The course will use *Blackboard* for announcements, course materials, readings, discussions and grades.

**Course Description:**
The primary goal of this seminar is to help you in completing the second-year research paper requirement. Towards that end, the seminar will: First, instruct students in the conceptual and pragmatic issues associated with empirical research. We will focus on fundamental issues such as the construction of literature reviews, the translation of theoretical questions and concerns into empirical projects, and the design and implementation of empirical studies. Second, assist students in bringing their own empirical research to completion. As a result, enrolled students are expected to make substantial progress on these projects, especially given the feedback and dialogue that will occur throughout the semester.

**Responsible Conduct of Research:**
As part of the Graduate School’s Responsible Conduct of Research requirement, the course will also cover several aspects of this program as they relate to aspects of research, writing, and submitting research papers. These topics are indicated as *(RCR: ____)* throughout the syllabus.

**The Art of Writing:**
Listed on the syllabus on March 6, *The Art of Writing*, is a presentation by someone from The Writing Center to talk about writing research papers. However, if you feel you need help with your writing as you are developing the sections of your paper, please take advantage of the resources of The Writing Center. In the past they have been very helpful helping students in this seminar.

**Course Requirements:**
All final grades will take the form of either “Satisfactory” or “Unsatisfactory.” As long as students meet the following requirements responsibly, they will receive a “Satisfactory.”

**Attendance:**
Seminar students are expected to attend each class meeting. If you must miss a class, please let me know ahead of time so that we can make arrangements.

**Presentations:**
On several different occasions, each student will present some aspect of his or her research project in class: introduction, literature review, methods section, findings, discussion and conclusion. We will set the schedule for these presentations early in the semester.

**Class Participation and Discussion:**
Active participation requires adequate preparation. Students therefore must read the assigned material before class and develop their own assessment of this material. Such careful preparation will improve the quality of class discussion. The weekly material will often include the work of your fellow students. All seminar students will review this work and then provide comments, questions and suggestions at the seminar meeting. Of course, class discussion should be both informed and respectful; moreover, it should be of the type where all can raise questions, explore ideas, and express misgivings.

**Final Paper:**
Each student will submit a final paper by 4:00 p.m. on Monday, May 7. Although this paper may not be the final version of the graduate program’s research paper requirement, the paper should be a version that takes into account the feedback received throughout the semester and that represents a significant movement towards completion of the research paper requirement.

**Course Resources:**
Given that this is neither a methods course nor a theory course, the readings are geared toward helping students as they complete their own research. As a result, the readings fall into three broad categories: (1) Reflection pieces on different aspects of graduate training and research, (2) empirical articles from which we will focus on specific aspects/sections, and (3) sections of your own research papers. All readings will be available on Blackboard. *Students should post their files to Blackboard by 4:00 p.m. on the Friday prior to the meeting during which the class will discuss their work.*

**Course Schedule:**

**January 16:** Introductions, Overview of the Course, and Synopses of Research Papers

**January 23:** Considering the Graduate School Experience (RCR: Collaboration)

*Assignment and Presentations: Selected Papers for Your Research*


**January 28:** No Class Perhaps?

**February 06:** The Paper Requirement, Advising, and Feedback (RCR: Mentoring)
Assignment and Presentations: Outline of Your Research Paper

“Research Paper Requirement” section of the Department of Sociology’s Graduate Handbook.


February 13: Writing an Introduction and Framing the Paper

* Assignment and Presentations: Introduction Sections


February 20: Building an Argument I: Theory

* Assignment and Presentations: Background sections

Lareau 1987 (up to “Research Methodology”)

February 27: Building an Argument II: Literature Review and Hypotheses

* Assignment and Presentations: Background Sections

Correll 2004 (up to “The Experiment”)

March 06: Considering the Art of Writing

*Presentation: Writing Center Fellow


March 13: Spring Break, No Class

March 20: Presenting the Methods Section (RCR: Data Practices)
Assignment and Presentations:  Methods sections

Lareau 1987 (“Research Methodology”)

Correll 2004 (from “The Experiment” up to “Results and Discussion”)

March 27:  Sorting through the Findings

Assignment and Presentations:  Results of Analyses


April 03:  Sorting through the Findings

Assignment and Presentations:  Results of analyses


April 10:  Submitting for Publication and Responding to Reviews (RCR:  Authorship and Peer Review)

Presentation:  The paper submission process and experience


April 17:  Presenting the Results and Drawing Conclusions

Assignment and Presentations:  Results and Discussion/Conclusion sections

Lareau 1987 (from “Teachers’ Requests for Parental Involvement” to the end)

April 24:  Presenting the Results and Drawing Conclusions
* Assignment and Presentations: Results and Discussion/Conclusion sections

Correll 2004 (from “Results and Discussion” to the end)

May 01: Final Papers

Final papers are due Wednesday, May 08 at 4:00 p.m. Submit one hard copy in my mailbox and one email attachment.