

# Core Curriculum Management

## New Core Component Proposal

Date Submitted: 08/02/19 2:17 am

Viewing: **MARE 405-W : Fundamentals of Naval Architecture**

Last edit: 08/02/19 2:17 am

Changes proposed by: carrollm

### In Workflow

1. MARE Department Head
2. GV College Dean UG
3. W & C Preparer
4. W & C Advisory Committee Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

### Contact(s)

Name	E-mail	Phone
Matthew Carroll	carrollm@tamug.edu	409-740-4473

Course Prefix MARE Course Number 405

Academic Level UG

Complete Course Title Fundamentals of Naval Architecture

Abbreviated Course Title FUND. OF NAVAL ARCHITECT

Crosslisted With

Semester Credit 3

Hour(s)

Proposal for:

Writing Designation

### Writing Designation

Number of credits 3

offered for W sections of course.

Number of Sections per Academic Year 3 Enrollment per Section (Avg.) 20

If the course is a variable topics course (e.g., 289, 489, 291, or a course that regularly changes in topic such as "Studies in Rhetoric"), how will the department ensure that the course consistently meets the requirements for a W course?

The course is not a variable topics course.

Do any assistants (i.e., No GATs or undergraduates) help with the course?

Pick a syllabus statement:

To pass this course, you must pass the writing components. [NOTE: In this case the student will receive a failing grade.]

List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

Writing assignment	Word Count	% of Final Grade	Collaborative?
Simpson's Rule Laboratory Report	1250	4	Yes
Incline Experiment Laboratory Report	1250	4	Yes

### Approval Path

1. 08/02/19 2:21 am  
Matthew Carroll (carrollm): Approved for MARE Department Head
2. 08/05/19 4:19 pm  
Donna Lang (langd): Approved for GV College Dean UG
3. 09/03/19 11:01 am  
Donna Pantel (dpantel): Approved for W & C Preparer
4. 09/03/19 11:12 am  
Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair

Writing assignment	Word Count	% of Final Grade	Collaborative?
Statical Stability Curve Laboratory Report	1250	4	Yes
Longitudinal Stability Laboratory Report	1250	4	Yes
Flooding Laboratory Report	1250	4	Yes
Final Report	4000	40	No

Add the total of the word count and % of the final grade here.

Total Word Count	Total % of Final Grade
10250	60

Explain how collaboration is monitored to ensure equal participation.

Each collaborative report requires a "Work Statement" which identifies specific work and tasks assigned to each team member. In addition, each team member is required to submit index cards that allow anonymous reporting of individual member contributions. The latter method of monitoring assists in identifying and remedying non-participation of members. Open discussions during the lab sessions between professor and students address and emphasize equitable contribution.

Describe the formative feedback provided on student writing, especially on major assignments. Formative feedback is feedback given before a grade is assigned. You can meet this requirement with comments on drafts or with peer review, or you can give feedback on graded writing if there are 5 or more assignments in the same genre.

Students learn on the five "low stakes" collaborative laboratory reports and are guided towards improvement via Corrective Action Reports (CARs). The CARs are completed by the team of students, whereby they identify all instructor evaluation comments, the effects and consequences of writing errors, their respective causes, and corrective action. Corrective action is emphasized on subsequent laboratory reports. Formative feedback is provided via these progressive laboratory reports, which culminate in a comprehensive individually-written project report, whereby brevity and conciseness are expected. The formative feedback has as its major aim to help the student know how to use the "low stakes" laboratory reports to establish superior performance on the heavily weighted final report. Analytical grading of all reports is based on referenced criteria, and comments that are marginal, in-text, and summative in nature are provided to guide future learning.

Describe how you provide writing instruction.

The primary method of instruction focuses on the Paideia Principle, whereby students prepared for and then present and discuss the reading and writing assignments. Students are randomly selected to present the day's material, or to offer meaningful, articulate questions arising from the assigned reading. The instructor "follows up" the student presentations with a lecture as needed for clarity. Instruction is provided on proper writing techniques employed in both laboratory reports and project reports. In addition, each student is required to present their individually-written final report to the University Writing Center prior to completing the final draft.

**Additional Comments** The individually-written final report is the culmination of lessons learned and formative feedback in the sequenced laboratory reports distributed throughout the semester. The writing requirement is intimately related to Marine Engineering material taught at the 400 level of coursework, and the final report must be in excess of 4000 words, where brevity and conciseness are expected. Instruction involves group reviews and class discussions, and student acknowledge formative feedback as provided through Corrective Action Reports throughout the semester. The University Writing Center is introduced early in the course (see syllabus) so that this resource becomes an integral part of writing skill development on the part of the student.

### Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [MARE 405 Syllabus Fall 2018 Coleman.pdf](#)

**Reviewer Comments** **Donna Pantel (dpantel) (09/03/19 11:01 am):** REPORT ON RECERTIFICATION OF W COURSE: MARE 405 We recommend that MARE 405 Introduction to Naval Architecture be certified as a writing (W) course for four academic years (9/19 to 9/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 40% of the final grade is based on writing quality; (2) the total number of words is 4000; (3) the instructor to student ratio is 1:20; and (4) the assigned writing is appropriate to the major. Students write four lab reports collaboratively (grandfathered, since collaborative writing no longer counts) and a final report; the final report meets the criteria for individual writing with 4000 words and 40% of the final grade based on writing. In addition, the collaborative writing amounts to an additional 6,250 words and 20 % (not counted above). The five collaboratively written reports serve as a formative feedback to students. Students are also required to get help from the Galveston Writing Lab on the drafts of their final reports. Instruction includes presentations and discussion about writing techniques prepared by students.

Key: 1067

**MARE 405 Fundamentals of Naval Architecture****Fall 2018**

Meeting times and location: MW 9:10 to 10:00; P MEC 145; Lab sections meet at various times in either the Fluids lab or the MARR computer lab; Office hours MW 2-3 pm

Description: This is a study of ship geometry and arrangement, ship-form calculations, intact and damaged stability, ship's structure, fundamentals of resistance and propulsion, ship motion/maneuverability/control, and ship design/construction/overhaul. Prerequisite: Junior or Senior classification, or approval from instructor.

Learning Outcomes: Upon completion of this course, the student should be able to discuss hull form characteristics, draw "Lines Drawings", compute stability curves and metacentric heights, predict drafts after flooding, and defend reasons for specific design considerations. This course supports ABET criteria a-h, k, m-p and STCW competencies 11.1.A, 11.2.A, 11.3.A, and 11.4.A.

**W:** This is a writing-intensive course. Your writing performance, as well as calculations, will be evaluated as appropriate for engineers. As such, passing the course is predicated on receiving a passing grade (60) on the student's individually written final report.

License Option (LO) students need a **C or better to satisfy STCW Competencies**

Text: Robert B. Zubaly, Applied Naval Architecture (ANA), SNAME, NJ, 1996

Instructor: Professor Gerard Coleman, P MEC 213; x4856, [colemang@tamug.edu](mailto:colemang@tamug.edu)

DATE	LECTURE TOPIC	READING	HOMEWORK
Aug 27	Introduction to the Course	Chapter 1: p. 3-21	
29	1/2 – Hull Form and Hydrostatics	Ch 2: p. 22-33	Note: Draw 3 waterplanes, buttocks and stations from table of offsets
Sep 3	3 – Coefficients/Integrals of Form	Ch 2: p. 34-47	
5	4 – Flotation/TPI/Simpson's Rule	Ch 3: p. 48-57	Ch 3: 1 ( $C_B$ , $C_W$ , $\nabla$ ), 5
10	5 – Flotation/TPI/Simpson's Rule	Ch 3: p. 48-57	1 ( $I_T$ )
12	6 – Equilibrium and Stability	Ch 3: p. 57-74	
17	7 – Loading Effects on Stability	Ch 3: p. 74-91	11,13,15, 28
19	8 – Stability at Large Angles	Ch 4: p. 100-107	
24	9 – Stability at Large Angles	Ch 4: p. 100-107	
26	10 – Curves Describing Stability	Ch 4: p. 108-116	Ch 4: 1
Oct 1	11 – Curves Describing Stability	Ch 4: p. 108-116	Begin selection process for SSD (Note 2)
3	12 – Negative Stability and Exam Review	Ch 4: p. 117-130	3,5
8	Exam One		
10	13 – Longitudinal Stability	Ch 5: p. 133-143	Ch 5: 1,3; Teams Identify SSD (Note 2)
15	14 – Moment to Change Trim	Ch 5: p. 146-158	5,7,9
17	15/16 – Loading of Large Weights	Ch 5: p. 158-165	19
22	17/18 – Flooding	Ch 6: p. 169-187	Ch 6: 1, list affected HP; Iteration problem
24	19 – Floodable Length	Ch 6: p. 187-193	5, draw B/Hs of Fig. 6-8
29	20 – Effects of Trim/Flooding/Damage	Ch 6: p. 187-193	(present Iteration solution)
31	21 – Ship Strength	Ch 7: p. 195-212	<b>Visit Writing Center in Kirkham</b>
Nov 5	22 – Longitudinal Strength	Ch 7: p. 212-233	Ch 7: 1,5
7	23 – Longitudinal Strength; Exam Review	Ch 7: p. 212-233	Return SPE Tutorial book (last day of equations)
12	Exam Two		
14	24 – Ship Resistance		
19	25/26 – Components of Resistance	Ch 8: p. 253-268	5
21	Reading Day – No Class	Ch 8: p. 238-253	Ch 8: 1,3
26	27/28 – Propulsion and Efficiency	Ch 9: p. 271-285	
28	29/30 – Propeller Test	Ch 9: p. 285-290	3
Dec 3	Redefined as "Friday"; No Class		
5	31 – Ship & Propeller Together; Review <b>PICA</b>	Ch 9: p. 290-296	

10	Final Exam	0800-1000
15	Commencement and Commissioning	1030

WEEK	LABORATORY WORK	READING	PROJECT
Aug 27	LAB – Introduction to laboratory equipment		
Sep 3	LAB – time will be used as necessary to address class material		
10	LAB #1 – Simpson’s Rule		
17	LAB #2 – Intro Ship Project Editor (SPE)		Complete Hull
24	LAB #3 – Incline Experiment	Ch 3: p. 79-82	Simpson’s Rule due
Oct 1	LAB #4 – time will be used as necessary to address class material		
8	LAB #5 – Large Angle Stability		Incline due
15	LAB #6 – Damage Control Trainer		
22	LAB #7 – Trim and SSD preps	Five-minute presentation on topic of your choice	Large Angle due
29	LAB #8 – Flooding Model Test		
Nov 5	LAB – <b>Presentations of SSDs</b>		Trim due
12	LAB – Project Preparations		
19	LAB – Project Preparations		Flooding due
26	LAB – <b>Submit Research Report</b> and Review		Comprehensive package due
Dec 3	No labs		

## Notes:

- Grading Criteria:
 

Participation and Homework	10%
Labs and IRT	20% ( <b>all reports must be completed in order to pass the course</b> )
Research Project	40% (passing the course requires receiving a passing grade ( $\geq 60$ ) on <u>individually-written</u> project reports)
Exams	30% (midterm grade based on 80% exams since no project submitted) A $\geq 90$ ; B $\geq 80$ ; C $\geq 70$ ; D $\geq 60$ ; F $\leq 59$
- Self-Directed Study (SSD): Students in lab groups prepare and present a topic of their choice that is related to naval architecture. Its purpose is to foster an understanding of self-directed continuing professional development
- Make-up Policy: If an absence is excused, the instructor will either provide the student an opportunity to make up any lab, quiz, exam or other work that contributes to the final grade; or provide a satisfactory alternative by a date agreed upon by the student and instructor. Labs must be made up while under the supervision of the instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the initial absence. Excused absences are listed in <http://student-rules.tamu.edu/rule07>). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence.  
Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
  - Texas A&M University Explanatory Statement for Absence from Class form
  - Confirmation of visit to a health care professional affirming date and time of visit
  - Required participation in military duties
  - Mandatory admission interviews for professional or graduate school that cannot be rescheduled
 Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.  
Falsification of documentation is a violation of the Honor Code. Putting one’s name on a group lab report describing a laboratory exercise for which the student was absent is not permitted. The student may “make up” a lab exercise by demonstrating familiarity of the process to the instructor
- ATTENDANCE/PARTICIPATION:** To successfully complete this course, you should attend all lectures. The textbook covers topics that will be interpreted and synthesized in class; it is essential to read the material before coming to class. If a student misses a class, it is the student’s responsibility to obtain lecture notes and material from classmates.
- ABSENCES:** Information concerning absences is contained in the University Student Rules: <http://student-rules.tamu.edu/rule07>. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures
- The Americans with Disabilities Act (ADA)** is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit <http://www.tamug.edu/counsel/Disabilities.html>
- Statement on Academic Dishonesty:** “An Aggie does not lie, cheat or steal, or tolerate those who do.” Students found participating in “scholastic dishonesty” (i.e., plagiarism, cheating, or tolerating those who do) will receive an “F” for the course and will be referred for disciplinary action. For additional information visit <http://www.tamug.edu/HonorSystem>
- Family Educational and Rights to Privacy Act (FERPA):** FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data. Please consult the Admissions & Records. Items that can never be identified as public information are a student’s SSN or institutional ID number, citizenship, gender, grades, GPR or class schedule.

# Core Curriculum Management

## New Core Component Proposal

Date Submitted: 07/09/19 10:43 am

Viewing: **MAST 425-W : Thesis and Technical Writing**

Last edit: 07/09/19 10:43 am

Changes proposed by: joanne-a-lutz

### In Workflow

1. LIST Department Head
2. GV College Dean UG
3. W & C Preparer
4. W & C Advisory Committee Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

### Contact(s)

Name	E-mail	Phone
JoAnn DiGeorgio-Lutz	digeorgj@tamug.edu	409-740-4463

Course Prefix MAST Course Number 425

Academic Level UG

Complete Course Title Thesis and Technical Writing

Abbreviated Course Title THESIS &amp; TECH WRITING

Crosslisted With

Semester Credit 3  
Hour(s)Proposal for:  
Writing Designation

### Writing Designation

Number of credits 3  
offered for W sections  
of course.

Number of Sections per Academic Year 1 Enrollment per Section (Avg.) 15

If the course is a variable topics course (e.g., 289, 489, 291, or a course that regularly changes in topic such as "Studies in Rhetoric"), how will the department ensure that the course consistently meets the requirements for a W course?  
this is not a variable topics course

Do any assistants (i.e., No  
GATs or  
undergraduates) help  
with the course?

Pick a syllabus statement:

To receive W credit for this course, you must pass the writing components. [NOTE: In this case the section number would be changed from a 900 to a 500, so the student would pass the course but would not receive W credit.]

List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

Writing assignment	Word Count	% of Final Grade	Collaborative?
Research proposal	5000	35	No
Active Learning assignments	2700	30	No

### Approval Path

1. 07/09/19 10:44 am  
JoAnn DiGeorgio-Lutz  
(joanne-a-lutz):  
Approved for LIST  
Department Head
2. 08/05/19 4:19 pm  
Donna Lang (langd):  
Approved for GV  
College Dean UG
3. 09/03/19 11:05 am  
Donna Pantel (dpantel):  
Approved for W & C  
Preparer
4. 09/03/19 11:12 am  
Donna Pantel (dpantel):  
Approved for W & C  
Advisory Committee  
Chair

Add the total of the word count and % of the final grade here.

Total Word Count	Total % of Final Grade
7,700	65

Explain how collaboration is monitored to ensure equal participation.  
there is not collaboration on writing assignments

Describe the formative feedback provided on student writing, especially on major assignments. Formative feedback is feedback given before a grade is assigned. You can meet this requirement with comments on drafts or with peer review, or you can give feedback on graded writing if there are 5 or more assignments in the same genre.

Students meet with me one-on-one to review their abstracts and we develop an outline for the development of their research proposal. Additionally, I provide comments on all drafts and graded writing.

Describe how you provide writing instruction.

I include guidelines for writing a literature review and also provide them with samples from academic journals. I also give a powerpoint presentation on the steps to the research process in the social sciences and humanities.

Additional Comments

**Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.**

Attach Course Syllabus [MAST 425 syllabus.docx](#)

Reviewer Comments **Donna Pantel (dpantel) (09/03/19 11:05 am):** REPORT ON RECERTIFICATION OF W COURSE: MAST 425 We recommend that MAST 425 Thesis and Technical Writing be certified as a writing (W) course for four academic years (1/20 to 1/24). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 35% of the final grade is based on writing quality; (2) the total number of words is 5000; (3) the instructor to student ratio is 1:15; and (4) the assigned writing is appropriate to the major. Students write a research proposal; they also complete learning assignments that require writing, which counts for practice, but is not included in the percentage or word count above. Drafts of the abstracts and an outline of the research proposal are reviewed in conference with the instructor. For instruction, guidelines for writing a literature review and samples of academic writing are provided, and the steps of the research process are reviewed.

Key: 1051

Texas A&M University-Galveston  
MAST 425.901  
Fall 2018, TR 2:20-3:25pm

Dr. DiGeorgio-Lutz      phone: 409 740-4463  
   e-mail: [digeorgj@tamug.edu](mailto:digeorgj@tamug.edu)  
   Office Hours: TR 10:00am – 11:00am and by appointment  
   Office: CLB 130

Catalog Description: Rhetorical techniques for professional expository prose; intertextual argumentation and analysis.

Prerequisite: Junior or senior classification; ENGL 104 and ENGL 203 or ENGL 210.

Course Objectives: At the end of the course students will have achieved

- Understanding of the major dimensions of social science research (ontology, epistemology, methodology, and methods) and various theoretical perspectives (positivism, post-modernism, constructivism, etc.);
- Knowledge of qualitative methods of data collection;
- Development of a research question and application of appropriate methods for research;
- Design and presentation of original research.

Required Reading: *The Practice of Qualitative Research*, 3<sup>rd</sup> edition by Sharlene Nagy Hesse-Biber. Sage Publishing. Other materials provided by the instructor. All reading must be completed before coming to class.

**Grading Scale:**            100-90=A; 89-80=B; 79-70=C; 69-60=D; below 60=F.

**Class Policy:** As a member of this class and the university I expect you to take your education seriously. A university education is something that you earn and in order to respect the integrity of that education you are expected to come to class prepared. This means that you have read the assigned material prior to coming to class. You are required to take an active role in the learning process as well as responsibility for your learning.

**This is a W course and to receive W credit for this course, you must pass the W component—see writing requirements listed in this syllabus.**

Students in the BA-MAST program must maintain a portfolio of artifacts from MAST required coursework. The portfolio is developed over the course of the undergraduate career, and upon completion, will contain artifacts from each MAST required course. The Portfolio is assessed for completion during the last term of enrollment, after the student submits the graduation application. The completion of the portfolio requirement will be assessed by the Liberal Studies faculty.

Cell phone, laptop, ipad and other devices policy. Cell phones are a distraction. At the start of class, please deposit your cell-phone in the “monster box.” You can retrieve your cell phone at the end of class. Be sure you collect your own cell phone when leaving the classroom. Laptops and Ipads are only to be used during in-class working assignments.

Assignments and Grades:

- 1) Participation. 15 points. You are required to complete the readings before class and to participate in class discussion of the readings. You must be present in class and participate to receive full credit and to complete the in-class assignments/projects
- 2) Poster Presentation of Research /Project Proposal: 20 points.
- 3) Research/project proposal: 35 points. To complete this requirement, you will develop a research topic in consultation with me. Your paper will define the project theoretically and methodologically and review the relevant literature and propose a plan of action for conducting the research. Please note that you are not completing a research project but submitting a research/project proposal. Please see the course schedule for due dates of drafts of the proposal. This research/project proposal needs to be **5000 words** or 20 double-spaced pages—exclusive of end matter. Please see guidelines for submission in this syllabus—you must comply with the instructions for this assignment. **Please note due dates for draft submissions of the proposal in course schedule. Do utilize the information provided at the link below.**  
<http://libguides.usc.edu/writingguide/researchproblem>
- 4) Active learning assignments/hands on activities/additional writing assignments: 30 points. Throughout the semester there are several hands-on/applied assignments that we will complete in class. Additionally there are **two assignments of 1000 words each and one assignment of 700 words**. **All work needs to be turned in during class on the assigned dates as noted in the course outline section of the syllabus.**

Course schedule

August 28	Introduction to the course
August 30	Hesse-Biber, chapter 1
September 4-6	Hesse-Biber, chapter 2
	<ul style="list-style-type: none"><li>• <b>Tuesday, September 4—Submit a list of topics for research project</b></li><li>• <b>Assignment 1—due September 6</b></li></ul>

Select two of the academic disciplines listed below you would like to learn more about and explore their respective associations webpages. Write a descriptive account of approximately **1000 words** over both the websites—do they define the discipline, if so, how? What resources do they provide to members, i.e., teaching resources, job postings, etc. How many members does the association claim—how much are dues? Does the association have an annual meeting, and if so, what is the conference theme? Is there a conference program—what topics do the panels and presentations cover? Do they provide information on fellowship and grant opportunities? What publications are supported by the association and are their different sections of the discipline represented on the webpage? Also, what did you learn about the disciplines after exploring these websites? LASTLY, how do the disciplines compare, how do they differ?

History	<a href="https://www.historians.org/">https://www.historians.org/</a>	American Historical Association
Anthropology	<a href="https://www.americananthro.org/">https://www.americananthro.org/</a>	American Anthropological Association
Political Science	<a href="https://www.apsanet.org/">https://www.apsanet.org/</a>	Amer Political Science Assoc
Archeology	<a href="http://www.saa.org/">http://www.saa.org/</a>	Society for Amer Archeology
Sociology	<a href="http://www.asanet.org/">http://www.asanet.org/</a>	Amer Sociological Association
Philosophy	<a href="https://www.apaonline.org/">https://www.apaonline.org/</a>	Amer Philosophical Association
English	<a href="https://www.mla.org/">https://www.mla.org/</a>	Modern Language Association
International Rel.	<a href="http://www.isanet.org/">http://www.isanet.org/</a>	International Studies Association

- September 11-13 Hesse-Biber, chapter 3
- **Assignment 2—due September 13**
  - **Research/project finalized September 13**

Answer the group of four questions in the **Reflexivity: Tips for Student Researchers** exercise on page 45 of the text. Be sure to incorporate themes and ideas from the readings in this chapter. Your essay should be approximately **700 words**. You should also aim to reflect on these questions with particular attention to the research project you would like to undertake this semester.

- September 18-20 Hesse-Biber, chapter 4  
<http://rcb.tamu.edu/humansubjects/hot-topics-2>

**Read for Thursday, the IRB Hot Topics for research with human subjects at TAMU. Be sure to read what requires an IRB determination.**

- September 25 Primary and Secondary Sources/data  
<http://www.presidency.ucsb.edu/data.php> explore this website and bring to class examples of what are primary and secondary data sources

- September 27 Archival research—read the article at the link below and posted on e-college  
<http://files.archivists.org/pubs/UsingArchives/Using-Archives-Guide.pdf>
- **Research/project abstract due and initial list of sources/literature—use the Chicago style for creating your bibliography—I will provide you with a cheat sheet for this.**
  - **Assignment 3—we will complete in class—be sure to bring a laptop or tablet to access the internet**

- October 2-9 Hesse-Biber, chapter 5, additional reading posted on e-college  
 Read Workbook E-in-depth interviewing guide—especially pages 3-12 that contain the parts—1. Developing the sampling strategy and 2. Writing an in-depth interview guidelines.
- **Assignment 4—due October 9**

Design an in-depth interview survey instrument to examine the voting behavior of millennials—it is widely believed that millennials, while they may register to vote, do not actually participate in the voting process. Your tentative hypothesis is to research why millennials do not vote. Your survey instrument should aim to understand the dynamics of non-voting among millennials. Be sure to define who you

would study, how you will find your participants, types of interview questions you will ask, how you will establish rapport, what markers will you use, and lastly, reflect on the insider/outsider status of yourself conducting this survey.

**See handout on the six categories of questions: background/demographic; experience/behavior; opinion/value questions; feeling questions; knowledge questions; sensory questions.** Remember that the categories of questions you select will drive your interview questions and you should aim for a combination of categories.

We will compare our survey instruments in class and work to build one final document.

- October 11-16      Hesse-Biber, chapter 6
- October 16, draft literature review due—this should be approximately 5-7 pages and your literature review should be a summary of the existing literature, a critique of that literature and the gaps in the literature—this provides the rationale, justification for your study. **Please submit your literature review through e-college using Turnitin.**
  - In class project on focus-groups. Many universities are now using focus-groups to assess teaching and learning. We will design a focus group project to provide feedback on course evaluations.
- October 18      Oral History as a method of data collection.
- Read the Oral History Association's, "Principles and Best Practices: Principles for Oral History and Best Practices for Oral History" posted on e-college and located at <http://www.oralhistory.org/about/principles-and-practices/>
- October 23-25      Hesse-Biber, chapter 7
- **Assignment 5. Due October 25.** In approximately **1000 words**, imagine a fieldwork situation in which you are trying to conduct research, be sure to specify the location and objective of your research. Identify three problems that you are likely to encounter in this field research and how you might deal with them based on the readings and your own engagement with the local culture and the needs of your research project.
  - Revised literature review due October 25 **using Turnitin on e-college.** In class, submit a one-two page description of the methodology that you will use to conduct your research.
- October 29      Hesse-Biber, chapter 8
- November 1      no class
- November 6-8      Hesse-Biber, chapter 9
- Content analysis, discourse analysis
- November 13, 20      Hesse-Biber, chapter 11 and 12
- **Methodology draft due on November 13---details provided in class**

- **Draft poster emailed to me by November 13**

Nov 27-Dec 4

Class presentations of research design/project power point posters

- Final papers due on December 4. **Submit your final paper through E-college using Turnitin.**

### **Academic Integrity:**

“An Aggie does not lie, cheat, or steal or tolerate those who do.” I will not tolerate cheating or plagiarism on any assignment. If you cheat or plagiarize you will not receive any credit for that assignment. For further information please see the Honor Council Rules and Procedures at <http://www.tamug.edu/HonorSystem>

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit <http://www.tamug.edu/counsel/Disabilities.html>

**Attendance Policy:** Attendance is required. I will only take late work or allow make-up work if it is university excused absence. Please see rule 7 below.

[http://www.tamug.edu/stulife/Academic\\_Rules/7\\_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html))

### **Additional class tools.**

### **Importance of a Good Literature Review**

**...in the social sciences, a literature review usually has an organizational pattern and combines both summary and synthesis, often within specific conceptual categories.** A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information in a way that informs how you are planning to investigate a research problem. The analytical features of a literature review might:

- Give a new interpretation of old material or combine new with old interpretations,
- Trace the intellectual progression of the field, including major debates,
- Depending on the situation, evaluate the sources and advise the reader on the most pertinent or relevant research, or
- Usually in the conclusion of a literature review, identify where gaps exist in how a problem has been researched to date.

**The purpose of a literature review is to:**

- Place each work in the context of its contribution to understanding the research problem being studied.
- Describe the relationship of each work to the others under consideration.
- Identify new ways to interpret prior research.
- Reveal any gaps that exist in the literature.
- Resolve conflicts amongst seemingly contradictory previous studies.
- Identify areas of prior scholarship to prevent duplication of effort.
- Point the way in fulfilling a need for additional research.
- Locate your own research within the context of existing literature [very important].

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Fink, Arlene. *Conducting Research Literature Reviews: From the Internet to Paper*. 2nd ed. Thousand Oaks, CA: Sage, 2005; Hart, Chris. *Doing a Literature Review: Releasing the Social Science Research Imagination*. Thousand Oaks, CA: Sage Publications, 1998; Jesson, Jill. *Doing Your Literature Review: Traditional and Systematic Techniques*. Los Angeles, CA: SAGE, 2011; Ridley, Diana. *The Literature Review: A Step-by-Step Guide for Students*. 2nd ed. Los Angeles, CA: SAGE, 2012.