

## **SOC 6060 – RESEACH DESIGN AND DATA COLLECTION I**

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R: 4:00-6:20  
Office Hours:  
T: 2:00-5:00;  
R: 1:30-3:30; and by  
appointment

**COURSE DESCRIPTION**: This course is designed to introduce the student to the topic of sociological inquiry, especially the use of scientific methods to understand and impact the social world. Sociology is a social science and, as a science, has methods that are used to both make discoveries and share knowledge about the focus of the discipline.

This course is the first in a series of courses focusing on sociological inquiry. In addition to this course, graduate students in sociology also take SOC 6200 (Research Design and Data Collection II), as well as SOC 6070 and 6210. SOC 6060 and 6200, are designed to create the context through which research can be conducted, allowing for the collection of data that can then be subjected to analysis (the focus of SOC 6070 and 6210).

Central to our inquiry in this course will be the question: “How do we know what we know about the social world?” Knowledge is constructed, and we will learn ways by which one can create a process through which information can be collected, analyzed, and disseminated.

As will be discovered throughout the semester, there are many ways by which one can conduct sociological inquiry, each of which could be the focus of an entire semester. This course serves as an introduction to sociological inquiry, with a lot of attention paid to the foundations of such inquiry. Foundation material will come from Creswell’s Research Design as well as Trochim’s The Research Methods Knowledge Base; these texts will be used as a template for addressing the research process. We will also read several other books, as well as different articles and book chapters that address the process of research in general, with the intent of stretching students into a new way of thinking about ideas in which they are interested. Lastly, critical analysis of the research process, with special attention paid to the role of paradigms, will be an integral aspect throughout the course.

**COURSE OBJECTIVES**: That students will acquire a better understanding of the fundamentals of sociological research, that they will be able to apply that knowledge toward the development of their own research proposal, and that they will understand some of the implications which go along with any research endeavor. It is hoped that students will further develop their critical acumen in this area and become prepared to present and discuss a variety of topics that are seen as falling under this heading.

Throughout the course, we will explore the following questions:

- > How do we know what we know about the social world?
- > How can one critically evaluate how scientific knowledge is constructed?
- > What is the basis framework of a social science research proposal?
- > How does social science impact the development of social policy?
- > How does social science research relate to decision-making?
- > What are different ways to measure social constructs?
- > What roles do theory and methods play within the research process?
- > What roles to ethics play in the research process?
- > Why are inquiry and discovery central to the life of a discipline?
- > What does it mean to use a sociological framework?

**TEACHING PHILOSOPHY**: It is my belief that many people are rarely pushed to utilize their full potential and that, given an opportunity, each of us is capable of further developing our gifts, talents, and skills. Importantly, I believe that people do their best work when they are self-directed, given opportunities to try new things, allowed to fail, encouraged to assess their progress, and facilitated through their own process of learning. I also believe that working in groups is important and in two key ways. First, working in groups is something most of us will do throughout our lives, whether it is in the workplace or the home. Practicing effective ways to work in groups is, then, relevant to all of our lives. Second, working in groups allows each of us to benefit from the gifts and talents of others. None of us is a perfect being and few of us are equipped with all the skills needed in every domain of our lives. Therefore, working with others enriches the learning experience for each and every one of us. I approach learning as something done best when individuals are given opportunities to solve problems and to develop their critical thinking skills. This means at times that some students will feel as though they are flailing about and unsure of what they are doing. It is at these times that it is best to trust that continued effort will bring desired results. I believe that learning is less about the final product (i.e., grade or amount of new information) as it is about the process of discovering ways in which we learn,

ways in which we can improve, and ways in which we can make contributions to our field of interest. My overall hope is that students will become life-long learners and that the information and skills addressed in this course will become important components in their academic, and non-academic, toolbox.

**FRAMING THE COURSE/CLASSROOM EXPERIENCE**: It is important when any group begins working together that there is clarity on the goals and expectations for the group's work. The time we spend in the classroom is an important component of the overall learning experience. To aid in making these experiences as beneficial as possible, there are principles to be followed by everyone, students and professor alike.

First, **it is important that everyone show up and be fully present**. This means present beyond merely the physical sense of the term. It means being focused on the work of SOC 6060, whether that work is centered, at the time, on lecture, discussions, student presentation, etc. It means that each of us must leave our other concerns, issues, dilemmas, etc., outside the classroom door. This does not mean that these other things are not important to people; instead, it means that everything has a time and a place and we must honor the time that is set aside for this class.

Second, **it is important that we conduct ourselves with honor and integrity**. This means that each of us will take personal responsibility for what we do and be held accountable for what we do. To move from a place of integrity includes being truthful without using blame or judgment, being cognizant of others and their feelings or beliefs, and speaking for ourselves, not putting words in other people's mouths.

Third, **it is important that none of us collude with negativity**. This essentially means that we will not make negative statements about people, tasks, or events, because negativity keeps us in the past, rather than allowing us to move forward and make progress in the adventure of learning. (For example, "I don't like group work because I got stuck in a bad group once," will not be an acceptable stance for a person to assume.)

Fourth, **it is unacceptable to engage in "third party-ing"**. This means that there will be no discussions where the focus is to share one's perceptions of another person's actions and, invariably, seek allies for one's own position. Our practice will be that we will not say anything about a third party that we would not say to that person. It is disrespectful to create a discussion that involves someone who is not present to define/state their own position.

Fifth, **each of us agrees that we should be actively engaged in our education**. This means that we will come to each class meeting or base group meeting willing to participate. We will each share ownership in what occurs in any meeting, and be willing to share our perspectives,

respectfully disagree with each other, and come to our own conclusions. This also means that each of us will avoid passivity and procrastination, both of which can lessen our learning experience and put either ourselves or other class members at risk on an assignment.

Sixth, **each of us is responsible for our own inclusion**. This means that none of us is a mind reader, nor can anyone else be expected to know what another person needs. Needs that can arise during a course include the need for clarity, the need for additional help on certain skills, the need for instructions to be repeated, the need to address conflict with base group members, or the need to check in on expectations and goals. Importantly, the first step to meeting any need is going to the person and stating what is needed. By being responsible for our own inclusion, we can often get our needs met earlier and also keep small problems from turning into large problems.

Seventh, **each of us will promote a Both/and@ rather than an Either/or@ perspective**. Issues about the social world are never simple. It is a rare instance, indeed, when we can place any topic into an either/or perspective (e.g., right vs. wrong). Instead, we will endeavor, at all times, to allow for more than one perspective to be legitimate, to be possible, to be allowed to be heard.

Eighth, **each of us agrees not to impose our stories@ on others**. All too often, since people see the social world from their own perspective, they try to impose that perspective on other people's lives. For example, assuming that someone is lazy because they need help reflects the perceiver's idea of laziness more than it reflects anything about the person being observed.

Ninth, **each of us will accept that conflict is co-created**. This means that with the rare exception, if we are in conflict with someone, we hold some responsibility for that conflict. Our role in the conflict might range from unintentionally misleading, miscommunicating, or misunderstanding another to having made attributions about another person that are not true, yet bring consequences to subsequent interactions. For example, if something does not go well in a base group project, everyone must participate in the resolution and be open to exploring any role they may have played in the creation of the conflict. If someone is not sure how they may have played a role in any conflict, the first step is to "check-in" with the other(s) and ask for clarification on what they perceived as having happened.

Tenth, **each of us agrees to trust the process**. All of us are creatures of habit and most of us do not like it when we do not do well at a given task. However, much of life is more of a process than an outcome and rarely do we get anywhere without doing the work. This course will bring up moments of uncomfortability. It is important to trust that much planning has gone into the course and that people not only survive the course, some even excel in it.

Of course, it is possible that any one of us might slip on occasion regarding the course principles. If that does happen, and you are aware of it, attempt to rectify it as soon as possible. If it happens with another person, be respectful in approaching them about it.

**REQUIRED ITEMS:** Abbott, Edwin A. (1952). Flatland: A romance in many dimensions. New York, NY: Dover Publications, Inc.  
Babbie, Earl (1986). Observing ourselves: Essays in social research. Belmont, CA: Wadsworth Publishing Company.  
Creswell, John W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches. (2<sup>nd</sup> Ed.) Thousand Oaks, CA: Sage Publications.  
Kuhn, Thomas S. (1996). The structure of scientific revolutions. (3<sup>rd</sup> Ed.) Chicago, IL: The University of Chicago Press.  
Trochim, William M.K. (2001). The research methods knowledge base. Cincinnati, OH: Atomic Dog Publishing.

**COURSE REQUIREMENTS:** The final course grade will be based on journal assignments, reading reaction papers, various assignments, a midterm examination, and a research proposal. The ability to understand and analyze concepts, rather than memorize them, is the focus and purpose of all required tasks.

Course Journal	100 points
Reading Reaction Papers	150 points
Midterm Examination	150 points
Assignments (including presentation of research)	200 points
Research Proposal	400 points
Total Possible Points	1000 points

**GRADING SCALE USED IN COURSE:** There are a total of 1000 points possible in this course. Final letter grades are based on the following accumulations of points: A = 930-1000; BA = 880-929; B = 830-879; CB = 780-829; C = 730-779; DC = 680-729; D = 600-679; E = <600 points.

**HOMEWORK POLICY:** Assignments are given on a regular basis. In order for full credit to be earned, the assignment must be turned in at the beginning of class on the due date. Any assignment that comes in late will be eligible for 50% of the points earned (e.g., there were 20 points possible, you got 16 points correct, you would earn 8 points) if turned in no later than the beginning of the next class meeting. This decreases to 25% of the points earned if turned in no later than 2 weeks past the initial due date. After two weeks, late assignments are not accepted.

**MAKE-UP POLICY:** Missed assignment will be recorded as grades of zero. All assignments are due when listed.

**ACADEMIC INTEGRITY:** All persons are expected to do their own work. Failure to do so may result in a failing grade in the course. While students are encouraged to study in groups, they are expected to turn in individual work. You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**EXTRA CREDIT POLICY:** Should any extra credit work be available, it will be announced in class and made available to everyone. No individual extra credit assignments will be made. In order to earn full credit on extra credit assignments, the work must be turned in at the beginning of class on the due date. No late extra credit work will be accepted.

**POLICY REGARDING THE POSTING OF GRADES:** All grades will be posted on WebCT.

**USE OF OFFICE HOURS:** Students are encouraged to make use of office hours as a time to ask for clarification or elaboration of course material, or to discuss other matters related to research methods and/or sociology. The stated office hours (upper right section of page 1 of the syllabus) are set aside for the sole purpose of helping students. Please take advantage of this opportunity.

**CLASS CANCELLATION POLICY:** In the event that class is canceled, either for weather or illness of the professor, students are expected to come to the next class meeting having read the material for both class meetings, and having completed any assignments due on those dates.

**CELL PHONE POLICY:** If you must carry a cell phone to class, please be considerate of everyone in the class and have your phone either turned off or set so as it does not make any

noise. It is unacceptable for anyone to make or receive cell phone calls during class time. Should you need your phone for emergency purposes, please have it set on vibrate and should you need to take a call, please make it a point to leave the classroom before talking on the phone and, should a presentation be in progress, please wait until it is a more suitable time to leave the room.

### **COURSE SCHEDULE**

The course schedule is designed such that the meeting date is listed to the far left. To the right of this, under the heading “Topic/Reading” is the topic for that class meeting. The 3<sup>rd</sup> column lists required readings for that meeting date, while the 4<sup>th</sup> column lists readings that are optional/recommended. All optional/recommended readings are on reserve at the Education Library. Additional readings may be required; at least one week’s notice will be given. The final column contains important due dates and relevant comments.

The course schedule is found on the next two pages.

**COURSE SCHEDULE, SOC 6060 – FALL 2006**

<b>MEETING DATE</b>	<b>TOPIC</b>	<b>REQUIRED READING</b>	<b>OPTIONAL READING</b>	<b>DUE DATES/ COMMENTS</b>
<b>FOUNDATION AND STRUCTURE OF THE RESEARCH PROCESS</b>				
<b>SEPT</b> 7	Introduction to course; course objectives; key course principles; beginning the research process; releasing creativity	None	None	
14	Beginning the process; framing the questions	HANDOUT from 9.7, all; CRESWELL (Preface and Chs. 1 & 2); TROCHIM (Ch. 1)		
21	Introduction to Social Inquiry	BABBIE (1, 2, 3); CRESWELL (Ch. 7)	Brint; Spector & Kitsuse (Chs. 1 & 7)	<b>HW#1 due today</b>
28	Structuring Inquiry – Design and Conceptualization	CRESWELL (4, 5 & 6); TROCHIM (Ch. 3); BABBIE (4, 5 and 6)	Maynard	
<b>OCT</b> 5	Structuring Inquiry – Operationalization and Sampling	CRESWELL (Ch. 8); TROCHIM (Chs. 2 & 6)	Curtis and Petras; Little	
12	Modes of Observation – Quantitative Approaches	CRESWELL (Ch. 9); TROCHIM (Ch. 4); BABBIE (7, 8 and 9)	Karren and Barringer	<b>STAGE 1 paper due today</b>
19	<b>Midterm Examination</b> Experimental Designs	TROCHIM (Chs. 7 and 8)		Midterm is through Oct 5 <sup>th</sup> material
26	Modes of Observation – Qualitative Approaches	CRESWELL (Ch. 10); TROCHIM (Ch. 5)	Anderson et al; Fine et al; Prince and Davies; Scott and Shah	<b>HW#2 due today</b>

**COURSE SCHEDULE, SOC 6060 – FALL 2006**

<b>MEETING DATE</b>	<b>TOPIC</b>	<b>REQUIRED READING</b>	<b>OPTIONAL READING</b>	<b>DUE DATES/ COMMENTS</b>
<b>NOV 2</b>	Modes of Observation – Mixed Methods Approaches	CRESWELL (Ch. 11)	Meyer; Verschuren	NOV 6 <sup>th</sup> – last day to withdraw without penalty
<b>APPLICATIONS, CRITIQUES AND ANALYSIS LINKAGES</b>				
9	Critical Perspectives on Social Inquiry  Social Context of Research, Ethics and Politics	ABBOTT – ALL; MILLS (Pp. 195-226)  CRESWELL (Ch. 3) BABBIE (13, 14 & 15)	Burman; Cormack; Nielsen; Stanley & Wise  Ross	
16	Analyzing the Data – Approaches and Applications	TROCHIM (Ch. 10); BABBIE (10, 11 and 12)	Alasuutari; Dauber; Jayaratne & Stewart	<b>HW#3 due today</b>
23	<b>NO CLASS – THANKSGIVING BREAK</b>			
30	Analyzing the Concept of Scientific Revolutions: How do they influence our research agenda?  <b>Presentations of research proposals</b>	KUHN – ALL	Guba & Lincoln; Lincoln & Guba	
<b>DEC 7</b>	<b>Presentations of research proposals</b>			<b>STAGE 2 paper due today</b>
14	The Future of Social Research - Review of the Basic Template and A Look Beyond	TROCHIM (Ch. 12)	Ewick; Risman; Wong	

## **SOC 6060 – JOURNAL ASSIGNMENT**

As part of your final grade in this course, you are required to make journal entries over the course of the semester. You must turn in ten entries. Half of these entries are structured, while the rest are your choice regarding topics. For the unstructured entries, the only requirement is that each entry must be related to course material.

For example, during or after a course meeting, you might find yourself questioning a belief you have held about the social world. You may have held that belief that anything can be subjected to analysis, and now find yourself questioning your own belief. If so, take the time to reflect on this occurrence. Or you may wish to reflect on something that is in print, such as class readings or even a popular magazine article regarding research techniques or findings. If you do reflect on something in print, you must include a photocopy of the “article” with your journal entry, so that the reader has the proper context. THE MAIN PURPOSE of the journal entries is for you to reflect on research-related issues. Therefore, please do not simply repeat an article or item from course or lecture. Key to these entries is for you to take an intrapersonal sociological lens to what we are covering in the course.

Each journal entry must be typed and double-spaced. Each entry must be at least two-thirds of a page in length, but no more than 2 pages in length. Evaluation is not the purpose of these entries. What is hoped is that you will get some practice with your writing and that you will spend some additional time ruminating on the issues raised throughout the course of the semester.

Journal entries will be collected at the beginning of the class meeting on the days they are due. I will review your entries; however, your entries will not be graded. All ten entries must be turned in for you to receive complete credit for the journal assignment. Late entries may be turned in the following week, and will be marked as late, but will not be accepted if they are more than one week late. More than 2 late journal entries will result in a lower overall journal assignment grade. As the journal assignment comprises 10% of your final course grade, it is imperative that you submit all these entries, and in a timely manner.

Please write your name in the upper-right hand corner of the first page of all entries.

The next page details the schedule of topics for your journal entries.

## SOC 6060 – JOURNAL ASSIGNMENT SCHEDULE

<u>ENTRY</u>	<u>DUE DATE</u>	<u>TOPIC</u>
1	9.14	What are your interests in social research? What, in your opinion, is the most accepted form of research? What is the role of the researcher in using research to question social institutions?
2	9.21	Your choice.
3	9.28	Reflect on Mills' writing on intellectual craftsmanship. How might you integrate the thoughts of Mills with your own personal approach to research?
4	10.5	Your choice.
5	10.12	What kind of research project do you think you would find worthwhile and exciting to do? Why?
6	10.19	Your choice.
7	10.26	What kind of research project do you think you would find intolerable to do? Why?
8	11.16	Your choice.
9	11.30	Your choice.
10	12.7	What is the role of the researcher in using research to question social institutions? Has your opinion changed? What, for you, was the most important aspect of this course?

## **SOC 6060 – READING REACTION PAPERS**

During the course of the semester, you will turn in 10 reading reaction papers, each one being on the reading for a distinct class meeting. Which ten class meeting readings you write about is your choice. These reading reaction papers will be turned in at the beginning of the class meeting that covers that specific reading.

These papers should be approximately 1-2 pages in length (typed and double-spaced). The goal of these papers is to have you reflect on some aspect of the assigned reading for the class meeting. When there is more than one reading assigned for a class meeting, you have the choice of which reading to write about. Of course, if you wish, you may write about all the readings for a particular week.

These reading response papers must incorporate the use of a sociological lens. It is unacceptable to write solely about whether or not one “liked” the reading. I am not very interested in whether or not you “liked” the reading. What I am interested in is what you may have gleaned from the reading. What was the key point(s)? Did that point(s) have strong substantiation? How does this reading(s) fit into the overall course topic?

Importantly, reading response papers must stay at a primarily external level of analysis. That is, the writer of these papers must analyze or critique the readings within the larger sociological context. This is not the place for intrapersonal reflection; such reflection is anticipated in the journal assignments for the semester.

The reading response papers are not graded, per se. In other words, if you successfully completed all ten of these entries, you will earn the 200 points assigned to these papers. If however, you neglect to do any of these, you will lose the respective number of points.

These papers will not be accepted after the due date, which is the date for which they are assigned. As they are designed to help facilitate class discussion, they must be turned in at the beginning of the class period for which the reading is assigned.

Given that these papers are 20% of your grade, it is incumbent upon you to complete all ten, and to do so in a timely manner. Given that you may submit only one reading response paper a week, be sure to schedule these so that you can turn in the required ten entries.

## **SOC 6060 – RESEARCH PROPOSAL GUIDELINES**

One of the best ways to learn anything is by attempting to do it. The same holds true for learning about the research process. Therefore, the most heavily weighted assignment in this course is the research proposal.

One of your responsibilities in this course is to write up a proposal for a research project. This is not necessarily the project that will develop into a thesis, dissertation, or even the beginning research for a publication. If this project can be linked to a thesis, dissertation, conference presentation, or publication, all the better. A primary concern, from my perspective, is for you to demonstrate that you have developed your critical acumen regarding the various topics involved in research design.

Your proposal will be developed through 3 stages.

- > **Stage 1** will include a statement of the problem, discussion of importance to the discipline, a preliminary review of the relevant literature, and a listing of research questions/hypotheses.
- > **Stage 2** will be a complete research proposal, as outlined in the next several pages.

### **FORMAT:**

- ⇒ **Stage 1** should be approximately 10-15 pages in length.
- ⇒ **Stage 2** will be approximately 25-30 pages in length.
- ⇒ **All work** must be typed, double-spaced, and proofread, with appropriate citations and references (see Writing Guidelines). In addition, you are required to use appropriate (APA) headings throughout your papers. This is very important for two reasons: first, it helps you organize your paper because if what you are writing does not go with the section heading, you need to do some editing; second, it helps the reader know what to expect.

### **CONTENT:**

What follows is more information about what is required in the various sections of your evolving research proposal.

- I. The Problem. You should begin by stating what the problem is that you are going to research. You should give the reader an idea of the project you intend to undertake.
  
- II. Importance to the Discipline. Not every topic is worth researching. What should guide your choice of a topic is that it is important and relevant to the field in which you are engaged. You must convince the reader that your topic is important. It is here that you need to integrate some theory that supports the need to investigate your topic.

III. Literature Review. Your review should follow the introduction of the problem and should include a logically organized review of the relevant literature. You should give a summary of the theory that guides your work, as well as discuss what others have found who have done the same or similar research. If you are proposing to replicate someone else's work, you should say why. For example, do you wish to extend the generalizability of their findings, or are you hoping to improve on their methodology? Tell why. There is no need for you to rediscover the wheel; therefore, be careful in your search of the literature.

List Questions/Hypotheses. Your review of the literature should lead you to your research questions. In other words, these questions should be a natural outgrowth of your review of others' work. State these questions concisely. Be clear about what you are going to try to prove or disprove. If the reader cannot understand what you are proposing, then you are not making a strong argument.

IV. Method of Research. While there are various methods by which one can approach social research, there are certain parameters which must be taken into consideration and addressed in your proposal. If the parameter does not appear to be relevant to your proposed research, you must address why that may be the case. What follows below is a list of parameters which might be considered in the writing of a research proposal. During the course of the semester, we will address these and other components of a research proposal.

A. Operationalization of the Variables: If your question is "Is job security related to job satisfaction?" you must tell what you mean by both job security and job satisfaction, and be very specific. Will these concepts be measured by a response to a question? What is that specific question? If you are asking more than one question to capture a concept, will you form a scale measure? What kind of scale measure? Each variable must have specific operations (hence, operationalization) attached to it so that the reader knows exactly how the variable will be measured in the proposed research.

B. Design: Specify what research design your study will take, and why. Is it an experimental design? Will you look at one group once or on several different occasions? Will you look at more than one group? Will you be comparing different groups? Why? Will you use a case study approach?

C. Sample: How will you draw your sample? What is the method(s) you will employ? How many will be in your sample? Why? Will you use probability sampling or non-probability sampling? Why?

D. Data Gathering Method: How will you actually gather the data that measures your variables? Will you use a survey? Will you interview people? Will

you use existing data? Which data? If you are using specific instruments, include copies of them in an appendix to the proposal. Will you use focus groups?

E. Ethical Considerations: What impact might your study have on your “subjects?” What risk, if any, might you impose on the population you study by conducting the research? What are some different ways in which the findings of your research might be utilized by others? Are there any possible political uses and what might be some implications of those uses? How your findings might be utilized differently from your research intentions?

F. Political Considerations: To what political ends might the findings of your research be used? It is important to be aware that one’s findings, regardless of what was hypothesized, can be put to political use. If the costs of political use outweigh the benefits of the research (which is also true of ethical considerations), one must question whether to conduct the proposed research.

G. Validity and Reliability: How will you know if you are measuring what you say you are measuring? How will you know if your data is valid? What checks for validity will you provide? Are your measuring tools reliable? How will you know if they are reliable? What will you do that will convince the reader that you have addressed validity and reliability?

H. Limitations to the Proposed Study: You should tell the reader some of the limitations you foresee for your study. If you are using a specific sample and this limits generalizability, you should say so. If you are testing a group that might change the effectiveness of your measuring instrument, you need to address it. Anything that might limit the knowledge gained, in any way, should be mentioned. None of us conduct the perfect research project; therefore, it is important the we address possible limitations.

V. Data Analysis: How do you propose to analyze the data you would collect from this proposed research? If you posit a relationship between some of the variables, how will you determine if there really is a relationship? What statistical techniques might you use? While you are not actually going to do any statistical analysis at this point, you must have an idea of what types of analyses would be appropriate for both your variables and your research questions.

VI. Reference List: Any of the studies you cite in the literature review, or any other relevant works that you use in the proposal, must be included in a proper reference list. (See Writing Guidelines) Note that a reference list should include only those items actually referenced in the body of the paper. If you do not use it in the body of the paper, you should not include it in

the reference list.

VII. Appendices: You should attach a copy of any relevant supplemental materials, such as questionnaires, interview schedules, scoring keys (code sheets), etcetera.

**GRADING:** Stage 1 is worth 120 points. Stage 2 is worth 280 points and the next pages detail the grading criteria for each paper.

**SOC 6060 – RESEARCH PROPOSAL – STAGE 1 – EVALUATION SHEET**

**MECHANICS (10%) – 12 POINTS**

- 1. Grammatical and spelling errors (possible 8 points): Average number of errors per page: 0 = 8 pts; 1 = 6 pts; 2-3 = 4 pts; 4-5 = 2 pts; 6-7 = 1 pts; 8 or more = 0 pts. \_\_\_\_\_
- 2. Follows required writing guidelines, including spacing, margins, and citation of sources. (4 points) \_\_\_\_\_

**ORGANIZATION (30%) – 36 POINTS**

- 1. Presents critical thought on the topic; i.e., does not merely provide descriptions or lists. (12 points) \_\_\_\_\_
- 2. Shows evidence of careful, logical planning and presentation, with use of appropriate headings throughout proposal. (12 points) \_\_\_\_\_
- 3. Shows evidence of careful writing, with clear articulate use of language. (12 points) \_\_\_\_\_

**CONTENT (60%) – 72 POINTS**

- 1. Statement of the problem that clearly describes the topic that is being proposed for research. (10 points) \_\_\_\_\_
- 2. Demonstrates the importance of the topic for research and for the respective discipline. (10 points) \_\_\_\_\_
- 3. Integrates scholarly material and own ideas in the development and discussion of the topic. (25 points) \_\_\_\_\_
- 4. Uses scholarly references and shows a clear link to the existing professional literature and relevant theory. (12 points) \_\_\_\_\_
- 5. Poses appropriate and clear research questions/hypotheses. (15 pts) \_\_\_\_\_

**TOTAL POINTS EARNED** \_\_\_\_\_

**DIVIDED BY TOTAL POINTS POSSIBLE (120)** \_\_\_\_\_

**SOC 6060 – RESEARCH PROPOSAL – STAGE 2 – EVALUATION SHEET**

**MECHANICS (10%) – 28 POINTS**

- 1. Grammatical and spelling errors (possible 18 points): Average number of errors per page: 0 = 18 pts; 1 = 14 pts; 2-3 = 10 pts; 4-5 = 6 pts; 6-7 = 2 pts; 8 or more = 0 pts. \_\_\_\_\_
- 2. Follows required writing guidelines, including spacing, margins, and citation of sources. (10 points) \_\_\_\_\_

**ORGANIZATION (30%) – 84 POINTS**

- 1. Presents critical thought on the topic; i.e., does not merely provide descriptions or lists. (28 points) \_\_\_\_\_
- 2. Shows evidence of careful, logical planning and presentation, with use of appropriate headings throughout proposal. (28points) \_\_\_\_\_
- 3. Shows evidence of careful writing, with clear articulate use of language. (28 points) \_\_\_\_\_

**CONTENT (60%) – 168 POINTS**

- 1. Statement of the problem that clearly describes the topic that is being proposed for research. (10 points) \_\_\_\_\_
- 2. Demonstrates the importance of the topic for research and for the respective discipline. (10 points) \_\_\_\_\_
- 3. Integrates scholarly material and own ideas in the development and discussion of the topic. (25 points) \_\_\_\_\_
- 4. Uses scholarly references and shows a clear link to the existing professional literature and relevant theory. (12 points) \_\_\_\_\_
- 5. Poses appropriate and clear research questions/hypotheses. (15 pts) \_\_\_\_\_
- 6. Addresses the key components of a research proposal, from literature review through appendices, as outlined in course documents. (80 points) \_\_\_\_\_
- 7. Balances the discussion of methods with a grounding in the literature; i.e. does not reinvent the wheel, but bases proposal in past work. (16 pts) \_\_\_\_\_

**TOTAL POINTS EARNED** \_\_\_\_\_  
**DIVIDED BY TOTAL POINTS POSSIBLE (280)** \_\_\_\_\_