

**RECEIVED**

MAY 7 2014

**Course Information**

Date Submitted: 1/13/2014

Current Prefix and Number: CLD - Commun &amp; Leadership Development, CLD 305 RESEARCH METHODS IN CLD

OFFICE OF THE  
PROFESSOR

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

**1. General Information**

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Community &amp; Leadership Development

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Lorraine Garkovich

Email: lgarkov@uky.edu

Phone: 7-7581

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: RESEARCH METHODS IN COMMUNITY AND LEADERSHIP DEVELOPMENT

Proposed Title: same

c. Current Transcript Title: RESEARCH METHODS IN CLD

Proposed Transcript Title: same

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3 hours and 45 min/wk

Proposed Meeting Patterns

OTHER: Distance learning

OTHEREXPLAIN: Distance learning

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course will familiarize students with research concepts, methods, and skills used in community and organizational development and communication. The course focuses on applied research topics such as design and analysis, data gathering, assessment, and related issues such as the politics of information and ethical concerns in social research.

Proposed Course Description for Bulletin: This course will familiarize students with research concepts, methods, and skills used in community and organizational development and communication. The course focuses on applied research topics such as secondary data analysis, survey design, focus groups, key informant interviews and content analysis. In addition, the course considers the politics of information and ethical concerns in social research.

2j. Current Prerequisites, if any: Prereq: Major standing and CLD 300 (may be taken concurrently).

Proposed Prerequisites, if any: same as above

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## **Distance Learning Form**

Instructor Name: Lorraine Garkovich

Instructor Email: lgarkov@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students and the faculty member will be connected using Blackboard in the following ways: Voice over powerpoints will be made available for student to review as they work through the chapters in the text book. Discussion threads will be developed on key topics. These discussion threads will require the students to both post their own comments and to respond to the comments of at least two other students. Students' involvement in these discussion threads will be based on the timeliness of their responses, the accuracy or appropriateness of their responses, and their engagement with the comments of other students. Worksheets will be used to help students practice applying concepts (e.g., demonstrate an ability to identify an independent or dependent variable in an hypothesis) or implementing a research process (e.g., develop a research question and a research hypothesis from a general research topic). Worksheets will be posted on Blackboard so that students can share and evaluate each other's examples. Finally, students will be able to contact the instructor and ask questions using email. Students will receive responses from the instructor within 36 hours of asking the question.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The recommended text, course goals, assignments, and assessment of student learning outcomes in this distance learning course are mirror images of those in the face-to-face version of the course that I have taught for nearly 10 years. In addition, worksheets that provide opportunities for students to collaborate in applying the methods on a common task will be used for assignments on line as they are in the classroom. These worksheets reflect the primary tasks in each assignment and enable students to learn from each other. On line quizzes will be similar to those in the classroom. Quizzes are designed so that students demonstrate an ability to apply the concepts and methods in interpreting and explaining data or making research decisions. Finally, the assignments will require students to demonstrate their ability to design different types of research (survey, content analysis, key informant interviews, focus group), to gather and interpret secondary data as well as define a research topic and hypotheses and conduct a literature review. Each one of these assignments are also used in the face-to-face version of this course.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The specific focus of the course assignments changes every semester. The academic offense policy is stated in the course syllabus. The quizzes are a mix of multiple choice and short answer essays and the questions change every semester. These are the same processes that I have used for nearly 10 years teaching this course face to face.
4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No
- If yes, which percentage, and which program(s)? 8% 3 credit hours out of 24 required for Community and Leadership Development
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information is provided in the course syllabus as to how students can access the diverse student services of UK.
6. How do course requirements ensure that students make appropriate use of learning resources? The first assignment requires students to access Academic Search Premier to identify scholarly articles appropriate to their topic to review. For this assignment, students must be able to effectively search for peer-reviewed journal article and then summarize these articles by identifying the research question addressed, the independent and dependent variables, the study population or data source, and the key findings. The second assignment requires students to access on-line secondary data sources such as the American Community Survey, the Statistical Abstract, The Regional Economic Information Service, or the Kentucky State Data Center. In this assignment, students must be able to define a variable that represents a concept and then identify a source of secondary data that provides appropriate information for that variable Both of these assignments require students to be able to access informational resources through the UK Libraries (e.g., Academic Search Premier) or to be able to search for and evaluate on-line data resources.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Does not apply
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students are directed to Academic Technical Group in the course syllabus.
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES
- If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. does not apply
10. Does the syllabus contain all the required components? YES
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Lorraine Garkovich

SIGNATURE|GHANSEN|Gary L Hansen|CLD 305 CHANGE Dept Review|20140225

SIGNATURE|LGRABAU|Larry J Grabau|CLD 305 CHANGE College Review|20140314

SIGNATURE|JMETT2|Joanie Ett-Mims|CLD 305 CHANGE Undergrad Council Review|20140507

Courses	Request Tracking
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Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

[Browse...](#)

Upload File

ID	Attachment
Delete 3427	CLD305 distance learning syllabus jan 2014.doc

[First](#) | [1](#) | [Last](#)

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

Current Prefix and Number:		CLD - Commun & Leadership Development CLD 305 RESEARCH METHODS IN CLD	Proposed Prefix & Number: (example: PHY 401G)
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception to the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or sig alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		AGRICULTURE, FOOD AND ENVIRONMENT	Submission Date: 1/13/2014
b. Department/Division:		Community & Leadership Development	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? <a href="#">Select...</a>			
e.* * Contact Person Name:		Lorraine Garkovich	Email: lgarkov@uky.edu    Phone: 7-7581
* Responsible Faculty ID (if different from Contact):		Email:	Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR    Specific Term: <sup>2</sup>
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) the proposed changes do not affect DL delivery.			
b. Full Title:		RESEARCH METHODS IN COMMUNITY AND LEADERSHIP DEVELOPMENT	Proposed Title: *    same
c. Current Transcript Title (if full title is more than 40 characters):		RESEARCH METHODS IN CLD	
c. Proposed Transcript Title (if full title is more than 40 characters):			

		same			
d. Current Cross-listing: <input type="checkbox"/> N/A		OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number): none		
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>2,4</sup> Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:	Lecture 3 hours and 45 min/wk	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
Proposed: *	Lecture	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Distance learning Please explain: Distance learning		
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No		
*. Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No		
i. Current Course Description for Bulletin:					
This course will familiarize students with research concepts, methods, and skills used in community and organizational development and communication. The course focuses on applied research topics such as design and analysis, data gathering, assessment, and related issues such as the politics of information and ethical concerns in social research.					
* Proposed Course Description for Bulletin:					
This course will familiarize students with research concepts, methods, and skills used in community and organizational development and communication. The course focuses on applied research topics such as secondary data analysis, survey design, focus groups, key informant interviews and content analysis. In addition, the course considers the politics of information and ethical concerns in social research.					
j. Current Prerequisites, if any:					
Prereq: Major standing and CLD 300 (may be taken concurrently).					
* Proposed Prerequisites, if any:					
same as above					
*					
k. Current Supplementary Teaching Component, if any:			<input type="checkbox"/> Community-Based Experience		

	<input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
<b>3. Currently, is this course taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
<b>4.* Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
<b>5. Course Relationship to Program(s).</b>	
<b>a.* Are there other depts and/or pgms that could be affected by the proposed change?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
<b>b.* Will modifying this course result in a new requirement<sup>z</sup> for ANY program?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES <sup>z</sup> , list the program(s) here:	
<b>6. Information to be Placed on Syllabus.</b>	
<input type="checkbox"/> Check box if <b>changed to 400G or 500.</b>	If <b>changed to 400G-</b> or 500-level course you must send in a syllabus and <i>you must include the differentiator</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

**Distance Learning Form**

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for  
**All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techn

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: <b>CLD 305</b>	Date: <b>1/13/2014</b>
Instructor Name: <b>Lorraine Garkovich</b>	Instructor Email: <b>lgarkov@uky.edu</b>
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

**Curriculum and Instruction**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Syllabus Guidelines, specifically the Distance Learning Considerations?  
 Students and the faculty member will be connected using Blackboard in the following ways:

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course go assessment of student learning outcomes, etc.

The recommended text, course goals, assignments, and assessment of student learning outcomes in this distance learning course are mirror images of those in the face-to-face version of the course that I have taught for

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acad offense policy; etc.

The specific focus of the course assignments changes every semester. The academic offense policy is stated in the course syllabus. The quizzes are a mix of multiple choice and short answer essays and the questions change

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

No

Which percentage, and which program(s)?

0%

3 credit hours out of 24 required for Community and Leadership Development

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deli six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se Information is provided in the course syllabus as to how students can access the diverse student services of UK.

### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The first assignment requires students to access Academic Search Premier to identify scholarly articles appropriate to their topic to review. For this assignment, students must be able to effectively search for peer-

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Does not apply

### Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students are directed to Academic Technical Group in the course syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

does not apply

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dliservice@email.uky.edu](mailto:dliservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/ILBpage.php?web\\_id=2538&lib\\_id=16](http://www.uky.edu/Libraries/ILBpage.php?web_id=2538&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Lorraine Garkovich



Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- ⓘ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- ⓘ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ⓘ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ⓘ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ⓘ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- ⓘ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ⓘ In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes

## CLD 305 – Research Methods in CLD

Instructor: Lori Garkovich

Office Address: 706 Garrigus Bldg

Email: [lgarkov@uky.edu](mailto:lgarkov@uky.edu)

Office Phone: 257-7581

Virtual Office Hours: Monday through Friday, 8-11PM (mostly); Saturday and Sunday 1-8PM (mostly). I am a state Extension specialist and so I am often traveling to work in another county. I will respond to your questions as quickly as my travel schedule permits.

### Course Description

This course will familiarize students with research concepts, methods and skills used in community and organizational development and communication. The course focuses on applied research topics such as: secondary data analysis, survey design, focus groups, key informant interviews and content analysis. In addition, course considers the politics of information and ethical concerns in social research.

We will be interacting in a variety of ways. Through discussion threads and other on-line postings all of us will be sharing information and ideas. Once every two weeks, I will be available for an on-line discussion using Adobe Connect. I also check my email frequently when I am in the office or at home. I will answer email questions within 36 hours. If you are on campus, you can also request a face-to-face meeting at a time convenient for both of us.

### Prerequisites

Major standing and CLD 300 (may be taken concurrently).

### Course Goals

The essential questions that will guide the knowledge and applications of this course are:

How do we come to know what we know?

How might we evaluate the quality of the evidence that supports what we know?

How can we gather the evidence that we need to determine what to know?

This course will introduce you to the research process in the social sciences. It is designed to help you become familiar with the research methods often utilized in community, organizational, media and leadership studies. There are several principles of research you will discover during this course:

- The research process begins with a curiosity about an issue or a topic that leads to a specific question to be answered. It does not begin with an assumed answer but a logical and rigorous process of discovery.
- A research topic contains a diversity of potential research questions, each of which, when answered, can provide insight into unique aspects of the research topic.
- Each research question is best answered with a particular research method. In other words, each research method is most appropriately used for answering a specific type of research question.

The key application focus will be to utilize your growing understanding of social science research methods to develop a grant proposal for a community organization or local government.

## Student Learning Outcomes

After completing this course, students will be able to:

- Define, explain and demonstrate the use of core concepts associated with the scientific method as used in the social sciences.
- Describe and apply core ethical principles of research using human subjects.
- Identify a research issue and compose research questions related to this issue that are best answered using different types of methods.
- State a research question appropriate for answering with secondary data; locate appropriate secondary data from multiple sources; construct a data table; and, evaluate the data to draw a conclusion.
- State a research question and a hypothesis appropriate for answering using a survey. Design a short survey using different types of questions and different response formats. Then, explain how the data generated by the survey will enable the student to evaluate their research hypothesis.
- State a research question and a hypothesis appropriate for answering using either key informant interviews or focus groups. Design either a key informant interview or a focus group process. Then explain how the data generated by that method will enable the student to evaluate their research hypothesis.
- State a research question and a hypothesis appropriate for answering using content analysis. Design the observation gathering tool to be used. Complete the content analysis. Then evaluate the gathered data and draw a conclusion with respect to the research hypothesis.

### Required Text

Kumar, Ranjit. 2011. Research Methodology: A step-by-step guide for beginners. Third Edition. Sage E-Books. ISBN: 9780857023452

<http://www.sagepub.com/books/Book234218?siteId=sage-us&prodTypes=any&q=Kumar%2C+Ranjit.+2011.+Research+Methodology%3A+A+step-by-step+guide+for+beginners.&fs=1>

Karsh, Ellen and Arlen Sue Fox. 2014. Only Grant Writing Book You'll Ever Need. Fourth Edition. Basic Books. ISBN-10: 0465058930; ISBN-13: 978-0465058938

Other readings as assigned and posted on Blackboard.

### Description of Course Assignments and Activities

There will be multiple methods of assessment used during the semester. Each will illustrate your knowledge of and ability to apply social science research methods. A statement of each of the methods of assessment as well as due dates is presented in the table below.

Assessment method	Point value toward final grade	Due date
<b>GENERAL</b>		
On line quizzes (4 @5 pts)	20 pts	
Participation in on-line activities	30 pts	
Discussion threads	6 @3 = 18	
Work sheets	4 @ 3 = 12	
<b>PART ONE OVERVIEW AND FUNDAMENTALS</b>		
Assignment A - Research question and review of the literature	10 pts	
<b>PART TWO SECONDARY DATA ANALYSIS</b>		
Assignment B - Community analysis	10 pts	
<b>PARTTHREE SURVEY RESEARCH</b>		
Assignment C - Survey design assignment	10 pts	
<b>PART FOUR QUALITATIVE RESEARCH</b>		
Assignment D - Content analysis or key informant or focus group assignment	10 pts	
Assignment E – Putting it together – the research or grant proposal	10 pts	
<b>Grading scale</b>		
90-100=A	80-89=B	70-79=C
60-69=D	59 or less=E	

### Explanation of Course Assignments

As required by UK Senate Rules, all students enrolled in CLD 305 will receive a midterm grade based on the criteria in this syllabus and designed to give each student a sense of where they stand in their progress toward completing the course.

**Quizzes** will be designed to insure that you understand the meaning and potential applications of course concepts.

**Participation in on-line activities** will require you to engage in discussions in response to questions posed by me. I will post a question and you will be required to post your own response and then comment on the responses of at least two other students within 48 hours.

Each of the questions will focus on the pros/cons of research design and implementation decisions.

In addition, you will complete and post 6 work sheets that are designed to demonstrate your ability to apply research concepts and strategies. By posting your worksheets, you will be assisting each other in seeing how a single research topic can produce several different research questions and hypotheses utilizing different independent and dependent variables that are measured in different ways. Once the work sheet is posted, you will have 72 hours to complete it and post it on the discussion board.

### **Assignment A - Research question and review of the literature**

This assignment requires you to accomplish the first steps in a research process:

1. Identify a general research topic of interest to you. This should be broad enough to permit several different but related research questions. What do you see as the key aspects of this topic?

Explain why you chose this topic. What is the basis of your interest in this topic? Why is this topic of importance from your perspective?

Explain why this topic might be of importance to others

2. Present a concept map for your research topic that identifies at least 3 research questions that can be derived from your topic.

3. Conduct a review of the literature. The purpose of this is to answer the larger question, "What do we already know about this topic from prior research?" by finding and summarizing **two (2) peer-reviewed journal articles** that report on the results of an original research study. The article must report research results. In other words, it must utilize data gathered through a research process. You will find such research articles by going to Academic Search Premier through the UK Libraries and click on "peer review (scholarly) article" and "full article" prior to typing in your search phrases. For each article in no more than 2 pages state the following:

Provide a full and complete citation for the article or report (author(s), title, where published, when published, number of pages)

What research question does this article address?

How did they do the study? (e.g., What did they study? How did they collect their data?)

What was the source of their data?)

Provide a summary of the key findings of the study

Explain how the article relates to your general topic. What do you know now about this topic as a result of reading this article?

### **Assignment B - Community analysis**

There are three outcomes from this assignment:

To gain skills in identifying the information you need to answer a research question;

To learn how to find this information from secondary data sources; and  
To demonstrate your ability to interpret secondary data and present this interpretation in the format of a recommendation as to where to locate the business.

### The case

You are thinking about starting a.... PICK ONE:

- (a) a retail store that specializes in furniture and clothing for newborns to 3 year olds
- (b) a sporting goods store with an emphasis on hunters and fishermen
- (c) a radio station offering music from the 80s and 90s
- (d) an electronics store offering high end, cutting edge technologies ranging from sound systems to snooping and privacy devices

Developing marketing and promotions strategy that are effective requires a good understanding of your marketplace's demographic and cultural makeup. It is important to learn as much as you can about the communities where you might open your business (age, race, income, education, religion etc.).

### The assignment

You will prepare a market analysis to decide in what community (Lexington, Danville, Berea, Richmond, Georgetown, Bowling Green, Louisville, London, Somerset, Hazard) you will locate your business. To accomplish this you will:

1. Who is the customer? Identify the audience (employees, customers) you want to reach. A target audience helps you to be more selective and focused in developing your marketing plan. This information may change by the time you are finished with your market analysis, but allow yourself to hypothesize where you foresee the plan heading.
2. What are the characteristics of your customers? What are the demographic and economic characteristics of your identified customer pool? You must identify at least 5 characteristics of this customer base and explain in 2-3 sentences how each characteristic is important in the success of your business.
3. Identify the two communities you are considering as locations for your business and collect the most recent data available on your characteristics for each community. Present your data in an appropriately designed table and submit the completed table with your paper. For each variable, you must identify the source(s) of your data.
4. Analyze your results and draw some conclusions. Use the following questions to guide this part of your paper:
  - Explain the data you found including what trends seem to be occurring.
  - What does the data you gathered tell you about what might be the best location for your business?
  - What else would you want to know about each of the communities before you make your final decision? Where might you find this type of information?

### Some examples of helpful sources:

For County data: <http://censtats.census.gov/usa/usa.shtml>

For metropolitan area data: <http://www.census.gov/compendia/smadb/SMADBmetro.html>

For state and county data: <http://quickfacts.census.gov/qfd/>

For data places 100,000+ : <http://www.census.gov/statab/www/ccdb.html>

For diverse types of poverty data: <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>  
For rural/urban or US regional analyses: <http://www.ers.usda.gov/data-products/state-fact-sheets.aspx>  
For state and county and metro/nonmetro data: <http://www.bea.gov/regional/index.htm>

### **Assignment C - Survey design assignment**

1. State your research issue or topic.
2. State the research question that is most appropriate to be answered using a survey. Then state the research question as an hypothesis that you can test.
3. Explain how this research question is related to your research issue or topic and why being able to accept or reject your hypothesis would contribute to a better understanding of your topic.
4. Explain why a survey method is the most appropriate choice for answering this question.
5. Develop your 10-12 questions and for each question that you develop for your survey:

State the question

State the response options

State the type of question it represents (attitude, belief, behavior, characteristic)

Explain how this question you have designed will lead to the information you need to learn from the survey in order to assess your research hypothesis

**REMEMBER QUESTIONS AND RESPONSE OPTIONS MUST BE STATED IN APPROPRIATE LANGUAGE - AS THEY WOULD IN A SURVEY - TO GAIN COMPLETE VALUE FOR THIS PORTION OF THE ASSIGNMENT**

### **Assignment D – Choice of a key informant, focus group or content analysis assignment**

Example: Conduct a content analysis to determine the existence of gender perspective and stereotypes in car commercials aired on television during prime time viewing.

Rationale: Automobile manufacturers invest billions of dollars each year on television advertising. These figures suggest that advertising on television is a dominant medium capable of influencing people's attitudes and choices about which car to purchase. Advertisers use a particular path of influence depending on their target audience. So the goal is to determine if gender stereotypes exist in automobile commercials.

Assignment: For this assignment limit your sample to prime time and weekend automobile television commercials. To get a fair representation of advertisements, all car manufacturers should be included. Consider the following five coding categories as well as one of your own.

- *Gender*: Male/Female
- *Role*: parent (mother/father), professional (any type of working condition), narrator, student.
- *Location*: showroom, home, highway, rugged outdoors.
- *Age*: younger than 25, 25-35, 36-50, over 50
- *Argument for Purchasing Car*: safety, economy, status, speed

Collect and code the data using the following matrix (check appropriate box). Have ONE coding matrix for each commercial evaluated

<b>Characteristics of commercial and what's in it</b>					
<b>1. Gender</b>	Male	Female			
<b>2. Role</b>	Homemaker	Working	Student	Parent	
<b>3. Location</b>	Showroom	Home	Highway	Outdoors	
	City	Town	Event		
<b>4. Age</b>	Younger than 25	25-35	36-50	Over 50	
<b>5. Reason for purchasing car</b>	Safety	Economy	Status	Speed	
	Reliability	Family tradition	Other (specify)		
<b>6. Your code</b>					
<b>Channel</b>		<b>Manufacturer of vehicle</b>		<b>Type of vehicle</b>	

Discuss the results of your data collection and evaluate their implications for your research hypothesis. Does the data support your hypothesis? Explain why you draw this conclusion.

Example: You will design a key informant interview process to explore a topic of interest to you. You must submit your topic to me by email prior to beginning your paper. The components of the assignment are:

1. State the research question that is most appropriate to be answered using key informant interviews. Explain how this research question connects to your issue and how getting it answered will help you understand the larger research issue.
2. Explain why a key informant method will provide the information you will need to answer your research question.
3. State the 3-5 questions you will use to guide either the key informant interviews or the focus group. Explain how each question, when answered, will help you draw conclusions on your research question.

**REMEMBER QUESTIONS MUST BE PRESENTED APPROPRIATELY AS THEY WOULD IN A KEY INFORMANT INTERVIEW TO GAIN COMPLETE VALUE FOR THIS PORTION OF THE REPORT**

4. Identify three (3) individuals who would be appropriate as key informants to provide information on your research question? Why do they represent appropriate key informants
5. Describe how you would contact the key informants and present the 3-5 sentences you would use to introduce yourself and the project to your key informants.



## Assignment E – Putting it together – writing the research or grant proposal

Your final assignment is to revise the earlier graded assignments and organize them into a research or grant proposal based on the core components identified by Kumar (research proposal) or Karsh and Fox (grant proposal).

### COURSE OUTLINE

Power points and work sheets will be available on Blackboard to provide background information for each section of the syllabus. In addition, short videos will be available to assist the students in understanding the fundamentals of social research.

#### PART ONE OVERVIEW AND FUNDAMENTALS OF SOCIAL RESEARCH

##### Key concepts

Types of research, model for research, Causation, Correlation, Hypothesis, Types of variables, Types of measurement scales, Review of literature, Qualitative research, Quantitative research, Primary research, trend studies, panel studies, cohort studies, participant observation, Content analysis, Key informant interviews, Focus groups, Action research, Participatory research, Evaluation research, intervention-development-evaluation process

**Read:** Ch 1-8 and Ch 13 and Ch18 in Kumar

**Part 1 (Prerequisite Lessons) and Part 2 (Grant writing fundamentals) in Karsh and Fox**

- |       |   |
|-------|---|
| Day 1 | Introduction and overview of course and course requirements   |
| Day 2 | Research a way of thinking - The scientific process   |
| Day 3 | Research a way of thinking - The scientific process<br><i>Work sheet – Scientific literacy assessment</i> |
| Day 4 | Research and Grant Writing  |
| Day 5 | Grant Writing Fundamentals<br><i>Discussion thread – identifying types of grants for the community</i>    |
| Day 6 | Overview of the research process – an 8 step model  |

##### **On-line Quiz One**

- |       |   |
|-------|---|
| Day 7 | Developing the research focus – Conducting the review of the literature<br><i>Discussion thread – Locating scholarly/peer reviewed journals and evaluating websites</i> |
| Day 8 | Developing the research focus – Conducting the review of the literature   |
| Day 9 | Developing the research focus – Formulating the research problem  |

#### **Assignment A**

- Day 10 Identifying variables  
*Work sheet – Name that variable*
- Day 11 Identifying variables
- Day 12 Stating your hypotheses  
*Work sheet – Moving from a research topic to a research problem to a research hypothesis*
- On-line Quiz Two**

## **PART TWO SECONDARY DATA ANALYSIS FOR MARKETING**

### **Key concepts:**

Quantitative research, Secondary data, American Community Survey, Margin of error, Reliability, Types of validity, Random error, Bias, Population/universe, Sample - probability, nonprobability, Sampling frame, Sampling unit, Unit of analysis

### **Read: Ch 9 – 12 in Kumar**

- Day 13 Secondary data analysis  
*Discussion thread – identifying secondary data sources*
- Day 14 Secondary data analysis  
*Work sheet – Interpreting secondary data*
- Day 15 Secondary data analysis
- Day 16 Evaluation research  
*Discussion thread – uses of evaluation research*
- Day 17 Evaluation research

### **Assignment B**

## **PART THREE SURVEY RESEARCH**

### **Key Concepts**

Research ethics (respect for persons, beneficence, justice),

### **Read: Ch 15-17 in Kumar**

### **On-Line Quiz Three**

- Day 18 Survey design and implementation
- Day 19 Survey design and implementation  
*Work sheet – Evaluating survey questions – the good, the bad and the ugly*

Day 20      Research ethics  
Day 21      Research ethics  
              *Discussion thread – Evaluating research ethics case studies*

Day 22

### **Assignment C**

**On-line                      Quiz Four**

## **PART FOUR**

### **Key Concepts**

Key informants, Steps in key informant interviews, Positional leaders, Reputational leaders, Snowball approach, Key word analysis, Manifest content, Latent content

**Read                      Part Three and Appendices in Karsh and Fox**

Day 23      Fundamentals of content analysis  
Day 24      Fundamentals of content analysis  
Day 25      Key informant interviews and focus groups  
              *Work sheet – designing participant questions*  
Day 26      Key informant interviews and focus groups

### **Assignment D**

Day 27      *Discussion thread – challenges of putting it all together*  
Day 28  
Day 29      *Work sheet – evaluating another proposal*  
Day 30

### **Assignment E**

### **Supporting Readings**

*Informational materials for how to do secondary data analysis:*

Zimmerman, Julie N. 2005. "By the Numbers: Finding Data on the Internet." Social and Economic Education for Development (SEED): University of Kentucky. Originally published: October, 1999. Revised: February, 2005.

(<http://www.ca.uky.edu/snarl/KentuckyByTheNumbers/KYBTNPublications/FindingData2005.pdf>  
)

Zimmerman, Julie N. 2005. "Getting Started... Finding Census Data on the Internet." Social and Economic Education for Development (SEED): University of Kentucky. February, 2005. (<http://www.ca.uky.edu/snarl/KentuckyByTheNumbers/KYBTNPublications/KYBTNPublications.htm>)

Zimmerman, Julie N. 2005. "Getting Started... Finding Economic Data on the Internet." Social and Economic Education for Development (SEED): University of Kentucky. February, 2005. (<http://www.ca.uky.edu/snarl/KentuckyByTheNumbers/KYBTNPublications/KYBTNPublications.htm>)

See "Demographic, education and workforce" tables  
<http://ksdc.louisville.edu/sdc/tables/1datatables.htm>

*Examples of studies using secondary data analysis method.*

Andrew Kirby et.al. 2006. "Examining the significance of housing enclaves in the metropolitan United States of America." Housing Theory and Society, Vol. 23 No. 1: 19-33

Lori Hunter, Alison Hatch, Aaron Johnson. 2004. "Cross national gender variation in environmental behaviors." Social Science Quarterly, Vol 85, No. 3 (Sept): 677-694

Flint, Courtney G. and A.E. Luloff. 2007. "Community activeness in response to forest disturbance in Alaska." Society and Natural Resources, Vol. 20, Issue 5 (May/June): 431-450

McDonald, Michael P. 2007. "The true electorate." Public Opinion Quarterly. Vol 71, Issue 4 (Winter): 588-602

Curry, Susan J., Sherry Emery, et. al. 2007. "A national survey of tobacco cessation programs for youths." American Journal of Public Health. Vol 97, Issue 1 (Jan): 171-177

*Some additional information on research ethics:*

The Belmont Report: Ethical principles and guidelines for the protection of human subjects in biomedical and behavioral research"  
<http://poynter.indiana.edu/sas/res/belmont.html>

"Responsible research" Onlineethics.org, Case Western University  
<http://onlineethics.org/reseth/>

Grinyer, A. The anonymity of research participants: assumptions, ethics and practicalities, in Social Research Update, Spring, 2002. (<http://www.soc.surrey.ac.uk/sru/SRU36.html>)

*Examples of research studies using the survey method*

Hatcher, William; Oyer, Matt; Gallardo, Roberto. The Creative Class and Economic Development as Practiced in the Rural U.S. South: An Exploratory Survey of Economic Development Professionals. Review of Regional Studies. 2011, Vol. 41 Issue 2/3, p139-159

Croll, Paul R. Modeling Determinants of White Racial Identity: Results from a New National Survey. Social Forces. Dec2007, Vol. 86 Issue 2, p613-642

Lewis, Paul G.; Baldassare, Mark. The Complexity of Public Attitudes Toward Compact Development. Journal of the American Planning Association. Spring2010, Vol. 76 Issue 2, p219-237. 19p. DOI: 10.1080/01944361003646471.

*Some readings that describe qualitative methods in more detail:*

Asking Open-Ended Questions and Probing the Answers  
([http://www.aces.uiuc.edu/~PPA/pdf\\_files/Asking1.PDF](http://www.aces.uiuc.edu/~PPA/pdf_files/Asking1.PDF))

Recording and Summarizing the Results  
([http://www.aces.uiuc.edu/~PPA/pdf\\_files/Recording.PDF](http://www.aces.uiuc.edu/~PPA/pdf_files/Recording.PDF))

Anita Gibbs. "Focus groups." Social Research Update, Winter, 1997.  
<Http://www.soc.survey.ac.uk/sru/SRU19.html>

Melinda Lewis. "Focus group interviews in qualitative research: A review of the literature." Action Research Electronic Reader  
<http://www.scu.edu.au/schools/gcm/ar/arow/rlewis.html>

"Focus group research" Center for Higher Education Development. Coventry University  
<http://legacywww.coventry.ac.uk/legacy/ched/research/fogrweb.htm>

"Focus group interviewing" Richard Krueger, University of Minnesota  
<http://www.tc.umn.edu/~rkrueger/focus.html>

*Examples of studies using content analysis, focus groups or key informant interviews*

Mangun, Jean C., Kara W. Throgmorton, Andrew Carver and Mae Davenport. 2007. "Assessing stakeholder perceptions: Listening to avid hunters of western Kentucky." *Human Dimensions of Wildlife*. Vol 12, No 3 (May/June): 157-168

Mastro, Dana E. and Michelle Ortiz. 2008. "A content analysis of social groups in prime-time Spanish-Language Television." *Journal of Broadcasting and Electronic Media*. Vol 52. Issue 1 (March): 101-118

Belstock, Sarah A., Gregory N. Connolly, Carrie M. Carpenter and Lindsey Tucker. 2008. "Using alcohol to sell cigarettes to young adults: A content analysis of cigarette advertisements." *Journal of American College Health*. Vol. 56. Issue 4 (Jan/Feb): 383-389

Voorhees, Courte C.W., John Vick, Douglas D. Perkins. 2007. "'Came hell and high water': The intersection of Hurricane Katrina, the news media, race and poverty." *Journal of Community and Applied Social Psychology*. Vol. 17. Issue 6 (Nov/Dec): 415-429

Messner, Beth A., Art Jipson, Paul J. Becker and Bryan Byers. 2007. "The hardest hate: A sociological analysis of country hate music." *Popular Music and Society*. Vol 30, Issue 4 (Oct): 513-531

Susan Abbott-Jamieson. 2007. "Using oral history techniques in a NOAA Fisheries Service (NMFS) education and outreach project: Preserving local fisheries knowledge, linking generations, and improving environmental literacy." Forthcoming, *NAPA Bulletin*

Glover, Troy D. and Diana C. Parry. 2005. "Building relationships, accessing resources: mobilizing social capital in community garden contexts." *Journal of Leisure Research*. Vol 37, No. 4:450-474

Denbam, Sharon, Michael G. Meyer, Ann Rathbun, et.al. 2006. "Knowledge of rural nurses' aides about end-of-life care." *Family Community Health*. Vol 29, No. 3: 229-241

## Other Course Information

### Current Students Technical Requirements

In order to have a successful educational experience in distance learning courses, there are minimum technology requirements that should be met. These requirements are crucial to ensuring all systems used by distance learning courses will function properly.

### Minimum Requirements:

Hardware	<ul style="list-style-type: none"><li>• 1 GB RAM</li><li>• Headset with a microphone</li><li>• Webcam (<i>Recommended</i>)</li></ul>
Software	<ul style="list-style-type: none"><li>• The latest version of Java (<a href="#">Available Here</a>)</li><li>• The latest version of Adobe Flash (<a href="#">Available Here</a>)</li><li>• The latest version of Adobe Acrobat Reader (<a href="#">Available Here</a>)</li><li>• Microsoft Office (Available free to students through <a href="http://download.uky.edu">http://download.uky.edu</a>)</li></ul>
Internet Connection	<ul style="list-style-type: none"><li>• 1 MBPS Broadband Connection</li></ul>

To test your Internet connection to see if it is sufficient, run the following speed test (*Note: testing from campus is unnecessary and will result in abnormally high results*):

If you have any questions or need assistance, the UKIT Service Desk is available for all supported student technology needs. Information for how to contact the Service Desk can be found [here](#). If you have questions or problems accessing Blackboard you should contact one of the following:

Academic Technology Group  
<http://www.uky.edu/ukit/atg>  
859-218-HELP (859-218-4357)  
[218help@uky.edu](mailto:218help@uky.edu)

Support for Blackboard is available 24/7 through our online support website at <http://wiki.uky.edu/blackboard/>. Users unable to locate the solution to their problem, or seeking assistance in locating a solution should contact the [APAT Service Desk](#) at 859-218-HELP (4357).

Additional information is available with the Tech Tips for UK Students available at <http://www.uky.edu/ukit/techtips/students>

### *Library and Learning Resources*

You may seek help and gain access to the resources available through Distance Learning Library Services.

### *Student Services*

Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising and delivery of course materials, and placement and counseling. Students are encouraged to utilize the resources of the Career

Center as well as to contact directors of undergraduate and graduate studies in the student's field of interest for additional career and academic information.

### *Academic Complaints*

If you have a complaint about any of the processes in this course, or an academic complaints, the Code of Student Conduct, which is available online (<http://www.uky.edu/StudentAffairs/Code/>), documents the procedures for academic complaints. In addition, you are encouraged to utilize the knowledge and resources of the Office of the Ombud (<http://www.uky.edu/Ombud/>) if needed.

### *Technical information for this course*

At a minimum, you must have access to an e-mail account to participate in this class. Information will be announced in class and will also be available on Blackboard. To access Blackboard for this course, you must create an active directory account and utilize this web site. Directions for activating your active directory account are available on the Blackboard web site (<http://www.elearning.uky.edu>). On Blackboard you will find the course syllabus and supporting materials will be posted there. You should also plan on checking the course web site by noon of each class day to see if there are any announcements regarding the class. This is especially important on severe weather days.

### *Quality of writing as a component of your grade*

If you cannot clearly and concisely communicate your ideas, there is no way for me to be sure that you understand the course material and have the ability to apply the course material. Therefore, a portion of your grade for all your assignments and quizzes will be based on the clarity and quality of your written presentation. I draw your attention to Part II Rules of the University Senate found at the site listed here for the official University policy which supports this position. "Section 5.2.4.3 Acceptable Standards in English Teachers in all courses are expected to call attention to and penalize for errors in English usage and to require the rewriting of papers which do not meet acceptable standards in English." (<http://www.uky.edu/StudentAffairs/Code/part2.htm>).

### *Academic Integrity*

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### *Note to students with disabilities*

The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

#### *Statement of Nondiscrimination*

The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

#### *Excused absences*

See the following website (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) and specifically Section 5.2.4.2 Excused Absences for the University's policy on excused absences. This section notes: "Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred."

#### *Late papers*

I expect all assignments to be completed on time. For the purposes of this class, this means you must turn in a physical copy of the paper or E-mail me a copy dated by midnight of the day the assignment is due. If you e-mail the paper to me, you must receive a response back saying "I got it and printed it" to confirm that the paper has been received. For each 24 hour period that the assignment is late, I will deduct 5 points from your grade for that assignment. If you have an excused absence you will, of course, be able to submit an assignment late without this penalty.



*End of the semester incomplete*

An incomplete will be granted only upon the submission of a formal request, in writing, for an incomplete for the semester's work and an explanation that fits within University guidelines for why you are seeking an incomplete. If granted, you will sign a contract specifying the remaining course work to be completed and a time line for submitting this work.