with description of some threats to internal validity
- External validity (generalizability) of study

Following will be also considered in grading:

Writing, Citation and References (5 points)

- Language Use
 - Clear, direct style, precision and clarity
 - Variety of sentence patterns used correctly
 - Words appropriate to tone and meaning/ avoidance of slang, trite, informal language
 - Avoid excessive direct quotation/ avoid “dropped-in” quotes
- Paragraph Integrity
 - Introduction functions appropriately
 - Each paragraph has a focused topic sentence and clear purpose (refer to content)
 - Paragraphs are organized, unified and adequately developed
 - Transitions used to establish coherent flow of ideas
 - Logical, coherent structure is evident
- Mechanical Accuracy
 - Punctuation generally correct/capitalization correct
 - Grammatical accuracy/spelling conventions observed
 - Careful editing (minimal typographical errors)/ manuscript rules observed (i.e., font, font size, margins)
- Citation & References
 - Cite appropriate sources
 - Citation format observed/ reference format observed (e.g., use sentence caps for book and article titles, italicizes journals, centered heading: “References” in plain text, hanging indents, sorted by last name of first authors)

Appendix C. SCWK 170 PEER EVALUATION SHEET

Assignment: _____

Your name: _____

Your partner's name: _____

1. Read each statement carefully and assess your partner on his/her participation in the preparation process. Using the following rating scale, write down the number that most represents your assessment:

- 1 = Not at all
- 2 = Not much
- 3 = Somewhat
- 4=Mostly
- 5=Completely

Statements	Rating
Collaboration/Teamwork	
- My partner asked me for ideas and suggestions	
- My partner listened to and considered my thoughts and ideas	
- My partner communicated changed or problems.	
- My partner contributed positively to group discussions	
- My partner worked well with other group members.	
Positive attitude/Commitment to the task	
- My partner offered suggestions, opinions, and information willingly.	
- My partner supported my ideas, even if not in total agreement.	
- My partner treated me with respect and understanding.	
Work-sharing/Equity	
- My partner took on an adequate amount of work and a fair share of responsibility.	
- My partner participated in the entire preparation process.	
- My partner completed work on time or made alternative arrangements.	

2. Provide any comments and thoughts you have about working with your partner.

*****Turn this form after each group assignment*****