

LSC # 42
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Miriam Chaiken Phone 4545
 Writing Workshop? (If not at IUP, where? when? Sept. 1990)
 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) Miriam S. Chaiken
 Department Chairperson Thomas Nowak
 College Dean Robert D. Judge
 Director of Liberal Studies Charles D. Caldwell

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.

WRITING INTENSIVE PROPOSAL
FIELD RESEARCH METHODS
(AN/SO 456 - SO 581)

Field Research Methods is a unique course in our curriculum in that it seeks primarily to help our students develop practical research skills and to understand the ethical issues which accompany sociological inquiry. The first objective is accomplished by reading about and engaging in a number of research techniques commonly employed by professional anthropologists or sociologists, and the latter objective is addressed through discussion of ethical dilemmas and the impact of social research on its subjects. This course is one which is commonly taken by anthropology or sociology majors near the end of their training, and as such it would be an appropriate writing intensive course for many of our majors.

The writing assignments in the course attempt to reinforce the concepts and techniques which are being taught, while also fostering professionalism in the students. There are a number of types of writing assignments which are utilized in the course;

- weekly short writing assignments which are attempts to get the students to employ one of the research techniques under study, and then to write a summary of the process and the data which it generated,

- in-class writing which is informal and often done in groups, such as drafting sample questionnaires or designing a sampling procedure,

- peer evaluated writing, in which each student is to complete the assignment several days in advance of the class, and in class the form and content of each student's work is discussed and critiqued, and,

- a formal final paper which is the conclusion of the research project which the student has designed and undertaken.

All of the assignments are incremental, in that they are all steps in the process of preparing the final independent research project. The small, weekly assignments give them familiarity with the potential and limitations of various research techniques, the drafts of proposals and human subjects protocols (attached) help the students understand each step of project design by planning and initiating a research project which interests them. The final product is a piece of original research which is written up in a formal paper at the conclusion of the semester, and which incorporates pieces written in draft form throughout the course.

The evaluation of all writing emphasizes the process of revision. All written work is expected to be completed on a word processor to facilitate revision, and although I emphasize the need to complete work by specified deadlines, each student has the option to revise and resubmit any or all of their weekly written assignments. In my

experience in this course, virtually all students exercise the rewrite option at least once or twice during the semester, and several students do this nearly every week. I have witnessed significant improvements in written work in the course of the semester for most of these students.

A number of the more informal writing assignments, such as in-class group preparations of sample questionnaires or their individually prepared human subjects protocols are evaluated by the class as a whole in informal discussions. This process has demonstrated to me that while many students may not see problems with their own written work, they are able to critically evaluate the work of their peers and make comparisons between their own work and that which their classmates have produced. I have found this technique to be very effective for helping students to identify common errors in method and in style of presentation.

FIELD RESEARCH METHODS
AN/SO 456 - SO 581

CLASS: Tuesdays 3:00 - 6:00 in Keith 6
INSTRUCTOR: Dr. Miriam Chaiken
OFFICE HOURS: Keith 140 Mondays 1:30 - 3:25, Tuesdays 6:00 - 6:30,
and Thursdays 2:00 - 4:30 or by appointment (phone 357-4545)

COURSE DESCRIPTION: This course is designed to give students an insider's view of the process of conducting research, and to help them gain a sense of what the life of a professional anthropologist/sociologist is like. In the course of this semester you will read examples of other social scientists' work, read about method and theory in research techniques, and put many of these techniques into practice as you conduct original research of your own. By the conclusion of the course, you will have conducted research and analyzed your data, had additional experience with writing and presentation of results, and acquired skills which will be useful whether you seek entry level professional positions or graduate studies.

COURSE REQUIREMENTS: As the goal of this course is to help you develop as a professional, you will be required to fulfill certain professional responsibilities (e.g. meeting deadlines, revising your papers, etc.), but you will not have many of the requirements of traditional classes (e.g. there will be no examinations).

This class will be organized in a seminar format, which means it is essential that you complete all of the assigned reading for that week before you come to class, and you should participate fully in class discussion. This type of course will only be as good as the students make it -- it can be a very positive, interactive learning experience, but it will require everyone's complete participation and openness.

All written work should be completed by typing it on a word processor, which will facilitate revisions and corrections. Word processing equipment is available in the Writing Center and is open to all students. If you submit papers which are unacceptable, or if you are dissatisfied with your grade you will have the option of revising any assignment and resubmitting it (for up to one letter grade higher score). My goal is to help you learn to think and express yourself clearly, and rewriting is part of this process.

The attached course outline indicates the required reading assignments for each week, as well as the research exercises and the final research project.

REQUIRED READING: Readings in Research Methods a photocopied compendium available at Copies Now in the Union Station Mall. Additional readings may be assigned and put on reserve or provided by the instructor.

EVALUATION OF PERFORMANCE: Each of the exercises and assignments will be due in class on the date specified, late assignments will not be accepted. One of the responsibilities we all have as professionals is to meet deadlines, and you will be expected to live up to the same standards. If a paper or assignment is found to be unacceptable it will be returned to you with recommendations for revision and you will be expected to make necessary corrections and resubmit the assignment within one week. Students will have the revision option for all written assignments, and may receive up to one letter grade higher.

Your grade will be computed based on the points received for each of the following assignments (each will be described in detail in a subsequent handout):

	percent of final grade
I. Class participation	10%
II. <u>Exercises</u> (lowest one may be dropped each is worth 5% of final grade)	50%
Oral book review	
Written summary of participant observation	
Oral presentation on participant observation	
Written exercise summarizing the nature of anthropological/sociological inquiry	
Exercise on sampling and questionnaires	
Kinship/life history exercise	
Quantification exercise	
Oral report on secondary data sources	
Research proposal	
Human subjects clearance protocol	
Curriculum vita	
III. <u>Term research project</u>	
Oral presentation	10%
Written paper	30%
Total	100%

COURSE OUTLINE

I. INTRODUCTION / COURSE EXPECTATIONS (JANUARY 23)

II. BEING AN ANTHROPOLOGIST/SOCIOLOGIST (JANUARY 30)

Reader - Kluckhohn and Kelly - The Concept of Culture
Freilich - On Systematic Fieldwork

Assignment - select one book from the list provided in class which portrays the life of the anthropologist and/or the process of fieldwork -- each student will report orally in class on the book selected

Discussion Topic - definitions of research, anthropological/ sociological insight, and the notion of "community"

III. PARTICIPANT OBSERVATION / CULTURE SHOCK / BIAS / EMIC-ETIC DISTINCTIONS (FEBRUARY 6)

Reader - Malinowski - on participant observation
Spradley - Doing Participant Observation
Ardener - Accessibility to the Domains of Discourse
Barley - excerpt from "Innocent Anthropologist"
Crane & Angrosino - Field Projects in Anthropology

Assignment - complete above reading

Discussion Topic - be prepared to define the process of participant observation and describe the obstacles to carrying out the task

In-class Activity - views of participant observation and culture shock

IV. PRESENTATION OF DATA (FEBRUARY 13)

Reader - Schildkrout - Life History of an African Woman
Shostak - excerpt from Nisa
Messerschmidt - on doing anthropology "at Home"
Geertz - on "natives' perspective"

Assignment - complete above reading and prepare oral and written (1-2 pages) summary of your participant observation experience

Discussion Topic - first half of class, each student will make brief presentation of their participant observation experience, second half we will discuss different ways of portraying the ethnographic information we collect

In-class activity - each student will briefly present their participant observation experience

**V. ETHICS AND SOCIAL SCIENCE RESEARCH / HUMAN SUBJECTS PROTOCOLS
(FEBRUARY 20)**

Reader - Deloria - Anthropologists and Other Friends
Cohen - Case Study of an Anthropologist and AIM
AAA Ethics Statement
Appell - Ethical Dilemmas

Assignment - complete the above reading and be prepared to discuss the appropriate course of action of the social scientists described in Appell's ethical dilemmas

Discussion topic - ethical behavior in anthropological or sociological investigations and safeguards for respondents

In-class exercise - presentation on Human Subjects Protocols

VI. RESEARCH DESIGN / SURVEY RESEARCH / SAMPLING PROCEDURES (FEB 27)

Reader - Chambers - on basic vs. applied research
Werner & Schoepfle - on sampling
Pelto - excerpts from Anthropological Research

On Reserve (recommended reading) Review Ethics and Anthropology by Rynkiewich and Spradley

Assignment - complete above reading and your statement of the nature of anthropological/sociological research

Discussion Topic - research design and sampling, design of questionnaires, strategies for administering instrument

In-class exercise - experiments with questionnaire design and administration in small groups

VII. KINSHIP / ORAL HISTORIES / LIFE HISTORIES (MARCH 6)

Reader - Pelto - excerpt from Anthropological Research
Crane & Angrosino - excerpt from Field Projects

Assignment - read above and complete assignment handed out previous week on sampling procedure and questionnaires

Discussion Topic - traditional techniques in anthropology, eliciting kinship diagrams and life histories

SPRING BREAK (MARCH 13)

VIII. QUANTIFICATION IN RESEARCH (MARCH 20)

Reader - Johnson - excerpts from Quantification in Anthro.
Grandin - excerpt from Informant Wealth Ranking

Recommended reading (on reserve) consult chapters 6, 8, 9
in Pelto and Pelto, Anthropological Research

Assignment - read above and prepare your written kinship
diagrams or oral history which you elicited during
spring break

Discussion topic - various methods of collecting quantified
data (24 hour recall, informant diaries, informant
ranking, random observations, follows, etc.)

IX. SECONDARY DATA SOURCES (MARCH 27)

Reader - Fried - excerpt from the Study of Anthropology
Frantz - excerpt from Student Anthro. Handbook

Assignment - read above and prepare one of the assignments on
collection of quantified data handed out previous week

Discussion topic - scavenging for secondary data, sources and
resources

X. PREPARATION OF YOUR RESEARCH PROPOSALS AND HUMAN SUBJECTS FORMS (APRIL 3)

Reader - excerpt from Quantification in Anthropology

Assignment - read above and prepare your oral summary of
the data sources you were assigned to investigate

Discussion topic - how to prepare your proposal and human
subjects form for your term project

XI. PRESENTATION OF RESEARCH PROPOSALS/ QUESTIONNAIRES/ HUMAN SUBJECTS FORMS (APRIL 10)

Reader - no assignment

Assignment - prepare your research proposal according to
the guidelines and make photocopies to distribute to the
other members of the class

Discussion topic and in-class exercise - critique of each
students' proposal for research and human subjects
protocol

MONDAY CLASSES MEET, NO CLASS MEETING (WORK ON RESEARCH) (APRIL 17)

XII. ANALYSIS AND PROGRESS REPORTS (APRIL 24)

Reader - Werner and Schoepfle - from Systematic Fieldwork
Berg - from Qualitative Research Methods

Recommended Reading (on reserve) consult appropriate chapters
in Van Maanen, Tales of the Field; Spradley, Participant
Observation; and Frantz, Student Anthropologists'
Handbook

Assignment - read above and be prepared to discuss the
techniques you will employ to analyze your data

Activity - each student will meet individually with instructor
to discuss the progress of the research project, and rough
drafts of pieces which were submitted to date

Discussion Topic - methods of data analysis

XIII. PROFESSIONALISM IN ANTHROPOLOGY AND SOCIOLOGY (MAY 1)

Reader - no assignment

Assignment - continue with your research and analysis, prepare
a resume of your skills and experience which would be
suitable for a job or graduate school application, submit
outline of your final project

Discussion topic - progress reports on research projects,
troubleshooting as needs arise, discussion of professional
opportunities and comportment

XIV. STUDENT PRESENTATIONS OF FINAL RESEARCH PROJECTS (MAY 8)

Reader - no assignment

Assignment - make oral presentation of your research project
and results

FINAL PAPERS DUE IN MY OFFICE MAY 11 BY 5:00 P.M.

WEEKLY WRITING ASSIGNMENT - SAMPLE 1

FIELD RESEARCH METHODS "BEING AN ANTHROPOLOGIST/SOCIOLOGIST"

The objective of this assignment is to help you get a "feel" of what conducting research is like, and/or to help you understand the work of social scientists. Conducting original research is both an art and a science, it includes both exciting intellectual challenges and enormous frustrations, and it is a way of learning about yourself as much as a means of learning about the lifeways of other people.

For this assignment, please select one of the following books and read it before coming to class on January 30. Each student will be required to orally report on their book, with the objective being a comprehensive understanding of the process of ethnographic research.

In your oral presentation, be prepared to include:

1. the main focus or theme of the book, and specify whether this book was an account of fieldwork, a biography or autobiography, or an ethnography which also portrays the process of fieldwork.
2. a description of the time and place(s) in which this anthropologist or sociologist conducted his/her work
3. the nature of the fieldwork which this anthropologist has conducted, and the problems which this person encountered and/or the advances achieved
4. your reaction to this account, and what you learned from reading this anthropologist's experience -- did it match your impressions of the nature of anthropological research?

Each student should feel free to ask questions and contribute to the discussions of the other student's presentations.

At the end of the presentations, I hope we can identify several common themes these social scientists shared, either problems that they all encountered, or positive experiences which they gained from conducting research.

Select one of these titles

Anderson, Barbara G.	First Fieldwork. Misadventures of an Anthropologist
Barley, Nigel	The Innocent Anthropologist. Notes from a Mud Hut
Bateson, Mary Catherine	With a Daughter's Eye
Benedict, Ruth	An Anthropologist at Work
Casagrande, Joseph	In the Company of Men
DeVita, Phillip	The Humbled Anthropologist
Dwyer, Kevin	Moroccan Dialogues
Foster, George et al.	Long Term field Research in Anthropology
Freeman, Derek	Margaret Mead and Samoa. the Making and Unmaking of an Anthropological Myth
Freilich, Morris	Marginal Natives. Anthropologists at Work
Golde, Peggy	Women in the Field
Lowie, Robert	Ethnologist
Malinowski, B.	A Diary in the Strict Sense of the Term
Mead, Margaret	Letters from the Field
Powdermaker, H.	Stranger and Friend
Rabinow, Paul	Reflections on Fieldwork in Morocco
Spindler, George	Being an Anthropologist
Wax, Rosalie	Doing Fieldwork
Whitehead & Conaway	Self, Sex, and Gender in Cross-cultural Fieldwork
Whyte, Wm. Foote	Learning from the Field

WEEKLY WRITING ASSIGNMENT - SAMPLE 2

PARTICIPANT OBSERVATION

Advice for participant observation:

"Always behave as a gentleman".
-Haddon

"Take ten grains of quinine every night and keep off the women".
- Seligman

"Don't converse with an informant for more than 20 minutes, because if you aren't bored by that time, he will be."
- Westermarck

This assignment is designed to both let you experiment with participant observation, and to get a feel of what it is like to be a stranger in a new environment. Since it is impossible to send you all off to Timbuktu, we will do the best that we can with the local environment.

The attached sheet describes the place you are to conduct this exercise, and you are expected TO GO ALONE, DO NOT BRING FRIENDS WITH YOU. You may not swap assignments with anyone else unless I give permission, I have intentionally selected locales with each student in mind.

You will be expected to observe the actions, interactions, spatial arrangements, and emotional expressions of the people in this place -- either through observing them without interacting, through casual conversation with them, or by asking questions of the other people who are there.

You will prepare a brief paper (on the computer at the writing center) of about 2 pages in length which describes your experiences as a participant observer. You should describe the context in which the observations occurred, any patterns or significant behaviors you witnessed (what kind of people were there, did they know each other, what was the nature of their interactions), and finally report on your reaction to this experience. How did you feel? Do you think you are observing objectively, are you seeing all of what is going on, do you feel comfortable being an observer?

In next week's class, hand in your papers, and be prepared to describe your experiences in class. This will not be as formal as an oral presentation, but I expect everyone to be as clear and candid as possible. This is an opportunity to learn about yourself and learn from each other.

REMEMBER: FIRST OBSERVATION, THEN ANALYSIS -- OBSERVATION SHOULD BE AS OBJECTIVE AS POSSIBLE, ANALYSIS IS YOUR INTERPRETATION OF THE DATA

EXAMPLES OF WHERE STUDENTS WERE SENT:

For a male student:

Place: JTs Health and Fitness, upstairs from True Value Hardware on Philadelphia Street

You must both participate in and observe at least one aerobics class on a weekday. I have checked with the management and they are agreeable, and you will not be expected to pay, just tell the people at the front desk when you check in that you are trying it out and you were told that was OK. You should make sure you hang around doing observations, both in the aerobics room and weight room between classes to see who is there and what they are doing.

For a female student

Place: Mohawk Lanes Bowling Alleys on Rt. 286

You should conduct your participant observation on Friday evening for at least two hours when the place is busy and bowling leagues are in progress. Try to interact with the people who are bowling, you might consider asking them about how often they come, their scores, etc. to learn more about how they play the game and how much time per week they spend bowling.

For a fairly quiet, conservative student:

Place: the Free Zone at the HUB on Thursday nights, after 9:30 pm

You should be prepared to participate and describe the composition and size of the crowd at the Free Zone tomorrow night. What kind of students attend, how many of them are observers, and how many actually contribute something to the activities (speaking, etc.) What are the ages of most participants? Does this seem to be a cross-section or a sub-set of the university population?

For a sensitive feminist:

Place: The pinball/video game arcade at Indiana Mall, either on a weekend or after 3pm on a weekday. Observation should last close to 2 hours.

You should stay inside the game arcade, not just stand outside and look in at the activity. What types of people are there (age, sex, ethnic composition, etc.) and how long do they stay? Are they concentrating on games, or is most of the time spent doing other things? Are there leaders or superstars among game players who others watch, or is everyone on their own? Try a few games yourself to see how you do, does your performance compare with other players?

WEEKLY WRITING ASSIGNMENT - SAMPLE 3

QUANTIFICATION IN ANTHROPOLOGICAL DATA COLLECTION

This week's assignment requires you to collect a small body of data utilizing one of the quantification techniques we have discussed in class. You should select one of the options listed below, collect the data, and present a brief analysis of this data. Obviously you will not have the time to collect a large quantity of data, but this practice exercise should give you an opportunity to see how to collect this type of data and how to tabulate and interpret the results. In your write-up, (which should be prepared on a word processor), you should summarize the data and discuss its significance or what additional research questions might be addressed if the work were continued. Remember, it is important to differentiate between data presentation and data analysis, and that you must accomplish both of these tasks.

1. OPTION ONE - INFORMANT RANKING - if you are a member of or have close contact with a social group or club which has a fixed membership (numbering less than 50 people), you may do an informant ranking exercise. As described in the article by Grandin in your reader, write the names of each group member on a card and ask three selected members of the group to create a ranking of the other group members. You may ask the informants to rank the group members on the basis of their a) socioeconomic status, OR b) social influence or prestige (popularity), OR c) on the basis of their likelihood to succeed in their future life. Summarize the results of the rankings and analyze the data to determine whether there are any significant patterns or discrepancies, and whether the ranking matches your assessment of the other group members.

2. OPTION TWO - 24 HOUR TIME STUDY - This option will require a full 24 hours of your time and the cooperation of your roommate. For all waking hours within a 24 hour period, you should record at 15 minute intervals the activities of your roommate. It is important that at the moment of observation you record their actual, primary, activity. For example, if he/she is spending the afternoon studying, but at the moment of the observation is actually talking on the telephone to a friend, then the activity is talking to a friend (leisure), not work. You should tabulate this data to try to estimate what percentage of their time is spent in school work, other work, leisure, etc. (All of this information should be collected without your roommate's knowledge, if possible, so you are not influencing their actions). Then collect a 24 hour recall from your roommate about how he/she recalls spending the previous day. Compare your objective measures with their reports of how they spent the day, and how many hours were spent in work vs. leisure.

3. OPTION THREE - RANDOM OBSERVATIONS - Select a site on campus for conducting a random observation throughout the week, this will need to be a place of public access such as the reserve reading room at the library, the downstairs lounge in the HUB, or the periodicals section in the basement of the library. Draw numbers

out of a hat to select a random hour for observation for each of the days in the following week (you must make at least one observation per day). At the appointed hour, make a visit to this place and record the number of people present, their sexes, estimated ages, and their activity (e.g. is someone in the periodicals section studying, reading a popular magazine, doing research, sleeping, chatting with a friend?). When you have the full week's worth of observations, summarize the data to see if there are patterns of use, are there certain hours which are more heavily used, are these places really used in the way they are intended, and identify whether there are significant patterns among the population of users.

EXAMPLE OF IN-CLASS, UNGRADED WRITING ASSIGNMENT:

The class is divided into groups, after they have done extensive reading on strategies for questionnaire design, and discussed common problems in class. Each group is given time to draft a brief questionnaire, write the form on sheets of newsprint, and then each group's product is critiqued by the class as a whole.

GROUP ONE

Describe how you would select a sample of people in Indiana representing a cross-section of ages and sexes.

Design a short questionnaire to elicit information on what the respondents perceive as the major political events of their lifetime, and how those events influenced them as individuals.

GROUP TWO

Describe how you would select a sample of women in Indiana between 18-25 years of age.

Prepare a short questionnaire eliciting information on their views on the legality and moral ramifications of contraception and abortion.

GROUP THREE

Describe how you would select two comparative focus groups, one a sample of teenagers, and the second, a sample of people between 40-50 years of age.

Prepare a short questionnaire to elicit information on their food consumption patterns and favorite foods broken down by the different meals consumed (breakfast, lunch, dinner)

GROUP FOUR

Your population is the borough of Indiana. Draw a stratified random sample based on estimated income or wealth.

Design a questionnaire which asks about their ideal or preferred car and also the car they actually own. If ideal and actual car differ, elicit information on why the discrepancy exists.

EXAMPLE OF PEER EVALUATED WRITTEN WORK:

As part of a formal research program, social scientists are expected to have the ethics of their research scrutinized by peers. This form is similar to those in use at many universities, and students are asked to complete one for their proposed research project. They are evaluated in class, and the class as a whole determines whether the research is appropriate, feasible, and whether the student researcher has completed the form completely.

FIELD RESEARCH METHODS

HUMAN SUBJECTS PROTOCOL

EACH RESEARCHER MUST COMPLETE A FORM AND HAVE IT EVALUATED BY HIS/HER PEERS IN CLASS ON APRIL 10. COMPLETE THE FOLLOWING FORM AND PLACE 9 COPIES IN THE BOX PROVIDED NEAR THE FACULTY MAILBOXES BY APRIL 9 AT 10:00 AM.

PLEASE COLLECT THE PROPOSALS AND HUMAN SUBJECTS PROTOCOLS FOR EACH CLASS MEMBER AND REVIEW THEM IN ADVANCE OF CLASS ON APRIL 10. YOU WILL BE EXPECTED TO APPROVE OR DENY PERMISSION TO CONDUCT RESEARCH FOR ALL OF YOUR PEERS.

RESEARCHER NAME _____

TITLE OF PROJECT _____

ABSTRACT - Brief description of the objective of the research and the hypotheses being tested.

POPULATION - Describe the subject population and indicate whether any sensitive groups will be included in your research, or any groups whose ability to give voluntary informed consent may be in question.

RISK ASSESSMENT - Describe the procedures (including confidentiality safeguards) for protection against or minimizing potential risks for human subjects.

BENEFIT ASSESSMENT - Assess the potential benefits to be gained by the individual subject as well as benefits which may accrue to society in general as a result of your work.

COST/BENEFIT STATEMENT - Summarize why you believe the benefits of the proposed work outweighs any potential risks.

I swear that the foregoing statements are truthful, and that no research will be undertaken which is not described herein, and that I will abide by the decision of the peer committee.

Researcher signature _____

Committee Action:

APPROVED

DENIED

APPROVED WITH REVISIONS SPECIFIED:

Committee chair signature _____

TERM RESEARCH PROJECT ASSIGNMENT:

FIELD RESEARCH METHODS GUIDELINES FOR PREPARATION OF FINAL PROJECT REPORT

The following are guidelines for presenting your final research project report, but you should also consult the articles by Werner and Schoepfle, and by Berg in your reader which provide helpful suggestions for analysis of data, structuring your report, and styles of presentation. Although these articles refer primarily to the styles required in professional publications, many of the recommendations will be useful even to the neophyte.

Your data presentation will come in two parts, first an oral presentation in which you will have fifteen minutes to present your data and conclusions, and your final written paper, to which all of your completed questionnaires should be attached. Your oral presentation will count for 10% of your grade, the written paper for 30% of your final grade.

ORAL PRESENTATIONS: Each student will be required to present your oral summary of your project in class on May 8. Each student will be allowed only 15 minutes in order to ensure that everyone has sufficient time, so make sure you have organized your presentation ahead of time and perhaps practiced it and timed it to ensure that you will be able to hit the high points. As everyone in the class already knows the topic of your project and methodology, you need not repeat that for your oral presentation. You should concentrate on reporting the research findings, discussing whether this supports or challenges your assumptions/hypotheses, and report any conclusions which your analysis revealed. Finally, if time permits, I would like to have you report on your assessment of how this research experience affected you as the scientist, and what you think about the possibilities for future research.

WRITTEN PAPERS: Your written paper should have several parts, some of which you have already written in draft form in the previous assignments (these can be incorporated into your final paper with only minor revisions). The sections you must include are as follows:

1. presentation of the research topic/issue, the hypotheses to be tested, and any background material which you feel is relevant to the topic you cover

2. summary of your research population and data collection procedures -- remember if you have made modifications since your first proposal this version should report what you actually did, not what you had hoped to do

3. data presentation and analysis - report on the information you collected from your subjects and identify any points of significance. This is the most important part of your paper, and the way you choose to present your data will influence the types of arguments which you will be able to support. Rather than

reporting on your interviews case by case, try to present at least some summary data to determine whether any patterns emerge. Feel free to come discuss this with me if you have any questions.

4. conclusions - you must now weigh the evidence you found against your expectations, and see whether your hypotheses or predictions are supported or falsified, and indicate what are the most important discoveries of your research

Papers must be typed, double spaced on the word processor, and all of the originals of your completed questionnaires must be included. These papers are due May 9 by 5:00 pm in my office, and if you wish to have me review a draft of your paper it must be turned in May 7 (I will promise to quickly review it and have it back within 24 hours). Good luck!