

Course Information									
1. Course Number:	IDS	2. Course Title:	People and data						
3. Credit Hours:	3	4. Prerequisites:	none						
5. Current GE Classification(s):	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	H <input type="checkbox"/>	M <input type="checkbox"/>	N <input type="checkbox"/>	P <input type="checkbox"/>	S <input type="checkbox"/>	None <input checked="" type="checkbox"/>
6. Current Writing Requirement Classification:	None								

Effective Term and Year of this Request									
1. Effective Term:	Fall	Effective Year:	2015 <input checked="" type="checkbox"/> One-semester approval						
If Requesting a Change in the General Education Classification									
2. Requested GE Classification(s):	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	H <input type="checkbox"/>	M <input type="checkbox"/>	N <input type="checkbox"/>	P <input type="checkbox"/>	S <input checked="" type="checkbox"/>	None <input type="checkbox"/>
If Requesting a Change in the Writing Requirement Classification									
3. Requested Writing Requirement Classification:	None								
4. What type of writing skill feedback will be provided to the student:									
Grade <input type="checkbox"/>	Corrections <input type="checkbox"/>	Draft <input type="checkbox"/>	Other: If Other, describe here.						

Syllabus Requirements Checklist
<p>The syllabus must provide clear and explicit information for students about the General Education and/or Writing Requirement classification and requirements, and also conform to the UF Syllabus Policy.</p>
<p>A.) For courses with a General Education classification, the syllabus must include:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructor contact information (and TA if applicable) <input checked="" type="checkbox"/> Course objectives and/or goals <input checked="" type="checkbox"/> A verbatim statement of the general education objectives for the relevant subject area(s) <input checked="" type="checkbox"/> An explanation of how the general education objectives will be accomplished <input checked="" type="checkbox"/> Course Student Learning Outcomes <input checked="" type="checkbox"/> A verbatim statement of the general education Student Learning Outcomes (SLOs) <input checked="" type="checkbox"/> An explanation of how the general education SLOs will be assessed <input checked="" type="checkbox"/> Required and recommended textbooks <input checked="" type="checkbox"/> Materials and Supplies Fees, if any <input checked="" type="checkbox"/> Methods by which students will be evaluated and their grades determined <input checked="" type="checkbox"/> Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx. <input checked="" type="checkbox"/> A weekly course schedule with sufficient detail (including topics, assigned readings, assignments, critical dates for exams and other work) that the General Education Committee may determine the appropriateness of the General Education classification requested. <input checked="" type="checkbox"/> A statement related to class attendance, make-up exams and other work such as: <i>“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.”</i>

- A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

B.) It is **recommended** that syllabi contain the following information:

- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.

Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

C.) For courses with **Writing Requirement** classification, the syllabus **must** include

- "The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."
- "Writing requirement credit can only be obtained once for a course. If a student meets the writing requirement in a course, repeating the course will not result in additional writing requirement credit."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates
- A writing assessment rubric or detailed explanation of the evaluation criteria for written documents
- Information on, or a link to, the university's Writing Studio (www.writing.ufl.edu)
- A recommendation of a writing or style manual

Additionally, the syllabus must clearly show that the course meets the writing requirement to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the writing requirement: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

General Education Committee Meeting

October 3, 2014

Meeting was called to order at 8:30am

Present: Elif Akcali, Timothy Brophy, Creed Greer, Christopher Hass, David Julian, Tanya Koropecykj-Cox, Lynn O'Sickey, Heidi Radunovich, Jennifer Rea, Vicki Sarajedini, Brenda Smith, Lisa Spiryda

Absent: Shannon Cochrane, Suzanne Colvin, Eva Czarnecka-Verner, John Krigbaum, Hrishikesh Kumbhojkar, Andrew Ogram, Mario Poceski, Alison Reynolds

1. Minutes from the September 5th meeting were approved.

2. General Education Assessment Subcommittee

David Julian explained the role of the General Education Assessment Subcommittee in assessing the General Education Program. Based on the findings from the 2013 assessment, the committee decided to use indirect assessment via the annual SERU survey and direct assessment through course-embedded assessments in Statewide General Education Core courses. He reviewed the proposed schedule for upcoming assessment. The committee approved the schedule.

Creed Greer asked committee members to email Brittany Adams or David Julian if they wished to be a member of the assessment subcommittee.

3. 2015 SERU Survey General Education questions

Bernard Mair, Tim Brophy, David Julian, and Rajeeb Das developed supplemental survey questions to add to the SERU survey in response to recommendations made by the assessment subcommittee. Based on results from the 2014 SERU survey the committee determined that the goal of the supplemental questions should be to ascertain the role of General Education courses in student development. The committee concluded that the questions should include a preamble defining General Education courses and that the "student life" option should be eliminated from all questions. The committee approved the proposed survey questions on the condition that the suggested modifications were made.

4. General Education and Writing Requirement request form revision

David Julian introduced a new form for requesting General Education or Writing Requirement designation. The form combined the previous request form with the required syllabus checklist and is expected to improve the application process. The committee suggested that question 10 be eliminated and instead a requirement be added to the Writing Requirement syllabus checklist that states: "Provide a writing assessment rubric or detailed explanation of the evaluation criteria for written documents." It was also noted that the

Writing Requirement syllabus checklist needs to require a recommended writing handbook and that the language regarding assignment feedback should be updated to include electronic feedback. The request form was tabled for further discussion once a revision was completed.

5. Courses for Review: (Click on Title for supporting materials)

Course#	Title	Current GE & WR	Request	Status
FOR 2662	Forests for the Future	S	E6	
ENC 3453	Writing in the Health Professions	---	C, E6	
ENC 3464	Writing in the Social Sciences	---	C, E6	
ENC 3465	Writing in the Law	---	C, E6	
REL 2174	Ethics In America	H, D	Recertification	

FOR2662: *Forests for the Future*, Recycled. The syllabus needs to clarify how the 5 points of the final grade allotted to participation might be earned or lost. The explanation of how Social and Behavioral Science course objectives will be achieved should elaborate on which theoretical approaches and analytical methods will be utilized and how they will be applied in the course. Additionally, the class topics and assignments should better reflect the theories and methods.

6. Grand Challenges courses:

IDS 4930 *Understanding People and Data*, Conditionally Approved. The course is approved for one-time Social and Behavioral Science (S) designation for the Spring 2015 semester on the condition that the syllabus provide further detail or examples that link the course content to the objective of identifying, describing, and explaining social institutions, structures, or processes.

IDS 4930 *Climate Change Science and Solutions*, Conditionally Approved. The course is approved for one-time Physical Science (P) designation for the Spring 2015 semester on the condition that the syllabus clearly state how much time the student should expect to devote to the course each week. The committee suggests that the weekly course schedule indicate activities or assignments that occur outside of regular class meetings in addition to what is already listed.

Due to time constraints ENC 3452, ENC 3464, ENC 3465, and REL 2174 were tabled.

Meeting adjourned at 10:00am.

**IDS 4930 - People and Data
SPRING 2015**

COURSE TIME AND LOCATIONS

Lecture Monday 6-7 th periods (12:50-2:45PM)	Room: NRN 205
Breakout Section 14HC, Wednesday 5 th period (11:45-12:35PM)	Room: NRN 2309
Breakout Section 14HH, Wednesday 6 th period (12:50-1:40PM)	Room: NRN 2309

INSTRUCTORS

Lead Instructor: Dr. M. David Miller, College of Human Development and Organizational Studies in Education
Office: 119C Norman Hall Ph# 273-4306 e-mail: dmiller@coe.ufl.edu Office meeting: by appointment

Dr. Tanya Koropecj-Cox, Department of Sociology and Criminology & Law, CLAS
Office: 3227 Turlington Ph# 294-7177 email: tkcox@ufl.edu Office meeting: by appointment

Dr. Norman Lewis, Department of Journalism, COJC
Office: 3052 Weimer Ph# 392-5137 e-mail: nlewis@jou.ufl.edu Office meeting: by appointment

Dr. Michael Martinez, Department of Political Science, CLAS
Office: 208 Anderson Hall Ph# 273-2363 e-mail: martinez@ufl.edu Office meeting: by appointment

Dr. Nicole Stedman, Department of Agricultural Education and Communication, CALS
Office: 217B Rolfs Hall Ph# 273-2585 e-mail: nstedman@ufl.edu Office meeting: by appointment

COURSE DESCRIPTION

The course introduces students to social science data and the theories, methods, and skills of social research. Drawing on traditional and applied social science disciplines, this course introduces students to basic approaches, methods, and ethical concerns in using data to address contemporary social issues. The course also includes critical discussion of “big data” – the rapidly growing processes that collect, store, and analyze information about different facets of our lives. Students learn to critically assess the uses and misuses of data and explore researchable questions through hands-on, collaborative work. Class discussion and readings will cover examples of social processes at the macro-level (structures, policies), meso-level of institutions, and micro-level of individual perceptions and behaviors.

ABOUT THE COURSE

This faculty team-taught course invites students to collaborate to produce presentations based on a critical analysis of data to address important contemporary social science research questions. The social science research questions are found in the Grand Challenges of our society. Examples of the challenges include: How can a society that defaults to separation embrace diversity?; As our daily lives increasingly become digital and public, how do we set boundaries for how that data is collected, stored, and used?; and How do we encourage an informed and active democratic society?

By approaching the Grand Challenges from a multidisciplinary approach, students will be exposed to perspectives of experts from social science disciplines in liberal arts and sciences (e.g., political science, sociology) as well as applied social scientific work in journalism, education, and the agricultural and life sciences. This multidisciplinary approach encourages the development of critical thinking skills in students by challenging their understanding and beliefs about the world around them.

This course is part of the general education requirements. The general education objective for the Social and Behavioral Sciences that this course is part of is:

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

PRE-REQUISITES

None

COURSE OBJECTIVES

This course will cover concepts of data literacy and the critical analysis of data in the social sciences to address grand challenges. It is the aim of this course that by the end, students will be able to:

1. Identify the key characteristics of the social sciences and how they differ from other sciences (e.g., physical sciences)
2. Identify key questions and apply critical thinking skills to Grand Challenges in today's society
3. Find, evaluate, and interpret data, methods, and sources, such as public opinion polls, surveys, census data, etc.
4. Evaluate ethical dilemmas associated with the acquisition, analysis and reporting of data, including privacy issues with big data
5. Distinguish between theory and hypothesis; evidence, truth, proof, and claim; correlation and causation; and absolute and relative risk
6. Write critiques of data and data-based reports from sources such as websites, public officials, and media outlets with respect to bias, viewpoint, and perspective

The General Education Student Learning Outcomes addressed in this course are the following:

Area	Institutional Definition	Institutional SLO
CONTENT	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.

The Content SLO will be covered through the midterm and final exams, content on the final project, and brief quizzes. The communication SLO will be covered through participation in the break out groups, weekly assignments, and the final project. The focus of the final project is on critical thinking. However, critical thinking will be developed throughout the course and will be included in the weekly assignments.

COURSE STRUCTURE

The course will require attending larger sessions led by faculty and breakout sessions led by faculty or TAs. Weekly assignments will be submitted in the breakout sections or online as required. Class meetings will be spent on presentations, group discussion, and exercises relating to the material. In addition, students will work on a semester-long group project, both in and outside of class that will develop a novel approach to addressing a social science issue. **Students are required to bring a laptop or other web-enabled device to each class meeting.**

COURSE WEBSITE and COMMUNICATION

The course website will run via **Canvas** through the UF e-learning website; go to <http://lss.at.ufl.edu/> and click on the Canvas Login button. The course site will be used to post relevant announcements, reading, lecture materials, links, assignments and quizzes, etc. You are responsible for checking this site for announcements and to verify that your grades are recorded correctly.

COURSE TEXTS

Required text: Donovan, T. & Hoover, K. (2014). *The Elements of Social Scientific Thinking*. (ISBN: 978-1-133-60767-0)
Additional weekly required readings will be available online.

GRADING

There a total of 1000 points available throughout the semester and include both team project assignments and individual assignments and quizzes.

400 points Weekly assignments include interim work on the collaborative project, online quizzes, participation in discussions, and other assignments.

Project Team Assignments

Stages 1 through 4 (excluding meeting with faculty) will be scored for 10 points each and all steps must be included in your grade. Total points= 40.

Individual Assignments

Each of the 12 quizzes will be scored for 20 points, the lowest score will be dropped from your grade. Total points=220. Each of the 8 graded in class assignments will be scored for 20 points, the lowest score will be dropped from your grade. Total points=140.

300 points Collaborative Project (includes presentation on final day of class). Scored as a team.

Final integration of project team assignments described above culminating with a poster presentation.

150 points Mid-term Exam

150 points Final Exam

FINAL GRADE SCALE

Based on the total score of 1000 points.

A = ≥ 950 ,	A- = 900-949	B+ = 870-899	B = 830-869	B- = 800-829	
C+ = 770-799	C = 700-769	D+ = 670-699	D = 630-669	D- = 600-629	E < 600

There will be no 'rounding up', but your participation and eagerness to learn will be used to aid final grade determination in borderline situations. ***Note:** An earned grade of 'C-' grade or below does not qualify for major, minor, Gen Ed, or college basic distribution credit.

For further information on UF's Grading Policy, consult:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

WEEKLY ASSIGNMENTS

Each week, after completing the assigned set of readings, students will complete a weekly activity. The assignment may include interim work on the project, a short essay, a few short answer questions, a quiz, or some combination of these. The grades that you earn for in-class activities will also likely be lower if you do not review the pre-requisite readings before class. The lowest two weekly assignment scores will be dropped from your total. During the course of the semester weekly assignments will build students' skills and the knowledge base needed for critical thinking and communication. Students will be evaluated based upon originality and creativity, demonstration of scientific and quantitative thinking or analysis, and style of communication.

SEMESTER COLLABORATIVE PROJECT

The collaborative project will allow students to engage in accepted problem-solving techniques and social science methods including the evaluation of research, opinions, and outcomes as well as the analysis of data. Active learning will occur through the collaborative development of a project to address a key social science issue.

The collaborative project will require the application of formal and informal analyses to examine the researchable question selected. You will also assess and analyze ethical perspectives in individual and social decisions. The culmination of the course will be a presentation of the project. The presentation will allow you to communicate knowledge, thoughts and reasoning clearly and effectively about the collaboratively specified social science issue.

Other examples of grand challenges include:

1. How can we induce people to make behavior changes that are known to have significant health benefits?
2. How do we reduce the “skill gap” between black and white people in America?
3. Why is the average female paid less than the average male, and what should be done about it?
4. How can America reduce poverty?
5. How do we encourage people to break out of like-minded communities and respect ideas different from their own?
6. How do we prepare for the needs of an aging population?

The Collaborative project will allow you to produce and present a poster that uses the content and skills learned in the course. The project will end with presentations on the last week of classes. The collaborative project is described separately below. The project will have you develop a social science research question that addresses a contemporary important issue. Once the question is developed the group will analyze empirical literature and analyze data to begin to address the question. During the course of the semester, both lectures and interim assignments will build students’ skills and the knowledge base needed for critical thinking and communication. Students will be evaluated based upon originality and creativity, demonstration of scientific and quantitative thinking or analysis, and style of communication.

EXAMS

Everything associated with the class, including on-line material and in-class discussions and exercises are fair game on the exams. If missed, make-ups for exams will only be given by pre-arrangement or under extraordinary circumstances.

ATTENDANCE AND ABSENCE POLICY

Students are expected to complete all requirements (quizzes, exams, presentation) on the specified dates and will not be granted an alternate date unless they have a documented acceptable reason for their absence (e.g., absences due to medical emergency, observance of religious holidays, military obligation) or pre-arranged consent of the instructor. However, you may receive an extension on an assignment by pre-arranged consent of the instructor or in extraordinary circumstances. These requests must be timely and accompanied by all necessary written documentation.

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

CLASSROOM POLICY

Students are encouraged to bring to each class meeting a laptop or similar device for use in taking notes, summarizing in-class activities, and accessing the Internet. However, use of mobile devices and computers during class for purposes other than viewing readings or conducting sanctioned research is not allowed. Cell phones and other electronic devices must be silenced during class. Students who receive or make calls or text messages or engage in other disruptive behavior during class will be asked to leave and will not be allowed to turn in the assignment due on that day. You should also bring a pen/pencil and paper to each class.

ACADEMIC HONESTY POLICY

Students must conform to UF’s academic honesty policy regarding plagiarism and other forms of cheating. This means that on all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.dso.ufl.edu/sccr/process/student---conduct---honor---code/>. All students found to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment for this course will be prosecuted to the full extent of the university honor policy, including judicial action and the sanctions listed in paragraph XI of the Student Conduct Code. For serious violations, you will fail this course.

DISABILITY RESOURCE CENTER

Please do not hesitate to ask for accommodation for a documented disability. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drpf/>). The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation. Please ask the instructor if you would like any assistance in this process. Please provide this information to your TA within the first two weeks of the semester.

ON-LINE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

ADDITIONAL RESOURCES

Students facing difficulties completing the course or who are in need of counseling or urgent help may contact the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; or the University Police Department: 392-1111 or 9-1-1 for emergencies.

Other Resources available on-campus for students include:

- a. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
- b. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
- c. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

COLLABORATIVE PROJECT FINAL PRESENTATION EXPECTATIONS

Presentation Day Attire

When social scientists present their research at academic conferences, a professional appearance is expected. Therefore, for your end-of-semester presentations, wear business casual clothes.

For men, business casual generally means an open-collar shirt (no tie necessary), clean khakis or slacks, and closed-toe shoes. For women, business casual generally means a blouse and dress slacks or knee-length skirt or dress, as well as dressier shoes (flats OK).

PowerPoint Presentation Mechanics

Because full sections will be crunched for time on presentation day, your instructional staff will have to load the presentations ahead of time.

Deadline: Your group's PowerPoint presentation is due by 4:00 p.m. the day before the presentation. (So this semester, the deadline is 4:00 p.m. Tuesday, April 21.) One member of your group will upload the file to the assignment for the course website on Canvas.

Late work will be penalized a full letter grade per hour late, rounded up. Thus, a file that is turned in at 4:01 p.m. will lose 40 points for the 400-point assignment, or one letter grade. A file that is 75 minutes late will lose 80 points for the 400-point assignment, or two letter grades.

For social science conference presentations, submission deadlines are unforgiving. It does not matter if the person who volunteered to upload the file had a last-second emergency or was beset by technical difficulties. Submissions always can be turned in early. So be early. Upload your PowerPoint before 4:00 p.m. on Tuesday, April 21.

Format: Your PowerPoint will be shown in a classroom with a Windows computer. A PowerPoint created on a Macintosh may look very different on a Windows computer. Your presentation will be graded on how it looks on a classroom Windows machine. Therefore, you should test-run your file on a Windows computer before uploading it to Canvas.

If you use a different software program, such as Apple Keynote or Google Slides, export the presentation as a Microsoft PowerPoint file and test-run it on a Windows computer before uploading it to Canvas.

Because of time constraints, students will not be able to bring their laptops or portable devices to class and play the presentation from their machines.

SCHEDULE OF TOPICS AND ASSIGNMENTS

Week	Large Group Topic	Break Out	Faculty Member	Weekly Assignments
1/7		Introduction		
1/12	Course Introduction Importance of Social Science Data and Social Research What is a Grand Challenge?	Data Collection Assignment	Martinez/ Koropecjy- Cox	Quiz
1/19	Holiday - MLK	Completion of Data Collection Assignment		Quiz In-Class Activity
1/26	Introduction to Social Scientific Methods and Theoretical Perspectives: Concepts, Theory, Hypotheses; Levels of Analysis	Finding Research Articles	Koropecjy- Cox	Quiz In-Class Activity
2/2	How to read and critique scientific literature	Critiquing Articles	Lewis	Quiz In-Class Activity
2/9	What does it mean to be a critical thinker? Group Assignment Introduction	Establishing Collaborative Groups and Discussing Topic Interests	Stedman	Quiz
2/16	My Social Network	Group Project Work – Example	Lewis	Quiz Stage 1 Due
2/23	Methods of Data Collection	Limitations and Strengths of Data Collection Methods	Stedman	Quiz Article Critique – Design
3/9	Midterm	Exam Feedback		
3/16	Samples and Populations – Using microdata to analyze individual and societal processes Uses of Big Data	Strengths and Limitations of Sampling Designs	Martinez	Quiz Project Articles Critique – Sampling Stage 2 Due
3/23	Quality of Social Science Data: Measuring Structural, Institutional and Individual Variables	Types of Variables and Evaluating Measurements	Miller	Quiz Project Articles Critique – Measurement
3/30	Interpreting Data Analyses	Data Analysis	Martinez	Quiz Project Articles Critique – Analysis and Findings
4/6	Misuse and Correct Use of Data Analyzing Structural, Institutional, and Individual variables	Group Project Work	Koropecjy- Cox	Quiz In-Class Activity Stage 3 Due
4/13	Communicating Social Science Data	Group Project Work	Stedman	Quiz Stage 4 Due
4/20	Ethics of Data Collection and Use	Presentations	Miller	Rate Presentations Stage 5 Due
4/27	Final Exam	12:30-2:30PM	NRN 205	

**** Specific reading assignments for each week are posted in Canvas.**

COLLABORATIVE PROJECT

A collaborative project will be the culmination of the course. You will work in groups of 3-4 students to complete the project. The project will be developed throughout the semester with interim due dates for different stages of the project. The project will allow you to show (a) an understanding of key themes, principles and terminology in the social sciences, (b) application of formal and informal analyses to effectively examine the processes and means by which you make decisions, and (c) communication of knowledge, thoughts and reasoning clearly and effectively in a group presentation.

Stage 1. Identify Topic The project will be based on a research topic identified by the group that is solidly based in the social sciences. The topic should address an important contemporary issue in society; example topics will be discussed in the first two weeks of the course. Each group is required to submit a one-page discussion of why the topic is an important and complex issue facing society. The topic should go beyond normative statements (e.g., racism is bad) and address an empirical, researchable question (e.g., do racial stereotypes influence hiring decisions?).

Due Date: February 18, 2015

Stage 2: Annotated Bibliography. Find five empirical research articles that are timely (published within the last five years) and relevant to the topic. Provide a written summary of each article that identifies the research questions, hypotheses, methods (data collection design, independent variables, dependent variables, data analyses and sampling design), and findings.

Due Date: March 18, 2015

Stage 3. Literature Review: Synthesis and Analysis. A 5-7 page, double-spaced review of relevant literature (as identified in the annotated bibliography). The literature review would include the following:

- 3-5 related articles (see rubric) to justify the rationale for the question.
- A critique of the articles addressing issues of research design, independent variables, dependent variables, sampling, and findings
- Synthesis of the research that compares and contrasts the articles from the annotated bibliography.

Due Date: April 8, 2015

Stage 4: Draft of Presentation. The completed materials (PowerPoint presentation) will focus on your Grand Challenge solution and proposed future research while incorporating the following:

- Title, Group Members, Date
- Research question(s) and hypotheses
- Rationale for research question(s)
- Literature Review and Critique
- Solutions
- Future Research
- Conclusions and Implications

Due Date: April 15, 2015

Stage 5: Final Presentation. Groups will present their project on the final week of the class. Students will be expected to answer questions about their presentation and critique the presentations of other groups using the assigned rubric. The rubric for the assignment is presented below.

Presentation Date: April 22 (final presentation format must be emailed before presentation date)

COLLABORATIVE PROJECT RUBRIC (100 points possible * 3 for grade)

	Outstanding (A)	Very Good (B)	Satisfactory (C)	Unsatisfactory (D/E)
Topic and framing	RQ evokes compelling grand challenge through multivariate perspective of a social scientist (10-9 pts)	RQ evokes compelling grand challenge while addressing much of its social complexity (8 pts)	RQ draws from a grand challenge while addressing some of its social complexity (7 pts)	RQ unclear, or evokes a peripheral social challenge, or fails to address its social complexity (6-0 pts)
Annotated bibliography	5 timely empirical research articles used and summarized accurately (10-9 pts)	4 timely empirical research articles used and summarized accurately (8 pts)	3 timely empirical research articles used and summarized accurately (7 pts)	Fewer than 3 empirical timely articles used or are summarized inaccurately (6-0 pts)
Lit review analysis and synthesis	Findings synthesized to offer significant insight (10-9 pts)	Findings synthesized to offer some insight (8 pts)	Findings summarized with little synthesis (7 pts)	Findings merely summarized (6-0 pts)
Data critique	Data expertly critiqued for: 1) sampling, 2) measurements, 3) data collection design and 4) analysis (10-9 pts)	Data critiqued for: 1) sampling, 2) measurements, 3) data collection design and 4) analysis (8 pts)	Data critiqued for 3 of 4 criteria (7 pts)	Data critiqued for less than 3 of 4 criteria (6-0 pts)
Grand Challenge solution	Findings used to offer a fresh, compelling, and realistic solution to RQ (10-9 pts)	Findings used to offer a compelling and realistic solution to RQ (8 pts)	Findings used to offer a realistic solution to the RQ (7 pts)	No realistic solution to the RQ offered (6-0 pts)
Future research	Study proposed to better answer RQ with data collection design and limitations described (10-9 pts)	Study proposed to better answer RQ with data collection design described (8 pts)	Study proposed to better answer RQ but data collection design inadequate (7 pts)	Any suggested study would not better answer RQ (6-0 pts)
Data charts	Findings conveyed through 3 clear, fair and interesting data charts (10-9 pts)	Findings conveyed through 2 clear, fair and interesting data charts (8 pts)	Findings conveyed through 1 clear, fair and interesting data chart (7 pts)	Chart missing, or is unclear, unfair or uninteresting (6-0 pts)
Mechanics	All sources cited per APA or MLA style; all charts labeled: axes, title, legend (10-9 pts)	All sources cited; all charts labeled: axes, title, legend (8 pts)	No more than one error or omission in attributing sources or labeling charts (7 pts)	More than one error or omission in attributing sources or labeling charts (6-0 pts)
Visual clarity	Meaning of research enhanced through compelling visual design (10-9 pts)	Meaning of research conveyed through competent visual design (8 pts)	Design conveys meaning of research if a little cluttered or boring (7 pts)	Design clashes with meaning of research or impairs readership (6-0 pts)
Oral presentation	Subject mastery shown in concise presentation and in answering questions (10-9 pts)	Subject familiarity shown in presentation and in answering questions (8 pts)	Subject familiarity shown in presentation (7 pts)	Little subject knowledge shown beyond written presentation (6-0 pts)