

## EDUC 400: Senior Research Seminar

Trinity College Fall 2022

Meeting Time: Tuesdays & Thursdays 10:50am-12:05 PM

Meeting Place: SH – T302

Professor: Britney Jones, Ph.D. (she/her)

Office Hours: Tues. 1:00-2:30pm; Thurs. 1:00-2:30; by appointment [calendly.com/profbjones](https://calendly.com/profbjones)

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### **Course Objectives:**

This seminar fulfills the senior exercise requirement for all Education Studies majors. The course is designed to guide students through the design and execution of an independent research project related to their interests. In the seminar we focus on refining a researchable question, collecting and analyzing data, and presenting research findings orally and in writing. The seminar format affords students the opportunity to offer and receive feedback from peers throughout the process. As such, a portion of our course periods will be designated for lectures or learning around a thematic focus and the remainder of each session will be devoted to discussing your independent projects.

### **Readings:**

<b>Required</b>	Lareau, A. (2021). <i>Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up</i> . University of Chicago Press.
<b>Recommended</b>	Creswell, J. W., & Creswell, J. D. (2017). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> . Sage publications.
<b>Other</b>	<ul style="list-style-type: none"><li>• I will provide hard copies or e-copies of any additional required readings at least one week in advance.</li><li>• I also recommend that students make use of the repository of prior students' senior research projects. That is available at <a href="https://digitalrepository.trincoll.edu/educ_etd/">https://digitalrepository.trincoll.edu/educ_etd/</a></li></ul>

## **Academic Policies**

### **Face Mask Requirement**

Per Trinity College policy, you are required to wear a face mask in the classroom, from the beginning to the end of class. Masks must cover your nose and mouth completely. There are no exceptions to this policy.

### **Accommodations for Students in Isolation or Quarantine (subject to change)**

If any student (or I) must isolate or quarantine I will distribute a Zoom meeting link to allow students to participate virtually or to hold class virtually. You must notify me via email as soon as possible (preferably 24 hours before class) if you have tested positive and need access to this virtual option.

If you are in isolation or quarantine, *and* feeling healthy, you are required to attend virtual class sessions. Excused absences from a virtual class session are only permitted if you are ill and provide documentation from the health center.

### **Class Attendance and Participation Policy**

“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” bell hooks, *Teaching to Transgress* (1994), p. 8. Excellent class participation includes the following:

- *Attending all classes from start to finish.* More than two absences will affect your grade, except in cases of illness, religious observances, or family emergencies. Absences for these reasons may be made up through an alternative assignment. You must email me to receive permission to complete a makeup assignment.
- *Coming prepared to each class.* Come to each class having completed all required readings and assignments and with all necessary materials, such as readings and assignments. Arrive on time and ready to engage.
- *Actively engaging in class discussions.* Make thoughtful and analytic contributions to discussions based on completed readings and assignments.
- *Listening and responding to others with **respect**.* Make space for others to share their perspectives and opinions in class discussions. Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument. Be open to learning from others’ experiences, perspectives, and interpretations.

### **Use of Electronics**

You may bring a laptop to class only for the purposes of accessing electronic copies of course readings and to take notes. Please refrain from using your laptop or phone for non-class-related purposes. *Linked to participation points.*

### **Late Assignments**

You are each entitled to one 48-hour extension, no questions asked. You may use these extensions for any assignment. When you submit the assignment on Moodle, please note in the comment box that you are using the extension. Other than the use of these extensions, late assignments will be penalized with a 10% deduction for every 1 to 24-hour period beyond the deadline. Exceptions will be granted only for documented family or medical emergencies.

### **Re-Writes**

If I recommend that you re-write an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

### **Accessibility**

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation.

Student Accessibility Resources can be reached by emailing [SARC@trincoll.edu](mailto:SARC@trincoll.edu).

### **Intellectual Honesty**

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no

matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

You may use any citation style (e.g., APA, Chicago, MLA), as long as you do so consistently. If you have any questions about how to cite another author's work appropriately, or how to draw upon another author's work without plagiarizing, please ask me.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

### **Helpful Things to Know (Adapted with thanks to Dr. Eve Ewing)**

#### **Trinity College Writing Center**

We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment at (or walking into) the Trinity College Writing Center located at 115 Vernon (the English Department Building) in Room 109. If you visit the Writing Center for support on an Analysis Paper or Curriculum Project paper, you will receive extra credit (1 point).

#### **Trinity College Library.**

Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Although you can make an appointment with any librarian, Rob Walsh, our social science librarian, has particular expertise in the library sources relevant to our class. You can email him at [Robert.Walsh@trincoll.edu](mailto:Robert.Walsh@trincoll.edu) or make an appointment on the library website.

#### **Student Technology Assistants.**

The Student Technology Assistants (STA) work with Trinity's Research, Instruction, and Technology (RIT) staff to provide in-person and remote assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at [sta-help@trincoll.edu](mailto:sta-help@trincoll.edu) or visit them in person (they are normally located in the Center for Educational Technology- LITC 105).

#### **SensusAccess File Converter.**

If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with

the written text. Trinity's RIT website includes additional details on the SuccessAccess File Converter.

### **Title IX Resources and Mandated Reporting.**

As a faculty member, I am considered a "Responsible Employee." This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with Trinity's Title IX Coordinator or Deputy Coordinator. See Trinity's Title IX website for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to "Privileged Employees" at the following places:

*Spiritual and Religious Life, Trinity College Chapel, (860) 297-2013*

*Counseling and Wellness Center: (860)-297-2415*

In addition, the following "Confidential Employees" are required to report basic information about alleged incidents, but will not disclose names or other details that may reveal individuals' identities, unless there is imminent harm to the campus or person/s disclosing.

*The Health Center: Trinity Hall, (860) 297-2018*

*Women & Gender Resource Action Center (WGRAC), Mather Hall, 2<sup>nd</sup> Floor, (860) 297-2408*

*Queer Resource Center (QRC), 114 Crescent Street, (860) 987-6273*

**Mental Health.** Many of us face issues with our mental health over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the pandemic and other national and global events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the Counseling and Wellness Center, or call (860) 297-2415. These services are free and confidential.

**Learning During the Pandemic.** We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.

### Course Evaluation/Grades:

Assignment/Expectation	Description	Point Value
Preliminary Research Plan	Submit/upload the most up to date version of your (Junior) Research Plan	1
Class Participation	Students must attend and participate in seminar discussions and class activities	20
CITI Certification/IRB Protocol	All students will obtain CITI Certification. Students whose research requires IRB approval must secure IRB approval.	2
Research Memos (Progress Reports)	Students will complete three memos/progress reports describing how they see their problem of practice, research topic, research questions, and research plan coming together and prioritize areas for feedback for peer reviews	9
Peer Reviews	Peer review of classmates' writing 2-3 paragraphs each, uploaded to Moodle	3
Annotated Bibliography	Students will provide citation and abstract for at least three key articles for their literature review and write a brief statement (3-5 sentences) explaining how the article relates to the purpose of their study.	5
Data Analysis Tool (Codebook)	Students will create a codebook (or other relevant analytic tool) to aid in the data analysis process	5
Literature Memo	Students use the articles selected in	5

	their annotated bibliography to practice crafting an argument/making the case for their study in a 1 page memo	
Methods Memo	Students will summarize their research methods in a 1-page memo	5
Preliminary Presentation Slides	Students will submit a draft of their public presentation slides	5
Preliminary Draft	Students will combine their revised research plan, literature draft, and methods draft, along with a preview of their findings into a 5-7 page draft of their paper	5
Public Presentation	Students will each deliver a 10-minute presentation of their research projects to peers and invited guests. Students will nominate a guest evaluator several weeks in advance	15
Final Paper	Students will incorporate feedback from their public research presentation into their final paper to be submitted by December 19	20

*All seminar participants are welcome and strongly encouraged to submit their final project to the online repository. However, anyone who wants to be eligible for honors in Ed Studies must deposit their final paper in the repository.*

## **Notes on Student Research Expense Funds:**

The Ed Studies Program has reserved up to \$100 per senior to pay for documented expenses needed to complete your thesis research, and additional funds may be requested for special circumstances. Past students have used research expense funds for: reasonable incentives for interview participants; hourly stipends paid to other students to help translate or conduct additional interviews; essential books or materials that are not available through the Trinity Library; curriculum materials for research projects involving classroom learning

To request funds, discuss your plan in advance with the Educ 400 instructor, then submit a short written explanation and paper receipt for reimbursement. Requests will be processed the Ed Studies Administrative Assistant, and it usually takes at least 3 weeks to receive your check. Paying for expenses with cash is usually the best strategy. If you pay with a credit or debit card,

Trinity also requires a copy of the charge on your online or monthly statement, and redacting other data on that page is acceptable. If needed, you also can ask an Ed Studies faculty member to charge your expense to their credit card, and they will be reimbursed directly. To pay an hourly stipend to a Trinity student worker, the Ed Studies Director and Administrative Assistant usually need to submit a payroll authorization form.

### **Research Project Criteria**

1. The student poses a thought-provoking, researchable question (or hypothesis) and explains its significance to educational studies.
2. The student connects the question to the existing research literature (secondary sources) and moves beyond into new territory.
3. The student identifies and uses the most appropriate primary sources and research methods for his or her study.
4. The student presents a clear and insightful thesis that directly addresses the research question (or hypothesis).
5. The student's thesis is persuasive: supported with convincing evidence and analysis.
6. The student's paper/presentation recognizes and/or challenges inequalities relevant to their topic of study.
7. The student's paper/presentation is well-organized, and includes sufficient background for audiences unfamiliar with the topic.
8. The student cites sources in an acceptable format so that future readers may easily locate them. [Relevant for the final paper, not the presentation.]
9. The student follows ethical guidelines for research.



Read and reflect on all the assigned readings before class on the date they are listed.

Date	Topic	Readings/Activities	Assignments Due
September 6	Course Introduction/ Approaches to Research	*Syllabus Review  *Junior Plans Revisited	
September 8	Research Topic & Questions	Lareau Chapter 1 (Introduction) & Chapter 2 (Before You Begin)  *Sample IRB Review Activity	Progress Report Memo #1  Junior Plan (Most Up-to-Date version)
September 13	Reviewing the Literature	Lareau Chapter 3. Preparing  *Literature Review Roadmap	IRB submitted  CITI Certification Completed
September 15	Excavating Research Articles	<b>Resource:</b> Creswell Chapter 2. <i>Review of the Literature</i>	Annotated Bibliography
September 20	Methods	Chapter 3- Designing a Qualitative Study In Creswell, J.W. (2006). <i>Qualitative Inquiry &amp; Research Design: Choosing among five approaches</i> (2 <sup>nd</sup> .ed., pp. 15-33). US: Sage Inc.  <b>Resource:</b> Creswell Chapter 1. <i>The Selection of a Research Approach</i>	Peer Review 1
September 22	Qualitative Methods	Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. <i>The qualitative report</i> , 15(3), 754-760. <a href="https://oer.pressbooks.pub/howdyorhello/back-matter/appendix-qualitative-interview-design/">https://oer.pressbooks.pub/howdyorhello/back-matter/appendix-qualitative-interview-design/</a>  *Draft Interview Protocol  <b>Resource:</b> Creswell Chapter 9. <i>Qualitative Methods</i>	
September	Qualitative	Lareau Chapters 4 (Learning to	

27	Interviewing	Interview) & 5 (How to Conduct a Good Interview)  *Interview Practice *Feedback/Revise Interview Protocol	
September 29	Analyzing Interview Data: Setting Yourself Up for Success	Lareau Chapter 7. Writing High-Quality Field Notes  *Field Note Practice  <i>Resource: David Silverman. "Developing Data Analysis" Chapter 13 in Doing Qualitative Research.</i>	
October 4	Analyzing Interview Data: Coding Interview Transcripts	Lareau Chapter 8. Data Analysis  *Coding Practice	
October 6	Guest Speaker/ Working Groups		Create an Analysis Tool (Codebook)
October 11	Trinity Days	No	Class
October 13	Research Meeting	*One-on-one meetings  Lareau Chapter 9. Writing	Progress Report Memo #2
October 18	Writing Your Research Part I	Battle & Barnes. Academic Writing Flowchart  Read at least one Senior Research Project from a previous year.	
October 20	Writing Your Research Part II	Guest Speaker  <i>Resource: Pages 177-183 of Chapter 9. Writing a Qualitative Study In- Creswell, J.W. (2006).</i>	Literature Memo

		<i>Qualitative Inquiry &amp; Research Design: Choosing among five approaches (2<sup>nd</sup>.ed., pp. 15-33). US: Sage Inc.</i>	
October 25	Working Groups		
October 27	Writing Your Research Part III		Methods Memo
November 1	Working Groups		
November 3	Ensuring Alignment	Creswell Chapter 6. The Purpose Statement  *Draft Purpose Statement (pp. 127-128)	Progress Memo #3
November 8	Writing Your Research Part IV	*Share Findings Updates	Peer Review 2  Guest Evaluator List
November 10	Infographics and Data Displays	Naparin, H., & Saad, A. B. (2017). Infographics in education: Review on infographics design. <i>The International Journal of Multimedia &amp; Its Applications (IJMA)</i> , 9(4), 5.	
November 15	Writing Your Research Part V	Chapter 10. Standards of Validation and Evaluation In-Creswell, J.W. (2006). <i>Qualitative Inquiry &amp; Research Design: Choosing among five approaches (2<sup>nd</sup>.ed., pp. 15-33). US: Sage Inc.</i>	Peer Review 3
November 17	Research Meetings	One-on-one meetings	
November 22	Research Meetings	One-on-one meetings	
November 24			
November 29	Summarizing Your	*Abstract drafting practice	Preliminary

	Research-Abstracts		Presentation Slides
December 1	Mock Presentations		Preliminary Draft
December 6	Working Groups		
December 8	Working Groups		Final Presentation Slides
December 13	Public Presentations 9:30-11:30am; 2:00-3:30pm		Final Presentation
December 19	Final Draft Due		

\*In class activities