I. LOCATOR INFORMATION

Course Number and Name:  **SOCI 610 D1 Online: Sociology of Education**

Semester: Fall 2010

Course Location and Meeting Time: **Online  Semester Starts: January 7-May 4, 2012**

Instructor: Dr. Jilly M. Ngwainmbi

Office Location: TS 204 B

Office Telephone: 672-1004

E-mail: jngwainmbi@uncfsu.edu

Office Hours: MWF 12:00PM-2:00PM  Also by Appointment

**The primary means of instruction and communication for this course will be email, “Announcements”, “Discussion Board”, and “Virtual Classroom” on in Blackboard.**

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

II. COURSE DESCRIPTION

**SOCI 372 D1 Online: Sociology of Education**

**SOCI 610 Sociology of Education:** Examines the American public school as a social organization. It focuses on the interrelations among social stratification, community power structure, school personnel, and the school. The course also analyzes the classroom as a social system and examines the emergence and nature of student culture
The course underscores the role of the American educational system as an arena for social class reproduction. Different theoretical approaches to the American public school system are also discussed.

III. DISABLED STUDENT SERVICE

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK


*To order Textbook, call 1 800 922-0579*

V. STUDENT LEARNING OUTCOMES

A) Course Objectives:

The primary objectives of the course are to:

1) Expose students to different theoretical approaches to the American public school system;

2) Provide students with a better understanding of the functions of the public school system Sociology;

3) Expose students to the class reproduction mechanism, gender and racial inequalities embedded in the American education system;

4) help students understand the origin and nature of student culture and its implications for student behavior and educational success; and

5) Establish the link between theoretical approaches, the educational policy process, and social problems associated with American education.

B) Behavioral Outcomes

Upon completion of this course, students should be able to:

1) Analyze different aspects of American public school system from each of the sociological theoretical perspectives;

2) Write scholarly sociological papers;
3) Understand basic methods of sociological investigation and analysis;

4) Understand the basic social processes of public education policy;

5) Identify the role of American education system in racial gender, and class inequalities in the American society.

C) GENERAL LEARNING GOALS OF THE COURSE

The primary goal of the course is to help students understand the theoretical approaches in sociology and their application to American public school system. This is intended to provide students with analytical skills useful in analyzing and understanding different aspects of American public education system.

A second goal is to expose students to the relationship between the American education system and gender, racial, and class inequalities which exist in the American society today.

A final goal is to expose students to various methods of sociological investigation and the craft of scholarly paper writing in sociology.

D) SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

E) NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Social Studies Standards</th>
<th>NCATE Standard(s)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social studies teachers have a broad knowledge of content.</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
<tr>
<td>2. Social studies teachers know the content</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Classroom</td>
</tr>
</tbody>
</table>
appropriate to their teaching specialty.

3. Social studies teachers connect social studies with the broad curriculum.

<table>
<thead>
<tr>
<th>National Council for the Social Studies Standards</th>
<th>Assessment (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Culture and Cultural Diversity.</strong></td>
<td>Exams; Quizzes; Classroom discussions; In-class exercises; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
<tr>
<td><strong>1.5 Individuals, Groups, and Social Institutions.</strong></td>
<td>Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
<tr>
<td><strong>1.9 Global Connections.</strong></td>
<td>Exams; Quizzes; Classroom discussions; In-class exercises; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
</tbody>
</table>

_F) NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)_

*Include the NCSS standards and the assessment(s). Only include the standard or standards you will address in this course._
G) NCDPI CORE STANDARDS

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Core Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers know the content they teach.</td>
<td>Exams; Quizzes; classroom Discussions; In-class exercises.</td>
</tr>
<tr>
<td>6. Teachers respect and care about students</td>
<td>Classroom discussions; In-class exercises</td>
</tr>
</tbody>
</table>

H) NCDPI DIVERSITY STANDARDS

Include the NCDPI Diversity Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Diversity Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.</td>
<td>Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective assignment; Case studies; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
</tbody>
</table>

I) TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

Include the NCDPI Technology Standards, and the assessment(s). Only include the standard or standards you will address in this course. Some technologies for the course may include: productivity tools (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, Blackboard, grade book, video camera, Smart board. Please list any technologies that you will use in the course.

<table>
<thead>
<tr>
<th>NCDPI Technology Standards</th>
<th>Technological Applications Used in this Course</th>
</tr>
</thead>
</table>
1. Teachers demonstrate a sound understanding of technology operations and concepts.

Internet; Blackboard; Email; PowerPoint; Grade book; Smart board; Virtual Classroom presentations; Group Projects on Discussion Board.

J) DISPOSITIONS

Directions: Check all that apply. Dispositions will be addresses through the readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions checked below.

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Appreciates and engages in self-reflection</td>
<td>Dresses appropriately for the setting</td>
</tr>
<tr>
<td>X Shows a commitment to ongoing learning</td>
<td>X Is punctual</td>
</tr>
<tr>
<td>X Desires to learn and apply new technologies</td>
<td>X Attends class regularly and participates in class</td>
</tr>
<tr>
<td>X Is receptive to new ideas and feedback</td>
<td>X Completes assignments and tasks in a timely manner</td>
</tr>
<tr>
<td>X Writes and speaks clearly and effectively</td>
<td>X Willing to go beyond required assignments</td>
</tr>
<tr>
<td>Uses culturally sensitive language when communicating with families</td>
<td>Shows imitative and motivation</td>
</tr>
</tbody>
</table>

Professional Dispositions and Qualities

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Believes all children can learn</td>
<td>X Displays high and ethical professional standards</td>
</tr>
<tr>
<td>X Understands the culture of students and their families</td>
<td>X Is honest and dependable</td>
</tr>
<tr>
<td>X Values and respects diversity and individual differences</td>
<td>X Is courteous and respectful</td>
</tr>
<tr>
<td>X Demonstrates flexibility and adaptability</td>
<td>X Has a positive professional attitude</td>
</tr>
<tr>
<td>Treats all students fairly and equitably</td>
<td>X Accepts and uses constructive criticism</td>
</tr>
<tr>
<td>X Is sensitive to the feelings of others</td>
<td>X Maintains emotional control and appropriate behavior</td>
</tr>
<tr>
<td>X Interacts appropriately and positively with others</td>
<td></td>
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</tbody>
</table>
VI. COURSE ARRANGEMENTS

Lectures, small group discussions, and student reports will be used as teaching techniques.
Lectures for the course will focus on major theorists, their theoretical formulations, and the key social issues or problems they intended to address.

Student group discussions and reports will focus on the application of a sociological theory or sociological perspective to a social problem or issue of the students’ choice.

A) COURSE REQUIREMENTS

Minimal requirements for this course are as follows:
-- Regular attendance, determined by recording students’ regular and timely responses to Discussion Board assignments
-- informed participation in assigned and group activities on Discussion Board
-- satisfactory and timely completion of writing assignments
-- satisfactory performance on all examinations
-- reading copies of group presentations and providing students’ comments, questions, and suggestions

B) CLASS POLICIES

1) Attendance policy for this course will be based on student participation in “Discussion Board” exercises and projects. Students are strongly encouraged to participate regularly in all “Discussion Board” exercises, assignments, discussions and projects.

2) In addition to the reading assignments from the text, the course will include a number of brief assignments that will require reading and writing.

3) There will be four tests, one mid-term examination and one final examination. Tests and Examinations will be a combination of multiple choice and true/false questions. Dates and times for tests and examinations will be announced through E-mail and “Announcements” on Blackboard. No make-up tests or examinations will be given except in cases of dire emergency. In such cases, arrangements should be made with the instructor before the regular test or examination date.
4) All tests and examinations will be timed and each student must take them at the exact times as scheduled. The tests and examinations MUST be submitted at least five (5) minutes before the time allowed expires. If a student fails to follow this fair warning and spends more time taking the test or examination and consequently, the computer does not grade and record her or his test or examination, the student will get a zero for that particular test or examination.

5) NO student shall attempt to print or save any test or examination. Any such attempt is promptly recorded by the computer and communicated to the instructor. If any student fails to follow this fair warning and attempts printing or saving any test or examination, the penalty is a zero for that particular test or examination.

C) **Teaching Strategies:**

The teaching strategies used in this course will include a combination of lecture, use of “Discussion Board” for specified exercises and assignments, especially group projects, and the use of “Virtual Classroom” for lectures. Audio and Visual materials will be used as needed, based on accessibility to students.

D) **GROUP PROJECTS**

The main objective of these projects is to provide students with an opportunity to analyze a particular social problem or social issue related to education of their choice from a specified theoretical perspective.

The main focus of the group projects will be on the application of the different theoretical perspectives in sociology to the analysis of social problems or social issues.

The group must be prepared to respond to clarification questions from the instructor and the other members of the class. Every member of the group is expected to participate fully in all group activities and discussions. Each member of the group must be assigned a specified task as her or his responsibility. The grade for this component of the final grade is group based. It is not determined on an individual basis. However, group members are held responsible both as individuals and as a group. If a student fails to participate or collaborate with other group members in all the group activities leading up to the group presentation, the student will receive a zero for this component of the final grade. See “Assignments” on Blackboard for a detail description, instructions and allocation of points for each item of the group project.

Note: It must be emphasized that it is the responsibility of each student, NOT that of the group coordinator, to seek out and contact members of her or his group to ensure full participation and collaboration. This assignment must be guided by the detail description, instructions and allocation of points for each item as provided here. The main objective of these projects is to provide students with an opportunity to analyze a particular social problem or social issue related to education of their choice from a specified theoretical perspective.
VII. COURSE EVALUATION AND GRADING POLICY AND SCALE

Grading Scale

A.................................................................92 - 100
B..............................................................................83 - 91
C...........................................................................73 - 82
F...............................................................LESS THAN 73.
I...........................................................................Incomplete

Grades for the course will be based on the following:

Tests........................................................................20% of the final grade

*Attendance and Informed Participation.................................10% of the final grade

**Group Research Proposals..............................................20% of the final grade

Mid-term Examinations......................................................25% of the final grade

Final Examination................................................................25% of the final grade

Total.............................................................................100%

*Attendance and Informed Participation- Successful completion is determined by: 1) each student’s timely interaction with group members relative to group project assignments on “Discussion Board.” This means actually counting each student’s responses to requests for contributing ideas and material for the group research proposal; and 2) each student’s timely reading of copies of the research proposals of other groups and submitting her or his own pertinent, relevant comments, questions, and suggestions to the leader of her or his group via email on or before the due date.

**Group Research Proposals- Successful completion is determined by: 1) each student’s timely interaction with group members with respect to the group research proposal; and 2) making valuable contributions to her or his group’s proposal that are clearly identifiable under her or his name in the final copy of the group research proposal, submitted to the instructor for grading.

Important Note: These two components of the final grade (Group Research Proposals and Attendance and Participation) are very important and will determine your successful completion and passing of this course. You are, therefore, encouraged to take them very seriously and do what is asked of you as a group and as individuals.
FORMULA FOR COMPUTING FINAL GRADE

The following formula will be used to compute the final grade for this class:
(Extra Credit + Test#1 + Test#2 + Test#3 + Test#4 divided by 4), which account for 20% of final grade + Attendance and Participation, which account for 10% of final grade + Group Research Proposals, which account for 20% of final grade + Mid-term, which accounts 25% of final grade + Final Exam, which accounts for 25% of final grade, Total=100% or more depending on whether student earned points for extra credit or not.

VIII. SELECTED REFERENCES


Selected Readings From Major Sociological Journals

- American Journal of Sociology
- Annual Review of Sociology
- Journal of Marriage and Family
- Social Problems
- Sociological Quarterly
- American Sociological Review
- Journal of Crime and Delinquency
- Social Forces
- Sociological Inquiry
- The American Sociologist

IX. COURSE OUTLINE AND ASSIGNMENT SCHEDULE

This calendar is subject to change or adjustment as needed throughout the semester.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
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<tbody>
<tr>
<td>1</td>
<td>Course orientation</td>
<td>Sociology of Education: A Unique Perspective on School</td>
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<td>The Field of Sociology of Education 2</td>
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<td></td>
<td></td>
<td>What Sociologists Study 3</td>
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<td></td>
<td>Why Study Sociology of Education? 3</td>
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<td>Kinds of Questions Asked by Sociologists of Education 5</td>
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<td>Theoretical Approaches and the Development of Sociology of Education 6</td>
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<td>Functionalist Theory 7</td>
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<td>Conflict Theory 10</td>
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<td>Interaction and Interpretive Theories 13</td>
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<td>Recent Theories in the Sociology of Education 14</td>
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<td>American Sociology of Education 16</td>
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<td></td>
<td></td>
<td>The Open Systems Approach 16</td>
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<td></td>
<td>Research Methods in Sociology of Education 21</td>
</tr>
<tr>
<td>2</td>
<td>Conflicting Functions and Processes in Education: What Makes the System Work</td>
<td>Chapter/TOPIC II</td>
</tr>
<tr>
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<td></td>
<td>Conflicting Functions of Education 27</td>
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<tr>
<td></td>
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<td>The Importance of Processes in Educational Systems 29</td>
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<tr>
<td></td>
<td></td>
<td>The Function of Socialization: What We Learn and How We Learn It 29</td>
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</tbody>
</table>
The Early Childhood Education Controversy 30
Role of the Media and Commercials in Socialization 32
The Function of Cultural Transmission and Process of Passing On Culture 36
Some Factors Affecting Learning 37
How to Pass On Culture 38
What Culture to Pass On 39
The Function of Social Control and Personal Development 47
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Test #1

3 Education and the Process of Stratification Chapter/TOPIC III

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Group # 1 Presentation: Structural- Functionalist Perspective

4 Race, Class, and Gender: Attempts to Achieve Equality of Educational Opportunity Chapter/TOPIC IV

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Integration Attempts 111
Educational Experience of Selected Minorities in the United States 116
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Immigrants 118
Asian American Students 120
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Gifted Students 125
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5 The School as an Organization

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Characteristics of Bureaucracy 140
Development of Schools as Bureaucracies 145
Problems in Educational Bureaucracies 147
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Centralized versus Decentralized Decision Making: The Fight over Control of Schools 149
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Group #2 Presentation: Conflict Perspective

6 Formal School Statuses and Roles: "The Way It Spozed to Be" Chapter/TOPIc VI

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The School Organization and Roles 158
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Students and the Informal System 205
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School Value Climate and Student Achievement 205
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8  The Informal System and the "Hidden Curriculum":
What Really Happens in School?  Chapter/TOPIC VIII

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A Symbiotic Relationship  Chapter/TOPIC IX

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Group #4 Presentation: Postmodernist Perspective

13 Educational Movements and Reform Chapter/TOPIC XIII

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Open Systems Approach to Change 406

Review for Final Examination

Final Examination
X. ASSIGNMENTS: GROUP RESEARCH PROPOSALS

The main objective of the group research proposal is to provide students with an opportunity to select a research topic related to education, use the theoretical perspective assigned their group, and develop a detailed research proposal for that particular topic.

The group research proposals are designed to stimulate a critical examination of the Theoretical Perspective assigned the group, the different components of the research proposal and to generate meaningful group discussions of the different steps of the research proposal.

Each group member must be assigned specific items of the proposal to prepare and present to the group which examines, makes corrections, and includes in the final copy to be emailed to members of the class and the instructor as a Microsoft Word File attachment. The emphasis is on student interaction. Group members are encouraged to engage in meaningful interaction during the process of putting the research proposal together.

Each group must make a Microsoft Word version of its research proposal available to all members of the class through an e-mail, sent to all members of the class one week prior to the date the group project is due. Each member of the class must read it very carefully and very critically and then generate comments, questions, and suggestions to be placed at the end of its group’s final Microsoft Word version of the project that is submitted to the instructor for grading. I strongly urge you all to take time and carefully read through each group’s research proposal, since this will help you tremendously in formulating your own pertinent, relevant comments, questions, and suggestions.

The groups are assigned as follows:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Date Due to Class Members</th>
<th>Due Date to Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Functionalist Perspective</td>
<td>Friday, April 13, 2012</td>
<td>Saturday, April 21, 2012</td>
</tr>
<tr>
<td>2) Conflict Perspective</td>
<td>Friday, April 13, 2012</td>
<td>Saturday, April 21, 2012</td>
</tr>
<tr>
<td>3) Interactionist Perspective</td>
<td>Friday, April 13, 2012</td>
<td>Saturday, April 21, 2012</td>
</tr>
<tr>
<td>4) Feminist Perspective</td>
<td>Friday, April 13, 2012</td>
<td>Saturday, April 21, 2012</td>
</tr>
</tbody>
</table>

DUE DATES FOR SUBMISSION OF PERTINENT, RELEVANT COMMENTS, QUESTIONS AND SUGGESTIONS

| Submission to Coordinator | Wednesday, April 18, 2012 |
| Submission to Instructor by Coordinator | Saturday, April 21, 2012 |
Each group’s Research Proposal must follow and be guided by the outline and points allocated to each item on the following Point Allocation Page:

<table>
<thead>
<tr>
<th>Outline Item</th>
<th>Points Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Introduction: Specify topic and provide rationale for choice of topic and theoretical framework</td>
<td>2 points</td>
</tr>
<tr>
<td>2) Purpose or objective of study: Clearly state the purpose or objective of study, major research question, and hypothesis</td>
<td>4 points</td>
</tr>
<tr>
<td>3) Conceptualization: This really involves defining the concepts exactly the way you will use them in your study and the variables associated with those concepts guided by literature review</td>
<td>3 points</td>
</tr>
<tr>
<td>4) Research method (Is it: Comparative research; Content analysis; Evaluation research; Existing data research; Experiments; Field research; Historical research or Surveys)</td>
<td>1 point</td>
</tr>
<tr>
<td>5) Population and Sampling: This involves determining who you want to be able to draw conclusions about (unit of analysis) and who you will observe (unit of observation). Decide on the appropriate sampling method-&gt;determined by your research objective or purpose</td>
<td>3 points</td>
</tr>
<tr>
<td>6) Operationalization: Show precisely how concepts will be measured empirically</td>
<td>2 points</td>
</tr>
<tr>
<td>7) Observations: Data collection process-&gt;determined by your research method-&gt;Mailed questionnaires, interviews, telephone interviews, participant/non-participant observations, experiments etc</td>
<td>1 point</td>
</tr>
<tr>
<td>8) Data Processing: This involves the classification (coding), if the data are from a survey, of written-in answers and the transformation of all the information to some computer format</td>
<td>1 point</td>
</tr>
<tr>
<td>9) Data Analysis: Specify how the collected data will be manipulated and conclusions drawn that reflect on the interests, ideas and theoretical framework</td>
<td>1 point</td>
</tr>
<tr>
<td>10) Final Conclusions-&gt;Report expected findings and limitations</td>
<td>2 points</td>
</tr>
</tbody>
</table>

Total.......................................................................................….........................20 points

**Take Note**: This Outline and Point Allocation Page above MUST become the second page (the page after the Title page) of your final paper submitted to the instructor for grading.
This assignment requires proper acknowledgment (citation) of sources and at least ten relevant references.

Three Examples of Proper Acknowledgment (Citation) of Sources

1) According to Drugger (1988) in black culture, employment is an integral, normative, and traditional component of the roles of wife and mother.

2) Women’s excitement with these opportunities which had been denied them for many years (Fuhrmann et al. 1991).

3) In 1972, "female seniors were much more likely than their male peers to enroll in a vocational education program" (Green 1993: 2).

References


INSTRUCTIONS AND GUIDE FOR GROUP RESEARCH PROPOSALS

Very Important Note: Procedure for the submission of your pertinent, relevant comments, questions, and suggestions will be done by GROUPS.

For example:

For Group #1->There will be one email from Group #1 containing:

A) Group Research Proposal and Course Name, e.g. Group Research Proposal for SOCI 610 D1 in the Subject Box of the email;

B) Attachment with a Microsoft Word Copy of Group #1 Research Proposal; and

C) Names and pertinent, relevant comments, questions, and suggestions of each member of Group #1. This means, each member of Group #1 will send an email with an attachment containing a Microsoft Word Copy of her or his pertinent, relevant comments, questions, and suggestions THREE days prior to the due date for submission of pertinent, relevant comments, questions, and suggestions to me:
1) first to the coordinator of Group #1; and 2) then the coordinator of Group #1 will, in turn, send me an email containing an attachment with a Microsoft Word Copy of Group #1 Research Proposal and the pertinent, relevant comments, questions, and suggestions of all the members of Group #1, including those of the coordinator, on the due date for the submission of pertinent, relevant comments, questions, and suggestions.

Let us assume that Group #1 has four members and there are four groups for this assignment, the email that I will receive from the coordinator will look like the following:

A) Group Research Proposal and Course Name: Group Research Proposal for SOCI 610 D1 in the Subject Box of the email;

B) Attachment with a Microsoft Word Copy of Group #1 Research Proposal; and

C) Group #1 Members’ pertinent, relevant comments, questions, and suggestions:

1) Anna M. Jones (coordinator):
Her pertinent, relevant comments, questions, and suggestions for the Research Proposals of all the groups except her own group i.e. for Groups 2, 3, and 4.

2) Edward F. James:
His pertinent, relevant comments, questions, and suggestions for the Research Proposals of all the groups except his own group i.e. for Groups 2, 3, and 4.

3) Mary N. Johnson:
Her pertinent, relevant comments, questions, and suggestions for the Research Proposals of all the groups except her own group i.e. for Groups 2, 3, and 4.

4) Leslie T. Thompson:
Her pertinent, relevant comments, questions, and suggestions for the Research Proposals of all the groups except her own group i.e. for Groups 2, 3, and 4.

Based on this example, it means I will get only four emails (since there are four groups), each from the coordinator of each group. Individual emails of pertinent, relevant comments, questions, and suggestions are absolutely unacceptable. Do not waste your time sending one because it will simply be disregarded.

This same procedure, described above, will apply to all the groups.
**Important Note:** It is on the basis of your pertinent, relevant comments, questions and suggestions that your Attendance and Participation Component (10%) of the final grade will be determined.

**RESPONSIBILITY FOR COMPLETING GROUP RESEARCH PROPOSAL**

Note that it is the responsibility of each group member to contact other members of the group immediately so that the group can meet either physically or electronically via email or Group Discussion Board to assign tasks and responsibilities. Every member of a group **MUST** participate fully and in an informed manner in order to receive credit for this important component of the final grade.

It must be emphasized that the role of the coordinator of each group is mainly to coordinate, convene meetings and facilitate group discussions and activities. It is, however, **NOT** her/his responsibility to find or run after group members to ensure: 1) the fulfillment of their responsibilities; 2) the completion of their tasks; and 3) their participation in group meetings and discussions.

Every member of the class should be reminded that the coordinator is **required** to provide the instructor with information regarding participation or non-participation of members of the group. It goes without saying that non-participation of any member results in a **ZERO** for this important component of the final grade.

Note that the Group Research Proposal is 20% (20 points) of the final grade and participation in the preparation and completion of each Group’s Research Proposal, and providing pertinent, relevant comments, questions and suggestions is 10% (10 points) of the final grade. For more information, see Syllabus or the file under “Course Documents” titled Components and Formula for Computing Final Grade.

**THE EDUCATIONAL BENEFITS OF THE GROUP RESEARCH PROPOSALS**

1) They clarify and reinforce the basic steps of the research proposal;

2) Students who have grasped the basic logic involved in the process and steps of the research proposal serve as teachers and assist others in the group to grasp them too;

3) They provide students with opportunities to learn the skills of public speaking and research presentations;

4) They help in clarifying and reinforcing the relationship between theoretical frameworks and research;

5) They teach the value and importance of team work at the workplace; and

6) They help students synthesize and integrate theory and research.
I very strongly believe that effectiveness and success in the process of learning requires a very frank and honest dialogue between students and instructor. Please take a few minutes and provide thoughtful and honest responses to the questions below. Remember that your feedback is going to be very useful in assisting us make changes and adjustments in this course to facilitate the learning process, thereby helping us, as well as other students in future, all learn. Thanks for your assistance.

1) What do you consider to be the main weaknesses of the course up to this point?

2) What do you consider to be the main strengths of the course up to this point?

3) What do you dislike most about the course up to this point?

4) What do you like most about the course up to this point?

5) What can the instructor do differently to help you learn more during the next half of the Semester?

6) The study guides for tests and exams are:
   Clear. Yes _____ No____. If no, explain.
   Helpful. Yes _____ No____. If no, explain.

7) The instructions and guide for group projects are:
Clear. Yes _____ No____. If no, explain.

Helpful. Yes_____ No ____. If no, explain.

8) Circle the means of communication that is most helpful to you and explain why.

E-mail     Telephone

Explain why:

9) The time allowed for each test or exam is enough Yes_____ No____ If no, explain

10) General Comments: