

CPSP318: DISCOVERY RESEARCH

Section 101 (3 Credits)

TuTh.....9:30am-10:45am ([CCC](#) 1111)

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Spring, 2011
Office Hours: TuTh 11am-12 noon;
and by appointment

Course Goals:

As the College Park Scholars website indicates, you will complete the Discovery course with the following competencies:

- define a testable research question
- develop a scholarly research plan
- utilize one or more of five research methods
- identify and evaluate background and contextual secondary information in support of your research question
- implement and analyze a full primary research study
- communicate your research results to a general audience

Textbooks:

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research, 3rd edition
(ISBN: 978-0-226-06566-9)

Daniel F. Chambliss and Russell K. Schutt, Making Sense of the Social World, 3rd edition
(ISBN: 978-1-4129-6939-0)

Appropriate Academic Conduct and Accommodation:

In this class, we are an academic community and, as such, we are all governed by the ethical norms of the academic environment. For course assignments, this means that practices such as cheating and plagiarism will *never* be tolerated. Borrowing someone else's words, or closely paraphrasing someone else's words, without crediting the original source as the origin is plagiarism. For more general guidance on appropriate student conduct (in this and other matters), you should consult (<http://studentconduct.umd.edu/>).

In class, appropriate academic conduct means that students must engage actively, helpfully, and respectfully with each other and with the instructor. In particular, this means that students are expected to participate by:

1. arriving on time and prepared (that is, having read the assigned material);
2. listening actively when others are speaking;
3. responding with relevant remarks when you feel comfortable doing so; and
4. working in small groups when asked.

If students have specific disabilities that need special accommodation, they should present their Disability Support Services (DSS) form to me within the first two weeks of class. Also, if students anticipate future absence--particularly because of a conflict with religious observance--they should also contact me within the first two weeks of class so that appropriate accommodations can be arranged.

Specific Requirements for Class Meeting of:

January 25: Introduction: Course Mechanics.

Class Exercise: What is the difference between finding information and doing research? (“Wikiality”)

January 27: Why do Research?

Craft, Chapters 1 & 2, “The Ethics of Research” (pp. 273-276);
Chambliss, Chapter 3: Ethics in Research

February 1: Finding a Topic and Distilling a Research Question

Craft, chapter 3 & 4

February 3: Individual Conference with Instructor to Refine Research Question

February 8: Research Method 1:

Conducting a Literature Review of Primary and Secondary Sources

Craft, chapter 5

Chambliss, Appendix A: Finding Information

Class Exercise: “The Credibility Challenge” (on <http://www.factcheck.org>).

February 10: Research Method II: Using Primary Sources

See the PBS video “A Midwife’s Tale” in class

February 15: “A Midwife’s Tale” (conclusion)

Class Exercise: Read entries in Martha’s diary & court documents

Bibliography based on Literature Review is due (3 points)

February 17: Research Method III: Conducting an Oral History

Building an Argument from Primary Sources:

Steven Shepard, Phillip Honenberger, and Allan Megill, "A Case Study in Historical Epistemology: What Did the Neighbors Know about Thomas Jefferson and Sally Hemings?" (2005)

February 22: Qualitative vs. Quantitative Research Methods: A Case Study Contrasting "Clinical Judgment" and "Evidence-Based Medicine" (Lecture by instructor)

February 24: Research Method IV: Survey Research
Chambliss, chapters 7 & 8
Annotated Bibliography based on Literature Review is due (3 points)

March 1: Assessing Quantitative Data
Class Exercise: "Survey Says . . ." from <http://www.factcheck.org>

March 3: Research Methods V: Participant Observation and Focus Groups
Chambliss, chapters 9 & 10
Class Exercise: Discussion of Oral History Assignment/Results
Transcript of Oral History is due (3 points).

March 8: Review and Assessment of the Five Research Methods
Chambliss, chapter 11

March 10: ***Test on Five Research Methods***

March 15: Engaging Sources and Warranting Claims
Craft, chapters 6, 7, and 11.
"The Battle of the Experts" from <http://www.factcheck.org>.

March 17: ***Research prospectus due outlining (3 points):***
1) Research question;
2) Research methods used to answer question;
3) Plan of research for the remainder of the semester

March 22 & 24: Spring Break

March 29: Presenting Evidence Visually
Craft, chapter 15;
"Seeing is Believing" from <http://www.factcheck.org>.

March 31: Revision as an Aid to Thought
Craft, remaining chapters from Part IV.
1st Weekly Progress Report is due (3 points)

April 5: Power Point Presentations (c. 5 per class)

April 7: Power Point Presentations
2nd Weekly Progress Report is due (3 points)

April 12: Power Point Presentations

April 14: Review of Poster Drafts (c. 7-8)
3rd Weekly Progress Report is due (3 points)

April 19: Review of Poster Drafts (c. 7-8)

April 21: Critique of Mini-Drafts (c. 3 per class)
4th Weekly Progress Report is due (3 points)

April 22 – Deadlines for submitting digital poster files to Central staff for poster printing
*College Park Scholars subsidizes the printing of posters for the Academic Showcase. Commercial rates begin as high as \$65.00. This year, the cost for printing posters through College Park Scholars is \$40.00. Students will be asked to remit payment through their student account. Each poster takes 10-15 minutes to print. Consequently, **deadlines must be met**, given the compressed time schedule for printing over 300 posters. Students not meeting deadlines will be required to get their posters printed commercially in order to meet the Showcase deadline and to avoid a grade penalty of **5 points** out of the possible 15 points possible on this assignment..*

April 26: Critique of Mini-Drafts (c. 3 per class)

April 28: Critique of Mini-Drafts
5th Weekly Progress Report is due (3 points)

May 3: Critique of Mini-Drafts

May 5: Critique of Mini-Drafts
Journal documenting progress on paper is due (including 6th Progress Report)(3 points)

May 6: *Academic Showcase in Stamp Student Union*

May 10: Instructor will be available for questions and consultation regarding the final written paper.

Final Written Version of Term Research Paper: Due at the Time that the Final Examination is scheduled, which is Friday, May 13th at 10 am. Because the final examination schedule is officially set by the University, late final papers will be severely penalized. Specifically, **late final papers will be penalized at a rate of 3 points (out of the 30 points possible) per hour of lateness.** Final Papers should be e-mailed to the course instructor and your instructor will check his e-mail at precisely 10 am on 5/13/11 based on the official U.S. Time (which can be found at <http://www.time.gov>); any papers received after this time will be construed as late. Early papers will, of course, be gladly accepted.

Grading:

Ten Intermediary Assignments (3 points each in bold above)	30 points
Participation in-class activities (e.g., discussion, group activities)	10 points
Test on Research Methods (3/10/11)	15 points
Poster and Participation in Academic Showcase	15 points
Formal Research Paper	30 points

At the end of the semester, the total number of points from all of the above assignment will be totaled and final letter grades will be assigned based on the traditional 10 points scale, i.e., 90-100 is an "A," 80 to 89 is a "B" etc.

Course Evaluations

As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for Spring 2011 (Tuesday, April 26th and remain open through Wednesday, May 11th) and the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from Fall 2007-forward, via www.courseevalum.umd.edu. To retain this access, you must submit all of your evaluations each semester. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.