I. General Information:

College:	Arts and Sciences		Department (Full name):	Sociology

Major Name (full name please):	Sociology		Degree Title:	BA, BS

Formal Option(s), if any:	———		Specialty Field w/in Formal Options, if any:	———

Requested Effective Date:	<mark>FALL 2014, *IF* RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</mark>

Contact Person:	Edward Morris	Phone:	257-4413	Email:	ewmo222@uky.edu

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*"**Graduation Composition and Communication Requirement.** Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."*

III. GCCR Information for this Program (by requirement):

A. *List the courses currently used to fulfill the old Graduation Writing Requirement:*
SOC 302, SOC 304, SOC 305, SOC 340

B. *GCCR Program Outcomes and brief description:*
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are *program* outcomes, not *course* outcomes. Please specify the program-level SLOs for C&C in your program:
Students completing the baccalaureate program in Sociology will demonstrate effective oral and written communication as appropriate to the discipline
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:
Upon completing SOC 302 students will be able to effectively communicate through written and oral means as appropriate to the discipline of Sociology. This will be accomplished through written and oral assignments requiring the proper use of Sociological sources and expression of Sociological concepts, findings, and methods.

C. *Delivery and Content:*	
1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. *(Note: it is strongly recommended that GCCR courses be housed within the degree program.)*	☒ a. Single required course within program
	☐ b. multiple required or optional courses within program
	☐ c. course or courses outside program (i.e., in another program)
	☐ d. combination of courses inside and outside program
	☐ e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:
Course #1: Dept. prefix, number, and course title: <u>SOC 302 Sociological Research Methods</u>
• new or existing course? <u>existing</u> (*new courses should be accompanied by a New Course Proposal*)
o ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
• required or optional? <u>required</u>
• shared or cross-listed course? <u>no</u>
• projected enrollment per semester: <u>30-60</u>
Course #2 (if applicable): Dept. prefix, number, and course title: _____
• new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
o ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
• required or optional? _____
• shared or cross-listed course? _____
• projected enrollment per semester: _____
Course #3 (if applicable): Dept. prefix, number, and course title: _____
• new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
o ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
• required or optional? _____
• shared or cross-listed course? _____
• projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:
• **Contact information of providing program:**
_____
• **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.
_____
• **Memorandum of Understanding/Letter of Agreement**: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):
• the GCCR assignments are ==highlighted== in the syllabus and course calendar;
• the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here);
• the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
• the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
• the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
• the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"

o   if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:
•   overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
The GCCR will be delivered in SOC 302 through 1) a paper or papers which require the synthesis of scholarly Sociological sources and total approximately 15 pages in length, and 2) an oral presentation and/or visual presentation which is orally explained (e.g. a poster). SOC 302 is a required course for Sociology majors which is generally taken in the junior or senior year. Literature reviews and/or first-hand research papers and oral presentations are appropriate and common assessments used in this course.
•   assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
Research paper: This paper will be either a literature review of scholarly sources or a literature review combined with first-hand research. Both models are common forms of published material in the discipline of Sociology.   Oral presentation: This presentation will provide an oral (and/or perhaps visual) overview of the paper, highlighting important background, findings, and implications. This approach is common to research presentations at Sociological conferences.
•   revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
In the sample syllabus, the feedback process involves a literature review assignment that receives instructor feedback and then is incorporated into the final paper. However this process may vary by instructor. Acceptable plans may include: 1) annotated bibliography/preliminary literature review with instructor feedback before final paper, 2) paper draft with instructor feedback before final draft, or 3) peer review with instructor grading and feedback.
•   other information helpful for reviewing the proposal:
The sample syllabus is a general model. We assume that different instructors may teach the course with slightly different writing and presentation assessments that will still conform to the GCCR guidelines.

D. Assessment:
In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:
•   specify the assessment schedule (e.g., every 3 semesters; biennially):
at least once every three years
•   identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
Undergraduate Committee
•   if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):
_____

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	SOC 302, Sociology, BA/BS
Contact Person Name:	Edward Morris
Phone:	257-4413
Email:	ewmo222@uky.edu

Instructions:
Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program *review by Chair or DUS, etc.*	2/14/14	Edward Morris / 257-4413 / ewmo222@uky.edu
Providing Program *(if different from Home Program)*		/ /
Cross-listing Program *(if applicable)*		/ /
College Dean	4/1/15	Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval[1]
GCCR Advisory Committee	4/9/2014	

Comments:

[1] *Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.*

version 01/29/14

Sociological Research Methods
SOC 302
Tues/Thurs 3:30-4:45 pm – Barker Hall 306
Fall 2013

Professor: Dr. Bell
Office: POT 1567 (15th floor)
Email: shannon.eliz.bell@uky.edu
Office Hours: Tues/Thurs 2:00-3:00 pm & by appointment

COURSE OVERVIEW:

This course is designed to provide the learner with a general understanding of sociological research methods and their application. Major concepts explored in this course include research design, quantitative and qualitative forms of data collection, data analysis, and ethical concerns in social research. Because we tend to learn best through doing, there will be a strong hands-on component to this course. Throughout the semester, you will complete your own research study on one of the most consuming aspects of university life – the "hook-up scene." By the end of the course, you should be able to:

1. Formulate research questions and design appropriate research.

2. Collect your own data using a variety of methods.

3. Analyze the data you have collected

4. Critically evaluate your own research and that of other social scientists.

   **This course provides full credit for the GCCR requirement in the Sociology major.
   **Please note that you will need to obtain an average grade of C or better on all written and oral presentations in order to meet the GCCR requirement.

REQUIRED READINGS:

1. Daniel Chambliss and Russell Schutt. 2006. *Making Sense of the Social World.* Thousand Oaks, CA: Pine Forge Press.

2. Kathleen A. Bogle. 2008. *Hooking Up: Sex, Dating, and Relationships on Campus.* New York: NYU Press.

COURSE POLICIES

- Active discussion will be expected and encouraged. **Students are expected to have read all of the assigned material before class and come to class prepared to discuss it.** Attendance is mandatory. Participation and attendance are part of your grade and cannot be made up.

- **Late assignments, tests, and papers** will be accepted/rescheduled only under EXTRAORDINARY circumstances (e.g. death in the family, serious illness accompanied by a doctor's note, university approved absence). If extraordinary circumstances cause you to miss an assignment or test, please contact me at least by that day (via email), and arrange to provide me with documentation. In the case of an illness, this documentation must consist of a note from a doctor explaining your illness and why it caused you to miss the assignment (simply providing a slip from the Student Health Center indicating that you appeared there will not be accepted). If you have not contacted me within 24 hours after failing to turn in an assignment or give a scheduled presentation, I will not grant a make-up under any circumstances.

- Wikipedia is not an acceptable source for a paper, nor are most internet sources, unless they are peer-reviewed online journals or websites for certain well-respected organizations. When in doubt, just ask me!

- No laptops in class, unless you are using them for a presentation. Please just use a pen and paper for taking notes.

- All cell phones and other electronic devices must be turned off during class. This means no texting and no looking at or listening to your mp3 player or smart phone. If I see any of these things, I will deduct participation points for the day.

- **Special accommodations:** Please notify me as soon as possible if you require special accommodations for learning. Also, please notify me as soon as possible if any assignment conflicts with a religious holy day. I will be happy to make alternative arrangements for you.

- **Blackboard:** Information, grades, and readings will be posted to Blackboard. Please make sure that you are able to access all information on Blackboard as soon as possible.

**Scholastic Dishonesty: The Department of Sociology takes plagiarism and cheating seriously. All suspected cases of plagiarism and cheating will be reported to the Department Chair. Penalties for these academic offenses will be an E on the assignment and could include an E in the course or suspension/expulsion from the University of Kentucky.

Plagiarism

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 a question of plagiarism involving their 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 acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or file, part of a website, or whatever. 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, whomever 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 with outside sources or information, the student must carefully acknowledge exactly what, where and how she/he has 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 also plagiarism.

Cheating

Cheating includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

COURSE REQUIREMENTS/GRADING:

1. Class Participation (15%)

This course will be based heavily on in-class discussion and group activities. I expect you to come to class prepared, and points will be awarded daily for participation. Some participation points will come from in-class assignments. The only way to earn these points is to actually be present in class.

2. Homework Assignments (15%)

There will be three homework assignments, which are noted on the syllabus. These include:

- Reading questions
- CITI Training
- Literature review assignment (you will receive feedback on this assignment and it will be used as part of your final research paper below)

3. Exams (20%)

There will be two exams during the semester (noted on the syllabus). Each exam is worth 10% of your final grade.

4. Field Research Papers (30%)

There will be two paper assignments for this class. The first will be a participant observation exercise where you will observe a "hook-up scene" for an evening (bar, party, etc.) to observe the "hook-up script" that Bogle talks of in her book. The second paper (your final paper) will be based on either survey or interview research, conducted in teams, on the "hook-up culture" at the University of Kentucky. Each paper will be worth 15% of your final grade.

The final paper will need to incorporate a literature review that draws on at least three peer-reviewed journal articles that you found for your literature review assignment and/or articles your classmates found (a compiled list of these articles will be made available on the course Blackboard site). A draft literature review for your final paper will be due on Tuesday, November 19. I will provide you with feedback and suggestions on your literature review by Tuesday, December 3. I expect you to incorporate my feedback into the literature review section of your final research paper, which is due on Wednesday, December 18 (finals week).

Please note that to meet the GCCR requirement for the Sociology major, the length of the two papers combined needs to total at least 4,500 words, which is approximately 18 to 19 double-spaced pages in 12-point Times New Roman font with one-inch margins. You may divide this up however you would like between the two papers.

5. Group Presentations (20%)

There will be a group presentation of your proposed research project on Thursday, Nov. 21 and a final group presentation of your completed research project during the last two weeks of the semester.

Please note that to meet the GCCR requirement for the Sociology major, each individual person in the group needs to speak for a total of at least 10 minutes between these two presentations. Thus, if you speak for 2 minutes during the first presentation, you need to speak for at least 8 minutes during the second presentation.

The 20% for this portion of your final grade will be broken down as follows:

➢ 5% from Project Proposal Group Presentation

➢ 10% from Final Project Group Presentation

➢ 5% from your peers' evaluation of your participation and contribution to the group.

Your course grade will be determined as follows:

A = 900-1000 points	B = 800-899 points	C = 700-799 points	D = 600-699 points	E = Below 600 points

**You will receive a midterm course grade at the middle point in the semester.

COURSE SCHEDULE – This schedule is subject to change!

WEEK 1:	Something due?
Thurs., Aug. 29 – Course overview	
WEEK 2:	
➢ ***Tues., Sept. 3 – Key Concepts in Social Research*** <u>*READINGS:*</u> • *Making Sense of the Social World* – Chapter 1 (pp. 1-14) ➢ ***Thurs., Sept. 5 – The Process of Doing Social Research*** <u>*READINGS:*</u> • *Making Sense of the Social World* – Chapter 2 (pp. 17-34)	
WEEK 3:	

➢ ***Tues., Sept. 10 – Conceptualization & Measurement***
 <u>*READINGS:*</u>
 • *Making Sense of the Social World* – Chapter 4 (pp. 59-79)
    * Hand out Study Guide for Exam 1 (Exam on Tues., Sept.17)
 	
 ➢ ***Thurs., Sept. 12 - Conceptualization & Measurement, continued***
 <u>*READINGS:*</u>
 • Same as Tuesday: *Making Sense of the Social World* – Chapter 4 (pp. 59-79)
       * Hand out reading questions (Due on Tuesday, Sept. 24)	

WEEK 4:	
➢ ***Tues., Sept. 17 – Exam 1 – Covers all material through week 3*** ➢ ***Thurs., Sept. 19 – Sampling*** <u>*READINGS:*</u> • *Making Sense of the Social World* Chapter 5 (pp. 85-99)	EXAM
WEEK 5:	
➢ ***Tues., Sept. 24 – Bogle's Study and Methods*** <u>*READINGS:*</u> • *Hooking Up* Introduction (pp. 1-10) & Methodological Appendix (pp. 187-190)	READING QUESTIONS DUE

Reading questions due**
 	
➢ ***Thurs., Sept. 26 – The Ethics of Doing Social Research***
READINGS:
    • *Making Sense of the Social World* – pp. 39-46
    • *Hooking Up* chapter 2
 	
Film – Quiet Rage: The Stanford Prison Experiment	

WEEK 6:
 	
➢ ***Tues., Oct. 1 – The Ethics of Doing Social Research***
READINGS:
    • *Making Sense of the Social World* – pp. 44-56
 	
    * Guest Speaker: Andrew Hedrick, UK Non-medical
              IRB Coordinator
 	
Complete CITI Training & print certificate to turn in Thursday**
 	
➢ ***Thurs., Oct. 3 – The Literature Review***
 	
CITI Training certificate due!
 	
READINGS:
    • *Making Sense of the Soc World* – pp. 283-93 (Appendix A)
    • *Hooking Up* chapters 3 & 4
	CITI TRAINING
	DUE

WEEK 7:
 	
➢ ***Tues., Oct. 8 – The Literature Review, Cont.***
READINGS:
    • *Hooking Up* chapters 5 & 6
 	
➢ ***Thurs., Oct. 10 – Participant Observation***
READINGS:
    • *Making Sense of the Social World* – pp. 184-194
    • "Body Ritual Among the Nacirema" **(ON
      BLACKBOARD)**	

WEEK 7: ➢ ***Tues., Oct. 15 – Participant Observation, hand out PO assignment for the weekend***	LITERATURE REVIEW ASSIGNMENT

READINGS: • **ON BLACKBOARD** – pp. 192-204 in *Qualitative Research Methods for the Social Sciences* by Bruce L. Berg ***Literature Review Assignment Due*** ➤ *Thurs., Oct. 17 – Interviews and Focus Groups* *READINGS:* • **ON BLACKBOARD** – pp. 92-106 in *Qualitative Research Methods for the Social Sciences* by Bruce L. Berg • *Making Sense of the Social World* – pp. 195-199	DUE
WEEK 8: ➤ *Tues., Oct. 22 – Discussion of Hooking Up* • Come prepared to discuss the book, especially chapter 4. There will be a graded in-class assignment that will assess whether you completed the reading. ➤ *Thurs., Oct. 24 – Secondary Data Analysis and Content Analysis* *READINGS:* • *Making Sense of the Social World* – pp. 64-66 ("Using Available Data" and "Content Analysis") • **ON BLACKBOARD** – "Secondary Data Sources" • **ON BLACKBOARD –** "Example of Content Analysis in a Research Study"	
WEEK 9: ➤ *Tues., Oct. 29 –Content Analysis, cont.* ***Participant Observation Assignments Due!*** *READINGS:* • Same readings as last class ➤ *Thurs., Oct. 31 – Survey Research* *READINGS:* • *Making Sense of the Social World* – pp. 103 – 107 • *Making Sense of the Social World* – pp. 128-150	PARTICIPANT OBSERVATION PAPER DUE
WEEK 10:	

➢ *Tues., Nov. 5 – Undertaking Survey or Interview Research*
 	
Hand out final group project guidelines
    * Study guide for Exam 2*
 	
READINGS:
   • None. Come to class prepared to discuss your paper with your group
   * Discuss Final Group Project
 	
➢ *Thurs., Nov. 7 – NO CLASS. Dr. Bell at a conference*
 	
*Meet in your teams on your own to work on projects	

WEEK 11:
 	
  ➢ *Tues., Nov. 12 – Qualitative and Quantitative Data Analysis*
 	
    READINGS:
     • *Making Sense of the Social World* – pp. 205-217
     • *Making Sense of the Social World* – pp. 154-165
 	
  ➢ *Thurs., Nov. 14 – ****Exam 2*****
	
	EXAM #2

WEEK 12:
  ➢ *Tues., Nov. 19 – Work in teams on research design for project*
 	
     <mark>*****Draft Literature Review for Final Paper Due*****</mark>
 	
  ➢ *Thurs., Nov. 21 – 10 minute presentations in class on group project plans for research*
	<mark>DRAFT LITERATURE REVIEW FOR FINAL PAPER</mark>
	
	PRESENTATIONS ON RESEARCH PLAN

WEEK 14:
  ➢ *Tues., Nov. 26 – Time in teams to work on data collection*
 	
  ➢ *Thurs., Nov. 28 – No class! Happy Thanksgiving!*	

WEEK 15:
 	
  ➢ *Tues., Dec. 3 – Time in teams to wrap up data analysis*
 	
  ➢ *Thurs., Dec. 5 – Final Project Presentations*
	
	FINAL PRESENTATIONS

WEEK 16:	FINAL PRESENTATIONS
➢ *Tues., Dec. 10 – Final Project Presentations*	
➢ *Thurs., Dec. 12 – Final Project Presentations*	FINAL PRESENTATIONS

FINAL PAPERS ARE DUE <u>WEDNESDAY, DECEMBER 18 BY 5:00 PM</u> IN MY MAILBOX OR UNDER MY OFFICE DOOR