San José State University
Department of Political Science
Pols 100M-02: Political Inquiry, Fall 2022

Course and Contact Information

Instructor:	Sabrina L. Pinnell, PhD[1]
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Email:	Sabrina.Pinnell@sjsu.edu
Office Hours:	M 9-10, T 10-11 in person in Clark 404D; other times possible by appt. on Zoom.
Class Days/Time:	M W 12:00-1:15
Classroom:	DMH 149A

Course Format

This is an in-person class and most activities will take place during the class sessions.[2] Canvas will be used as a resource for the Syllabus, weekly modules linked to activities you may need to complete outside of class, and as an archive for class readings besides the textbook. There may be use of Zoom for office hours outside the scheduled sessions, the library presentation or when an emergency moves class online. Students should have access to a computer capable of accessing Canvas at http://sjsu.instructure.com. You will need to use your student ID information to log on, and you can access the class webpage on your Dashboard. For Zoom, you should have a computer with a camera and a working microphone so you can participate fully in sessions. Internet access is needed for both. Please see the Class Introduction module on Canvas for additional information.

You must make sure you are available to attend class in-person during class time, barring unforeseen emergencies. Sessions will not be recorded or simulcast on Zoom unless the original class session is on Zoom. Some days will be primarily lecture, but we will be having discussions or group work on others.

Office hours will be in-person this semester; please see above for times. Additional appointments may be scheduled for Zoom, but you will need to set these up through email. Additional inquiries or questions can be submitted through email. I will do my best to respond to emails within 24 hours, although there may be delays on weekends and holidays.

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[1]. Which means I should be called Dr. Pinnell, not Mrs. (inaccurate) nor Ms. (does not recognize the degree). .

[2]. Unless SJSU changes its policy on this, students will come to class masked and remain so for the duration of class.

Communication and Office Hours

This is a class that will require a fair amount of open, direct communication between you and the instructor to make the course work. Some general rules should help over the course of the semester:

1) Outside of lecture time (I will set aside time at the end to discuss class issues and answer general questions) or office hours, the most direct way to communicate with me is email. Email may mean a delay in responding; I will do my best to respond within 24 hours, but you should time your inquiries accordingly. Last-minute questions may not get you immediate answers.
2) Given that we will occasionally be interacting online, please review the Netiquette rules I have posted on Canvas under the Class Introduction module. I will expect you to follow these when appropriate, such as in emails, in-class communications and online discussions.
3) Office hours are best for answering questions or dealing with matters one-on-one with students. In order to respect social distancing, I will be talking to students one-at-a-time during these sessions. Group appointments may be possible at other times via Zoom.
4) There will be one-on-one meetings to discuss your research proposals over the course of the semester. I will allow students to choose to meet me in-person or via Zoom, using specific appointments outside of office hours. You will set up a time with me and will need to keep the meeting time unless there is an emergency.
5) Finally: be prepared to contact the instructor if there are problems, and preferably when it occurs. Not speaking up when a problem occurs limits the ability to solve it.

Course Description

This course will introduce you to the scope and methods of political science. Specifically, it will help you to understand how political scientists develop their research projects (i.e. research design), and how they get their results (i.e. hypothesis testing). In addition, we will analyze the ethical considerations of social science research, and study a variety of research methods including surveys, experiments, interviews, fieldwork, content analysis, and an introduction to quantitative and qualitative analysis.

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

Department of Political Science Learning Outcomes

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

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

Course Learning Outcomes (CLO)

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

1) Compare and contrast the ways social scientists study phenomena.

2) Develop hypotheses, conceptualize and measure variables.

3) Match best-suited research methods to research questions.

4) Construct a research design for an original social science research project.

5) Interpret original social science research.

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

Required Texts/Readings

Textbook

The main text for this course is Janet Buttolph Johnson, H.T. Reynolds and Jason D. Mycoff's <u>Political Science Research Methods</u>, 9th edition (Los Angeles: Sage, 2020, ISBN: 9781544331430). This text is required and you should purchase it as soon as possible.

Other Readings

Other readings will be either be links in the Schedule or on Canvas under "Files." *All readings are required for this course*.

Other Materials

We will be working with another institution's handout on the development of human subjects research principles, as well as with the Qualtrics program when constructing surveys in and out of class. See the Schedule for the information in the Ethics portion; students can access Qualtrics at https://sjsu.ca1.qualtrics.com/homepage/ui .

Library Liaison

Nyle Monday (Nyle.Monday@sjsu.edu) is our department's Library Liaison.[3] He can be reached via e-mail and at (408) 808-2041; please get in touch with him if you have a question accessing research materials through King Library. We will also be meeting with him as a class to discuss library access early in the semester.

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[3]. He is also stepping down. I will update with the new Liaison's information when they are named.

Course Requirements and Assignments

Course requirements for Pols 100M are as follows:

Participation Activities		
Sources Scavenger Hunt	20 points	
Article Reviews	20 points x 3	
Human Subjects Principles Review	20 points	
Qualtrics Assignment	20 points	
SPSS In-Class Assignment	20 points	
Quizzes	10 points x 5	
Midterm	60 points	
Research Proposal		
Part A (Topic, Lit Review, Hypotheses)	60 points	
Meeting for Part A	10 points	
Part B (Measurement, Research Design)	60 points	
Meeting for Part B	10 points	
Final Draft	120 points	
	510 points	

Participation Activities

     This class will cover various concepts needed for social science research and preparing a research proposal. There will be several different participation assignments over the course of the semester, some of which will be in-class, some outside of it; some of these may also require working in groups. Please see below for details. Each of these activities will be worth 20 points of your course grade.

     Sources Scavenger Hunt: After our library presentation on August 29th, you will have to use the King Library site (and possibly internet search engines) to hunt down a set of sources. This will help test whether or not you are familiar with source searches, and if you can start to digest material. You will have until September 7th at 11:59 p.m. to complete this activity and upload it to Canvas.

     Article Reviews: I will require you to dissect three articles over the course of the class and write up answers to questions about the material. The articles are under "Files" on Canvas; you should see the prompts for each assignment for the questions I need you to answer. Each of these articles has been selected for addressing particular problems in research methods such as research questions, conducting experiments and doing fieldwork. Reviews will be due before the class (by noon) when we are discussing them – please see Schedule for dates.

     Human Subjects Principles Review: As part of the Ethics section of the course, you will need review the basic principles of human subjects research at the electronic source in the Schedule (https://www.nl.edu/media/nlu/downloadable/provost/irb/principles_of-research-with-human-participants.pdf) as well as review our campus' IRB on rules for submitting protocols (https://youtu.be/u2NXtA9jHz8) and then answer the questions in the assignment on Canvas prior to class (October 10th) for the 20 points.

     Qualtrics Assignment: We will have an assigned day (November 7th) during the Survey section to introduce the Qualtrics platform in class; you should take notes to establish your accounts later, and to complete the work for this assignment. Students will then be required to compose a short survey with five questions of various types; you must share this with me electronically by November 14th to verify that you understand the basics of using the platform.

Statistical Analysis Assignment: We will be using Excel and SPSS in class on November 30th with datasets to discuss statistical analysis and how to interpret results. You do not need previous training in SPSS for this session, but you should attend so that you can answer the questions I will send out afterwards and then upload them to Canvas. The answers are due on Canvas by December 5th at 11:59 p.m.

If you are unable to complete one of these assignments due to a verifiable emergency, it is the responsibility of the student to contact the instructor ASAP to discuss means to make up the work for the grade points. Students should plan on making up assignments within a reasonable timeframe if they are missed, out of fairness and the need for grade turnaround. Due dates for makeup work are entirely at the discretion of the instructor. No assignments for this section will be accepted late after the last day of class (December 5th).

Quizzes: There will be five quizzes on Canvas over the course of the semester, at the end of major sections of the class (see Schedule for dates). Quizzes will be on the Quiz feature of Canvas and will not take place during class time. Students will have 20 minutes during a 24-hour time period to complete each quiz, with ten questions usually worth one point each. You will have three attempts on each quiz, and you may use notes and the text to answer questions. However, it is not acceptable for students to collaborate on answers. Please note that the first quiz concerns the Syllabus and is on August 26th. If you are unable to complete a quiz during the 24-hour period, you are required to contact the instructor ASAP to discuss a makeup, and you must make up the quiz within one week from the quiz due date or the score for that quiz will be zero.

Midterm: There will be a midterm in class on October 5th . You will be answering six out of seven short-answer questions that concern the material in class up to this point. This exam is closed-book and closed-note. Makeups for this exam will only be permitted with a verifiable emergency and must happen within a week of the test. If you miss the exam, contact the instructor ASAP to set the makeup time.

Research Proposal: Almost 50% of the grade for this course depends on this major assignment. You will be working start-to-finish on a research proposal, to be completed in various stages and turned in as a final draft on the Final Exam day (December 14th). Major due dates are below; see the handout appended to the Syllabus for the full details on completing the assignment.

Part A (Topic, Lit Review, Hypotheses): This section will be an essay of 4-5 pages, approximately 1000-1250 words exclusive of bibliography, that will outline the topic question for your proposal, the literature review supporting your choice of question, and the hypotheses connected to your question that you are considering testing. This section will be due on October 12th on Canvas. This rough draft portion of the proposal is worth up to 60 points if turned in fully and on-time; it will go down six points a day if either the hard copy or upload is missing, barring a verifiable emergency.

The week after this section is turned in (October 17th-21st) students will be meeting with the instructor to go over their proposals, and to discuss possible improvements. Meetings will be on Zoom and are TBD; a schedule will go out the week before for students to select times to meet. This meeting is worth an additional ten points of the course grade.

Part B (Measurement, Research Design): This section will be an essay of 3-4 pages, approximately 750-1000 words, exclusive of appendices for measurement instruments. You will be operationalizing your hypotheses and creating a research design in this part of the proposal, with justifications for your decisions along the way, and providing detailed information on how you intend to collect data for your study. You may need to append survey questions or other examples to this section at the end. This section is due on November 9th and is worth up to 60 points if uploaded to Canvas on time. Late papers will lose six points a day, barring a verifiable emergency.

The week after this section is turned in (November 14th-18th), students will be meeting with the instructor to go over their proposals, and to discuss possible improvements. Meetings will be on Zoom and are TBD; a schedule will go out in class for students to select times to meet. This meeting is worth an additional ten points of the course grade.

Final Draft: The final draft of the research proposal is due on December 14th by 11:59 p.m., uploaded to Canvas as a .pdf. This draft will combine and reorganize Parts A and B into one proposal for the instructor to review. It is worth up to 120 points if completed as required and handed in on time.

Please note that as this is our final day, students should plan on turning in this paper that day unless there is an unavoidable emergency.[4] Late papers will only be accepted at the instructor's discretion and verification of emergency, and may mean late penalties. Submissions made after December 14th without instructor approval could mean that they will not be graded.[5]

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

Final Examination or Evaluation

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

Grading Information

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

Canvas will be used to record grades for the class, but grades will be listed in terms of points, not percentages. When estimating grades, use the points noted in the Syllabus to create a denominator to divide into the points earned per assignments. If you need assistance on estimating your grade, contact the instructor.

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

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[4]. There is the possibility of three finals/assignments in one day, but you should know about this ahead of time. If this is the case, you need to contact me before the due date to discuss options.

[5]. The Final Paper is a major assignment to grade and given that it is largely a revision of previous material, there should be no major delays in getting it in on time. Also, note that this semester, the submission day is *the very last day of Finals*.

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

Extra Credit Policy

There is currently one scheduled extra credit possibility for the class: the King Library Plagiarism Module (https://libguides.sjsu.edu/plagiarism), which you can access and take the test at the end for credit. You will need to pass the test (at least 10 out of the 12 questions correct) and e-mail the results to the instructor by 11:59 p.m. on September 28th to qualify for the ten points assigned to this activity.

Note that per Academic Senate policy (http://www.sjsu.edu/senate/docs/S09-7.pdf), any extra credit opportunities must be extended to all students in the class; this means that individual appeals for extra credit may not be considered apart from the entire class. Students may not request individual extra assignments for additional credit.

Internet Failure Policy

There will be quizzes and assignments this semester that require you to work or submit work online. SJSU does not have a formal policy on what to do if there is an internet failure on the instructor's end or on yours, so I am creating one here:

1)   If internet access fails on the instructor's end, she must notify students that she is unavailable for immediate contact regarding class resources or materials, and that email replies will be delayed until the internet resumes. Notification will be through email, either from the instructor herself or the Political Science Office.

2)   Power failures or shut-offs due to emergencies may also affect internet coverage. The instructor will do her best to notify students if there is such an emergency, and whether or not the class tasks will be adjusted accordingly.

3)   Students may also lose internet coverage at times in the class, due to failure, power shut-off or other emergency. In such situations, if the lack of internet service will affect completing class tasks, the student needs to notify the instructor as soon as possible in case adjustments are needed. This is particularly important in cases of quizzes, exams or assignments. Note that any adjustments are at the instructor's discretion and will depend on the specific circumstances of the emergency.

4)   While 3) addresses unforeseen emergency situations, students may not use *anticipated* internet interruptions as a reason for extensions on completing class tasks. Students should make arrangements at quiz, exam and other times to complete those tasks if they know ahead of time that their internet coverage will be interrupted. This could involve using internet coverage in another location, for example. If you as a student feel that you may not be able to fulfill class requirements ahead of time due to internet issues, you should contact the instructor to discuss options.

Classroom Protocol

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

If we are on Zoom, you as a student should treat Zoom as a public forum during this semester and act accordingly. You do not have to have your sound on during Zoom sessions unless there is a discussion. You may have your camera off, but should consider turning it on when we have discussions. Disruptive behavior during the class sessions may result in your being ejected from the session.

Electronic devices may be used to record lectures (such as computers for notes, or smartphones for oral recordings), but oral recordings must be cleared with the instructor in advance; you may be recording your fellow students, and therefore may be directed to stop recording when discussions occur.

SJSU is maintaining a policy of wearing masks in indoor environments, and this includes classrooms. Students are expected to come to class wearing a mask and keeping it on for the duration of class; eating and drinking are not permitted during class time as it may mean taking the mask off. This policy may change, but until then students must adhere to the rules. Your instructor must as well.

Travel Policy

For this course, if you know that you will be absent or unable to complete assignments ahead of time due to athletic or other campus activities, it is your responsibility to clear any extensions or excusals with the instructor ahead of the due date.[6] Travel for other reasons, barring emergencies, may not be accepted as reasons for extensions or excusals for late work or makeup exams; any exceptions require instructor approval. If you have an emergency that makes it impossible to take an exam or complete an assignment, contact the instructor ASAP to discuss options to complete your work.

Last Day of Class Policy and Incompletes

Our last day of lecture is December 5th. After 11:59 p.m. on December 5th, no work apart from the Final Draft of your research proposal may be submitted for grading. This policy covers all work that may have extensions or excuses. In order to complete grading for all students in the course, there is a limit on submissions after the due date.

Incompletes for this course may be assigned by the instructor after discussion with a student to cover outstanding work for the class and allow completion after the semester is over. However, the University policies apply to this situation – if a student has not completed a sufficient amount of work in the class before the end of the semester, an incomplete will not be granted. For example, you must complete enough of the

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[6]. Ideally, athletes should present a schedule of away events that may affect the class and send the instructor an e-mail alerting her before each event to make sure that absences are excused.

Research Proposal to show you can finish the remainder on your own – this means both Parts A and B. I will not issue an incomplete without these parts of proposal completed before the formal end of the class.

Collaboration and Source Use Policy

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

The following actions on papers could be considered plagiarism:

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

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

Unless the instructor explicitly approves collaboration with other students on work, such as a group assignment in class, you are not permitted to collaborate with other students to complete assignments or exams. Collaboration is not permitted on quizzes, exams, or any part of the research proposal aside from the peer review of Part A; these are requirements that students must complete individually.

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

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

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at https://www.sjsu.edu/curriculum/courses/syllabus-info.php. Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class.   The guidelines for accommodations for disabilities are also included under the AEC link.

Disclaimer

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

Pols 100M/Fall 2022 Schedule

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	Course Introduction Review Syllabus, Canvas navigation and Netiquette information on Canvas **Syllabus Quiz on 8/26**
1-2	8/24-8/31	Topic 1: The Research Cycle Johnson, Chs. 2, 15 **Library Presentation on 8/31 in King Library Classroom 213** **Source Scavenger Hunt due 9/7 by 11:59 p.m. online**
3	**9/5**	**Labor Day – NO CLASS**
3-4	9/7-9/12	Topic 2: Beginning Research and Finding a Question Johnson, Ch. 3 (pp. 49-63) **Quiz for Topics 1 and 2 on 9/16 (available 24 hours on Canvas)**
4-5	9/14-9/19	Topic 3: Creating a Literature Review Johnson, Ch. 3 (remaining) Galvan, Jose L., and Galvan, Melisa C.. 2017. Writing Literature Reviews : A Guide for Students of the Social and Behavioral Sciences. Milton: Taylor & Francis Group, 95-132. ProQuest Ebook Central. Link: https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=4838070 Butler, Rynden, Nyhan, Brendan, Montgomery, Jacob N. and Michelle Torres. 2018. "Revisiting White Backlash: Does Race Affect Death Penalty Opinion?" Research and Politics (2018): 1-9 (on Canvas). **Article Review due by noon on 9/19 (Butler and Nyhan et al.)**
5-6	9/21-9/26	Topic 4: Conceptualization, Hypotheses Formulation Johnson, Ch. 4

Week	Date	Topics, Readings, Assignments, Deadlines
6-7	9/28-10/3	Topic 5: Operationalization and Levels of Measurement Johnson, Ch. 4 **Quiz for Topics 4 and 5 on 9/30 (available 24 hours)** **Plagiarism Module must be completed and test results submitted by 9/28 at 11:59 p.m. for extra credit**
7	**10/5**	**Midterm – In class**
8	10/10	Topic 6: Ethical Practice in Research National-Louis University Institutional Research Board. 2001. "Principles of Research With Human Subjects," https://www.nl.edu/media/nlu/downloadable/provost/irb/principles_of_research-with-human-participants.pdf . IRB-SJSU Presentation (online; see Canvas module for link, or go to https://youtu.be/u2NXtA9jHz8). **Complete Human Subjects Principles Review, submit online by noon on 10/10**
8	**10/12**	**Part A of Rough Draft due by 11:59 p.m. onliue (Literature Review/Topic/Hypotheses)**
8-9	10/12-10/19	Topic 7: Sampling and Research Design -- Experimental and Quasi-Experimental Designs Johnson, Chs. 5, 6, 9 Baldassari, Delia and Abascal, Maria. 2017. "Field Experiments Across the Social Sciences," Annual Review of Sociology 43: 41-73 (on Canvas). **Article Review (Baldassari and Abascal) due by noon on 10/19**
9	**10/17-10/21**	**Meetings to discuss Part A (TBD, outside class either in-person or on Zoom)**
10-11	10/24-11/2	Topic 8: Research Design -- Observation and Case Studies Johnson, Chs. 7-8 Eck, Kristine. 2021. "Time For a Change: The Ethics of Student-Led Research on Political Violence," Third World Quarterly 42 (4): 855-866 (on Canvas). **Article Review (Eck) due by noon on 10/31**

Week	Date	Topics, Readings, Assignments, Deadlines
		Quiz on Topics 7 and 8 on 11/4 (available 24 hours)
11-12	11/2-11/9	Topic 9: Survey Research, Document Analysis Johnson, Ch. 10 Adida Claire, Feree, Karen E., Posner, Daniel N. and Amanda Lee Robinson. 2016. "Who's Asking? Interviewer Coethnicity Effects in African Survey Data," Comparative Political Studies 49 (12): 1630-1660 (on Canvas). **Qualtrics Presentation on 11/7 in class; Qualtrics Sample due on Canvas 11/14 by 11:59 p.m.**
12	**11/9**	**Part B of Rough Draft Due by 11:59 p.m. (Measurement and Research Design)**
13	**11/14-11/18**	**Meetings to Discuss Rough Draft Part B (Times TBD, in-person or Zoom)**
13-14	11/14-11/21	Topic 10: Univariate Statistics Johnson, Chs. 11-12 **Quiz on Topics 9 and 10 on 11/21 (please note date; available 24 hours)**
14	**11/23**	**Non-Instructional Day – NO CLASS**
14-15	11/21-12/5	Topic 11: Bivariate and Multivariate Statistics Johnson, Chs. 13-14 Yanus, Alixandra and Karen O'Connor. 2015. "Exploring Elites' First Political Memories: A Case Study of Presidential Electors," The Social Science Journal 52: 123-130 (on Canvas). **Statistical Analysis with Excel/SPSS in class on 11/30; submission due on Canvas 12/5 by 11:59 p.m.**
15	12/5	Wrap-Up of Course
Final Exam	**12/14**	**Final Draft of Paper Due on Canvas by 11:59 p.m.**

Research Proposal

The major assignment for Pols 100M is a research proposal, written in two drafts and submitted as a final draft on the final exam date (<u>December 14th</u>). The rough draft is divided into two parts (A and B), which you will compose as we get through relevant sections in class. See below for general details on these sections; you should also look at the prompts for the various parts of the proposal on Canvas for more information.

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

The first section of the proposal you will submit addresses the overall topic question of your proposal, the literature review which serves as the foundation of the question, and the preliminary hypotheses you will consider in your research. Before the due date of this section (<u>October 12th</u>), the class will cover the matters of conducting a literature review and formulating the topic question, conceptualization of variables, and forming hypotheses. You will have time after these sections are covered to do your own work on this part of the proposal – but you should begin work on looking at literature and thinking of a topic ASAP. This proposal requires a <u>minimum</u> of ten sources outside of class materials and lecture for your proposal, either used in your literature review or other sections.

Part A should be 1000-1250 words (4-5 pages in 12 point font, with 1" margins, page numbers and double spaced), irrespective of bibliography at the end. You should have headings in the paper that precede the three required areas of the proposal (Question/Significance, Literature Review, Hypotheses). Depending on the topic, you may decide to have the question before or after the literature review.[7] Most of Part A will cover the literature review, but this should be no more than three double-spaced pages; you will need at least one introductory paragraph, a page to discuss the nature of your research question, and a page to discuss your hypotheses. We will be going over how to create a literature review in class; the Galvan reading will be useful for understanding how the write-up for this section will work. Creating an annotated bibliography or a boxcar review will not work for a literature review in this draft.[8] Hypotheses should be listed individually whether enumerated or not, and you should have some discussion of why you have created each of them, as well as what you expect when you test them.

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

Part A is meant to be presented in essay form; an outline will not be sufficient for any part of the draft.

This section of the proposal project is worth 60 points if turned in on Canvas 11:59 p.m. on <u>October 12th</u>. Late upload could result in a deduction of six points a day, as time for grading and turnaround is essential. You will meet with the instructor the following week (October 17th-21st) to discuss the initial section and how to move forward in terms of changes and revisions.

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

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[7]. If there is extensive research on a topic, you may want to consider having your specific question after the lit review. If this is a relatively new topic or you want to emphasize the importance of a question, the question may go before. This will be discussed in class.

[8]. A boxcar review discusses each source, one per paragraph; unless there is particular significance to a source, you should plan on discussing multiple sources thematically in paragraphs of your review.

Rough Draft Part B (Operationalization, Design, Analysis)

Part B should be 750-1000 words (3-4 pages in 12 point font, with 1" margins, page numbers and double spaced), with a possible additional bibliography if you are using sources to write this section, and appendices for measures where necessary. The second section of the paper will operationalize your hypotheses in terms of how you will test them, specifying how to measure the variables for testing purposes, and creating a design to conduct the data collection. Each of these sections should have headings, as you created for the sections in Part A. Discussion of operationalization, where you turn your concepts into measures, should be no more than a page. The bulk of Part B will concern the research design, where you discuss how you will actually carry out the measures; up to three pages double-spaced should be on this area. You will not be doing the actual test of the proposal, but you should compose this part of the proposal as if you are; this means considering the ethical concerns around your measures and data collection as well as giving adequate detail to how you would conduct the measures and collect the data. Justifying your decisions as to why you chose particular measures and design are important here. Finally, you should briefly explain how you will analyze the data in a page or less.

Because your research may involve creating a survey, coding scheme or other measurement instrument, you may need to append an example to Part B to show progress on developing it. This will be outside the page count for the proposal.

This section of the proposal project is worth 60 points if turned in on Canvas by November 9th by 11:59 p.m. Late upload could result in a deduction of six points a day, as time for grading and turnaround is essential. You will meet with the instructor the following week (November 14th-18th) to discuss this section and how to move forward in terms of changes and revisions.

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

Final Draft

The final draft of the proposal brings together Part A and B, rearranges the sections and coalesces them into a full proposal, with revisions as needed. The final proposal should be approximately 9-11 pages (2250-2750 words) in length, exclusive of bibliography. The sections should be as follows:

Introduction/Background: This section should be no more than four pages at most, and will cover the literature review and research question parts of your proposal. You should have a literature review that is thematic, not boxcar, that summarizes the importance of your topic and the major issues in prior research surrounding your question that lead up to your specific question. If you did not do a thematic lit review before, you must do one now. When outlining your research question, you should define the concepts of the question, and how these turn into variables.

Methodology: This section encompasses your Research Design and Measurement sections. You need to give a detailed description and justification of the research design you intend to use for your study, and a complete description of all measures you intend to use. This means outlining choice of cases if it is a case study, who the respondents are in a survey, etc. If you are actively collecting data, you need to explain how this will work. If you are using previously-obtained data, you need to specifically identify the source of the data, and explain how you intend to use it. This section should be no more than five pages in length; if you have a measurement instrument, it needs to be appended to the proposal and outside the page count.

Expected Results: This section goes over your hypotheses and what you expect to see when you test them. You should clearly state each hypothesis, explain the variables in the hypothesis, define direction of relationships where necessary, and then connect them to the measures you have already described. Each hypothesis must have a clear, identifiable test in the proposal. You can use measurement instruments or data to test more than one hypothesis, but you need to explain how this will work for each hypothesis. This section should be no more than three pages in length.

You will need a brief introductory paragraph at the start of your proposal, and a conclusion paragraph at the end to sum up your remarks.

Appendices: At this point, if you are doing a survey, you should have a copy to present. The same goes for interview questions, or overview of document analysis. While your instrument could change once you start data collection, you would normally be expected to present some form of measurement instrument to illustrate how you are going to collect data in the proposal. The content of your appendix, if it is necessary to figure out how you are going to measure variables, could be part of the content part of your grade. If you have questions on what to include, see the instructor. Appendices are outside the page count of the proposal.

As with the rough draft, the final should be double-spaced and in 12 point font, with page numbers. The bibliography should list all sources used in either Part A or Part B.

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

The final draft is due on <u>December 14th by 11:59 p.m.</u> on Canvas. This final draft is required by the deadline or the proposal may not be graded for credit; if you are unable to turn in the proposal on time, it holds up the grading process for the rest of the class. If the instructor allows a late paper, it will be accepted no later than December 15th, as this now cuts into the time to calculate course grades. There may be a grade penalty as well, depending on circumstances surrounding the late submission.[9] Please keep this in mind as you finalize your proposals.

This part of the research proposal is worth 120 points.

<u>Rubric for Grading Parts A and B, Final Draft</u>

Both the rough and final drafts of the proposal will be graded for content and, to a lesser extent, writing.

<u>Content</u> (80% of the grade, so 48 points for Parts A and B; 96 points for Final)

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

a) Is the research question clear and defined? Are the concepts in the research question clearly defined?

b) How does the previous literature lead up to the research question?

c) Are the hypotheses clearly defined? Are they falsifiable? Do they tie back to the research topic? Is there an adequate number of hypotheses to test the question?

d) How are the variables in the hypotheses defined? How are they operationalized? Are the measures used to test them adequate in terms of covering the variables?

e) Is the research design a good method to conduct the measures? Has the researcher considered the ethical considerations surrounding the measures? Has the researcher considered the practical needs of cost and access surrounding the measures?

f) How does the researcher intend to analyze the results?

g) Ultimately, what is the importance of this research? Why should this be conducted in the first place? What could the results provide in terms of furthering knowledge?

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

<u>Writing</u>: (20% of the grade, so 12 points for Parts A and B, 24 points for Final)

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

a) Lack of organization;

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[9]. An Incomplete may be necessary if a student is unable to complete the Final Draft at this stage of the course. Please see the policy on Incompletes for more information.

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

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

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