

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Bruce L. Berg Phone 2146
- Writing Workshop? (If not at IUP, where? when? FALL 1992)
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- Department Contact Person \_\_\_\_\_ Phone \_\_\_\_\_
- Course Number/Title \_\_\_\_\_
- Statement concerning departmental responsibility \_\_\_\_\_
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_
- Course Number/Title \_\_\_\_\_
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Bruce L. Berg

Department Chairperson Inez Marie Maype

College Dean [Signature] 4/1/93

Director of Liberal Studies [Signature] 4-1-93

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.  
Please number all pages.

## Memorandum

TO: Dr. Charles Cashdollar, Dir. Liberal Studies  
FROM: Bruce L. Berg, PhD  
DATE: March 10, 1993  
SUBJECT: Submission of materials for a W-Syllabus

### I. Writing Summary:

This summary is for the criminology research methods course CR306. As shown on my enclosed w-syllabus for this course, students are asked to take an active role in doing methods rather than passively reading or hearing through lectures about methods. This means that they take part in a number of projects that allow them to do what they have read about in text, or heard discussed in lectures. As well, they are asked to write about these activities in several different ways. There are eight projects in full, and several provide for revisions. As shown in the syllabus (see attached) projects 1-4 may each be revised once. Project 8 may be submitted in advance to the deadline for criticism, and then resubmitted on the deadline for a grade. Each of the projects involves some form of writing as described below:

Projects 1 and 2: The writing in these projects is limited to brief definitions of concepts. Students must either locate existing definitions for various theoretical concepts, or document their creation of such definitions. Length: Approximately two pages to three for each project. Project 1 will begin as a "free-write" in class, to be revised at home and turned in for a grade.

Project 3: Here students are asked to write a brief narrative outline of the basic stages of research. These stages will have been both discussed in class, and assigned as a reading assignment in their Babbie book (pages 78-80). Length: Two to four pages.

Project 4: This project has students writing narrative prose to describe how they created a systematic survey. As well, there are several questions that require brief (about a paragraph or two each) responses. Length: Approximately three to five pages (excluding the listed names in the sample).

Project 5: This project asks for a brief (one to two page) proposal of an experiment the student plans to carry out. Then, the student must actually carry out the proposed experiment. Finally, the student must write up a description of the experiment, their analysis, and findings. As indicated in the syllabus, the proposal is not graded, but is discussed at length with the class

when it is returned after review. Length: The experiment report should be approximately three to five pages in length.

Project 6: In this project, the students create either an interview schedule or a written questionnaire. From this they learn how to write clear and concise questions. As well, they must consider adjustments to their level of language according to an imagined sample population. Furthermore, they must avoid the use of certain affected or culturally biased terms and phrases. Length: Surveys will vary in length from about two to three pages.

Project 7: This project has students enter the field to conduct direct observation and develop written field notes. After being instructed on how field notes are created, the student will be given an opportunity to actually write both cryptic in field notes, and full comprehensive ones. Length: Full field notes for this project should range between three and five single spaced typed pages.

Project 8: This project asks students to actual create a research design. It includes the need for library research to develop a short literature review, the requirement of documentation, and descriptions of data organizational and analytic plans. Length: This project should range in length from approximately seven to ten pages.

For the most part, projects are due on Mondays at varying intervals (depending on the time requirements for each project). This assures the weekends, at minimum, for students to complete their writing assignments. A number of the assignments can, at the students discretion, be revised and resubmitted for a grade change. I believe these writing assignments allow the student both practice in writing, and an opportunity to actively involve themselves in the methodological process.

Catalogue Description: An introduction to the basic criminological research methods designed to prepare the student to understand and participate in quantitative and qualitative research.

Course Orientation: This course explores a number of data collection, organization, and analysis strategies. In addition to class lectures and text readings, this course offers the student an opportunity to try out a number of methodological activities. As well, this course provides students an opportunity to gain from structured writing exercises. Major topics to be discussed include the relationship between theory and methods, causation and concomitance, conceptualization and measurement, research ethics, and dissemination of research information.

Required Texts:

Babbie, Earl The Practice of Social Research (6th edition).  
Belmont California: Wadsworth Publishing Company, 1992.

Berg, Bruce L. Qualitative Research for the Social Science.  
Boston, Mass.: Allyn and Bacon Inc., 1989.

Lecture Topics:

1. The Relationship Between Theory and Research.  
Read: Babbie Chapters One and Two.
2. Causation and Concomitance: Making Predictions and Detailing Description.  
Read: Babbie Chapter Three; Berg Chapter One.  
Assignment: Do Project #1. Due January 26
3. Operationalization: Conceptualizing and Measuring Variables.  
Read: Babbie Chapters Five and Six.  
Assignment: Do Project #2 Due February 4
4. Designing Research Projects.  
Read Babbie Chapter Four.  
Assignment: Do Project #3 Due February 15
5. Samples and Sample Development:  
Read: Babbie Chapter Seven.  
Assignment: Do Project #4 Due February 22
6. Strategies in Data Collection: The Experimental Method.  
Read: babbie Chapter Eight  
Assignment: Do Project #5 Due March 8, and March 31.
7. Data Collection Through Surveys: Pencil/Paper and Interviewing Strategies.  
Read: Babbie Chapter Nine; Berg Chapter two.  
Assignment: Do Project #6 Due March 22

8. **The World as a Research Laboratory: Field research.**  
Read: Babbie Chapter Ten; Berg Chapter Three  
Assignment: Do Project #7 Due April 5
9. **Avoiding Researcher Reactivity: Unobtrusive Data Collecting Strategies.**  
Read: Babbie Chapter Eleven; Berg Chapter Four.
10. **What Do You Do With Data?: Organizing and Analyzing Research Data.**  
Read: Babbie Chapter Thirteen; Berg Chapter Five.  
Assignment: Do project #8 Due April 30
11. **Thinking About Research: The Ethics and Politics of Criminological Research.**  
Read: Babbie Chapter Eighteen; Berg Chapter Six.
12. **Dissemination of Research Findings: Its Worthless Unless Others Know About it!**  
Read: Berg Chapter Seven.

Assignments:

There will be eight projects for this class and no examinations. Projects are keyed to various topics to be discussed in this course. Each project includes some variation of writing and will be due at specified times. These projects are discussed below.

Project #1: Due January 26, 1993.

Variables and Hypotheses: List ten variables that might be useful in a study of adolescent involved in alcohol, drugs, and crime. Write five distinct hypotheses testing variables included in your list. A draft will be done in class, and revised at home.

Project #2: Due February 4, 1993.

Operationalization and Sampling: a) Identify and list eight concepts; b) write an operationalized definition for each of these concepts; and c) create indices to measure each operationalized concept.

Project #3: Due February 15, 1993.

Stages in the Research Process: Write a brief essay on the stages necessary for developing a research project (e.g., identifying a problem, literature review, methods, etc.). This essay should be approximately five pages long and include any necessary references (see attached for assistance with references).

Project #4: Due February 22.

Telephone Surveys and Sampling: Assume you are going to conduct a telephone survey. a) Develop a system to systematically sample a directory area. In approximately one page, describe in narrative form how your systematic selection system works; b) Using your system, actually draw and list a sample of fifty names; c) In approximately one page, describe some of the weaknesses of conducting telephone surveys; d) In approximately one page describe how you might have drawn a random sample for the same geographic area covered by the telephone directory?

Project #5: Proposals Due March 8, 1993 Results Due on March 31, 1993.

Experimentation project: Design and conduct an experiment. In your report, indicate what your experiment was, what your procedures (including controls and control groups) were, and your results. The proposal should not exceed two typed pages. It will not be graded but must precede actually conducting your experiment. Consult the attached instructions concerning the experiment.

Project #6: Due March 22, 1993.

Interviews and Questionnaires: Construct two survey instruments, one for face-to-face interview use, and one designed for a self-administered pencil and paper survey. Your instruments should contain five questions on each of the following topics: tobacco use, alcohol use, marijuana use, and cocaine use. As well, your instrument should contain a series of five or six demographic questions. Be sure you bear in mind what concepts are being measure by each question or groups of questions. It is important to indicate in narrative form what the links are between concepts and various questions or question groupings.

Project #7: Due April 5, 1993

Field Observations in Public Places: Locate a public place in which to conduct direct observations. IMPORTANT: have your location (setting) approved by me prior to doing this project. Enter the field for three separate five minute observation periods. Carefully write up field notes for each one of these observations. Remember to include detailed description of the setting, people in the setting, and conversations you hear while observing. You can anticipate this representing three to five single spaced typed pages of field notes.

Project #8: Due April 30, 1993.

Research Design Project: Develop a concise design for a doable research project. Be certain to include a brief description of the problem, documented justification, brief literature review

and how data will be collected, organized, and analyzed (see attached instructions for references and footnotes).

### Grading:

The approximate worth of each graded item in this course is as follows: Projects 1-2 each are worth 5% of you grade; projects 3-4 each are worth 10%; project 5 is worth 20%; project 6-7 each are worth 15% and project 8 is worth 20%. Projects 1-4 may be revised once if you are unhappy with your grade. Early drafts of project 8 are encouraged (but not required). These will be critiqued, but not graded--unless the student requests. A final version to be graded will be due on April 30, 1993.

### Evaluation:

Each project will be evaluated on the basis of both accuracy and creativity. If you use simple concepts in projects 1 and 2, for example, "income," "gender," "age," you certainly can receive an A grade. However, if you are willing to take a small risk, as in using a complex concept such as "recidivism," "Broken-Homes," "delinquency," I will likely be more lenient on small inaccuracies. I am looking for you to demonstrate that you understand the various concepts relevant to each project, but further that you can actually use these ideas, procedures, and notions. Correct use will certainly assure you a B grade. Creative and correct use, however, will more likely assure you a grade of A.

### INSTRUCTIONS FOR EXPERIMENT ASSIGNMENT

Introduction: You are being asked to conduct an experiment and report on the results. Remember to keep the experiment simple, and if possible interesting.

A. The Proposal: The first part of this assignment consists of writing a proposal describing the experiment you plan to do. This proposal should indicate the following:

1. The question to be answered
2. The independent and dependent variables
3. Details on how the experiment will be conducted (a narrative description of your step-by-step procedures)
4. A description of what data you will be collecting
5. A explanation of what analysis will be performed.

This proposal should be limited to approximately three pages. A comprehensive literature review is not necessary.

- B. The Experiment: The second part of this exercise involves reporting the results of your experiment. Include the approved proposal with the report of the results and specify any deviation from this proposal. In the report of the results, present the data collected and the analysis of these data. State an overall conclusion--answer the question stated in part one of your proposal.
- C. Due Dates: Your proposals are due on March 8, 1993, and your results on April 1, 1993.
- D. For this experiment, you will not be required to have a literature review. Recognize that this is a major difference between this class assignment and real experiments. Do not create an lengthy and elaborate experiment--you will not be able to complete it in the tight time-frame you have.

#### GUIDELINE FOR THE ESSAY PAPER

Below are several pages on writing, referencing, and footnoting--follow them explicitly!

**NOTE**: Although there are numerous ways one can write references and footnote in standard English, you are required to use the style shown in the accompanying pages. Use of any other style will result in a full letter grade lower on your essay.

#### Material to be Included in the Essay

Your paper should be divided into four major sections as follows:

- 1) Introduction: This section should identify your position regarding the education versus experience debate.
- 2) Body: The body of the essay should contain your documented arguments for affirming either education or experience, or some combination of the two.
- 3) Conclusion: This section should both briefly summarize your essay's position and bring your presentation to closure.

**Length**: Papers should be approximately six typed pages long (not counting reference and footnote pages). Pages should be double spaced with no more than an inch and a half margin on the left, and a one inch margin on the right. Do not submit papers typed on "onion skin" paper.



**References:** Statements which require citations, or documentation should be referenced using one of the following "Referencing" forms. Typically, it will require that you show the last name of the cited author(s) in the text and the date of the cited publication in parentheses:

Example:

According to Jones (1989) there are several reasons...

In some circumstances you may need to enclose both the cited author's name and the date of the publication:

Example:

Several theorists are viewed as proponents of labeling theory (see for example, Lemert, 1924; Becker, 1961).

A Reference list should appear at the end of the paper listing all author's cited in text. The authors should be listed alphabetically by their last name.

**Footnotes:** Footnotes are easily distinguished from references. Whereas references "cite" an author and/or his/her work, a footnote informs the reader about something. In other words, footnotes tell the reader some information--they no not merely identify a quoted author's name and publication. In some instances, a footnote may additionally refer the reader to other or similar published material which may help further understanding of some point.

Example:

1. Although many people believe that W.I. Thomas was a graduate of the Chicago School, he was not. In fact his Ph.D. was from the University of Tennessee, although he taught for several years at the University of Chicago.

Footnotes appear as numbers written in superscript immediately following the location in the text where they are appropriate.

Example:

Henry Jones, better known as Indiana Jones, was never married<sup>2</sup>.

A Footnote list should appear immediately preceding the Reference list at the end of the paper.

**Number of Sources Used:** It is expected that at minimum there will be ten different resource sources included in the paper. This may be accomplished through any combination of references and footnotes.