

Teams meetings: TuTh 2-3:15

A

Note: Each written assignment is due in a D2L Dropbox, including the Human Subjects training certificate. Any assignment may be revised and resubmitted later—to do so, please consult with me 1-on-1 be sure you know what revisions are needed and to set a deadline (so I can plan). Also, if you need to submit any assignment late, please let me know, so I know to look for it and can plan my time.

1. (5 . 1 1 2 2)

The purpose of this assignment is to help you achieve clarity about your project. It should answer:

1. What is the puzzle, problem or question you wish to study?
2. What is your preliminary research question?
3. What books or articles you have read that touch on this question (from other classes or research projects, for instance)? What do you know from them, and how do they connect to your project?
4. Why does it matter to you?
5. Why should it matter to others?

For this assignment, you should be as detailed as possible—everything you get down in paper now gets you that much further along in your project. It can be helpful later to look back at what you were thinking when you first proposed this topic, and it can be helpful for you to get your ideas on paper so that you don't have to work to remember your own experiences as you learn about others'—it can be easier to listen with an open mind.

If your proposal is not thorough and thoughtful, I will take it as a statement that you are not taking this course seriously. The very highest grade you can earn on a cursory or unreflective proposal is an F.

You might also wish to write in a private journal or file, everything you think, know, and feel about your topic and research site, including prejudices, hopes, fears, and assumptions. You do not need to share this with anybody, but it's often very helpful to get ideas, preconceptions, past experiences, and the like down on paper so that your mind isn't tripping over them as you begin your study.

**** NOTE: Your project may change as you do your research—you may decide you wish to answer a slightly different question than the one you posed at the beginning. That's VERY normal, and it's a good thing because it means you're learning something! Most research proceeds that way. Just be sure all the parts of your final paper speak to each other—revise your introduction and literature review so that they all speak to the same question and form one coherent prospectus whose every part addresses the same question. ****

2. (2). Link is under Content (5 pts.— due by February 12, but I recommend getting it out of the way earlier).

You will not be conducting research this semester, but this training will help you with your Methods section, and you should not get a degree in sociology without knowing about research ethics and being certified to do research with human subjects. The purpose of this assignment is to ensure that

you leave Marquette with certification that you know how to protect the rights of human subjects. Please take the 2-hour online training, download your certificate to keep as a PDF, and post a copy of it to the D2L Dropbox.

3. B (5 . 18 1 2 2)

The purpose of this assignment is to pull together

4. A

(10 . 2 1 2 2)

The purpose of this assignment is to create a log of the relevant sources you have read so that you can easily recall what they say when you address them in your lit review and final paper. Select the 10-12 most important sources you have found (most helpful, most closely related to your research topic, presenting a theoretical argument you wish to use or take issue with, etc.) and *for each*, state the reading's: main points; methods; sample or site; and its answers to aspects of your question (relevance). Write down anything that may be relevant in your final paper (such as exact data or compelling quotes, with page numbers) so you don't have to go back later and look for it. If you wish, you may simply turn in a Reading Guide for each paper, but be sure your summary of the argument is written in sentence/paragraph form, not an outline. Your summary should be thorough, committing to paper everything you will want to know about the selection when it comes time to write. It is completely acceptable if, while r

On 7 October, we will workshop these literature reviews in class. Then you will rewrite, based on the feedback you receive. The closer this assignment is to your very best work, the more helpful the feedback will be, so please take this deadline as the time to do your best work. (e) 1 (, so) stJ ET Q q 0.24 0 0 0.24 12 58

The paper should be about 10-12

ACADEMIC HONESTY: Please note that I will strictly adhere to Marquette's policy on academic honesty, which can be found online. Any incident of plagiarism or other cheating will be met with an F for the course and a report to your Dean of Students and the Chair of SOCS. This would most likely interfere with your timely graduation.

RESOURCES and JUSTICE: A guide to resources to help with tutoring, food, housing, technology, justice, and other human needs students have is on our D2L site, and if you have a specific crisis, please feel free to let me know and I will do everything I can to connect you with help and support.

My goal is to teach justice and to work for justice for my students (and the world). A university is not "safe space" for all students. If anything happens in our class that upsets or disturbs you, I hope you'll feel comfortable telling me about it, including if I am the source of it. I know that's not always easy or even possible, but please know that I will do my best to hear you and make things right.

You also have another resource. The Department of Social and Cultural Sciences has appointed a SOCS Diversity Advocate, Dr. Marcia Williams. 351 Lalumiere Hall. Phone: 288-5437. E-mail: marcia.williams@marquette.edu Web: <https://www.marquette.edu/social-cultural-sciences/directory/marcia-williams.php>

As the current SOCS Diversity Advocate, Dr. Williams will provide a safe environment for students of color to share their experiences of racism in the Social and Cultural Sciences Department and the campus at large. Dr. Williams is committed to listening to student concerns in a manner that is empathetic, respectful, and validating. She will assist students in developing a plan to address their concerns provide support and assistance throughout the process.

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<p><u>WEEK 3</u> 9 February</p>	<p><u>Mental Health Day—No class</u></p>
<p>11 February</p>	<p>Intellectual creativity in collecting related studies: What is your case an example of? What are other examples of it? What other kinds of studies might relate to your project?</p>
<p>12 February</p>	<p><u>Complete Human Subjects Training; certificate due as PDF in D2L Dropbox. — Save your certificate as a PDF for the future, and submit certificate to Dropbox by 9 pm.</u></p>
<p><u>WEEK 4</u> 16 February</p>	<p>Continue collecting references for your Initial Bibliography. I will be available (now and any time!) to answer questions about finding sociological and other sources.</p>
<p>18 February</p>	<p><u>INITIAL BIBLIOGRAPHY DUE in D2L Dropbox by 1pm</u> On Teams I will introduce the Annotated Bibliography and Literature Review assignments; and we will talk about looking for hypotheses as you read your sources. We will talk about Parts of an Article (to help with your annotated bibliography) and the structure of a sociology article.</p>

WEEK 5

23 February

I will be available on Teams to talk more about how to think about different aspects of your literature review, dividing your sources into topic/aspect areas

<p><u>WEEK 7</u> 9 March</p>	<p><u>LITERATURE REVIEW DUE in D2L Dropbox and to your Working Group</u> OPEN MEETING FOR SPECIFIC QUESTIONS ON YOUR LIT REVIEW Writing workshops will be in your assigned groups. Each group needs to devise a system so that at least two people read each Lit Review is read and complete a worksheet from the Writing Center for Wednesday's class.</p>
<p>11 March</p>	<p>**Literature Review Workshop with Staff from the Ott Memorial Writing Center** Please come to Teams having read at least two of your group members' papers and prepared the Writing Center's worksheet for each.</p>
<p><u>WEEK 8-10</u></p>	<p>**Meet 1-on-1 with me to discuss Methods by March 26** Please sign up on Google Sheet and remind me the day before.</p>
<p><u>WEEK 8</u> 16 March</p>	<p><u>REVISED LITERATURE REVIEW DUE IN DROPBOX by 1pm</u> Please include an indication of changes you have made to incorporate others' suggestions.</p>
<p>18 March</p>	<p>No Class—Good luck with midterms!</p>

	effective/convincing summary, and—very last—the abstract of the whole prospectus.
1 April	On Teams, I will be available to answer questions about pulling the whole paper together.
<u>WEEK 11</u> 6 April	On Teams, I will be available to answer questions about pulling the whole paper together.
8 April	<u>COMPLETE FINAL PAPER DUE TO DROPBOX AND YOUR GROUP.</u> Each group needs to devise a system so that at least two people read each Lit Review is read for Wednesday's class. We will only meet on Teams if people have things to discuss.
<u>WEEK 12</u> 13 April	** Workshopping the final paper with Writing tutors. ** Please come to Teams having read at least two of your group members' papers.
15 April	<u>NO CLASS—MENTAL HEALTH DAY</u>
<u>WEEK 13</u> 20 April	Presentations?
22 April	Presentations?
<u>WEEK 14</u> 27 April	<u>FINAL REVISED PAPER DUE IN D2L DROPBOX by 10pm.</u> Presentations
29 April	We will meet on Teams to debrief about what you learned in this process and how I could make the experience better. Also please take a few minutes to complete the end-of-class survey so I can learn about what worked and how I could improve this class.
<u>WEEK 15</u> 4 May	Catch Up and Loose Ends
6 May	Catch Up and Loose Ends

Congratulations, Graduates!! You are done! Stay healthy and don't be a stranger!