

SOC-S 498: Honors Thesis Seminar 1 (Section 3654)

Fall 2024

Tuesdays & Thursdays

1:15 PM-2:30 PM

BH 018

Course Information

Professor: Steve Benard

Office: BH 748

Office Hours: T 10:00am-12:00pm or by appointment

Email: sbenard@iu.edu (Please put "S498" first in the subject line)

Course webpage: Available on Canvas (<https://canvas.iu.edu/>)

Class Location: BH 018

Course Description

This course is designed to help you produce original, high-quality research for your sociology honors thesis. It will be different from other courses you have taken because we will focus on developing and answering your research questions. Creating new knowledge is hard, and it is normal to experience setbacks or feel frustrated as part of this process. At the same time, you can study something that truly interests you, and tackle questions that no one else has answered. This is one of the most exciting and rewarding aspects of doing research. The research, reasoning, data collection, and analysis skills you develop will be useful for many career or graduate school pathways.

This course is part of a two-course sequence with SOC-S499 in the Spring. In the Fall course, you will develop your research question, design your research, obtain IRB approval, and begin collecting data. We will have writing assignments to help you draft portions of your thesis. In the Spring, you will complete any remaining data collection/analysis and finish writing your thesis, working with the mentor you have arranged to work with in an independent study format. I will be coordinating the mentoring program, checking in on your progress, and organizing our end-of-the-year research poster exhibition.

Course Objectives

After completing the two-course sequence, students should be able to:

- Use existing literature to develop a sociological research question, identify the significance of that question, and make hypotheses about what you might find.
- Select and justify a research plan for answering your research question.
- Design and carry out a research project that answers your research question.
- Analyze sociological data to identify an answer to your research question and support that answer with evidence.
- Write a report that describes the findings from a sociological research study and discusses their sociological and societal implications.

In Class

The content of each class will vary, based on the goals we are working towards at the time. Please see the course overview (below) for the plan for each week of the semester.

Canvas Page

The course is organized into modules on Canvas. Each module includes any downloadable readings and a place to submit any assignments due that week.

Required Readings

All required readings can be downloaded from Canvas, in the module for the week they are due. You do not have to purchase anything for this course.

Contact and Office Hours

My email address is sbenard@iu.edu. Please put "S498" in the subject line, this will help me prioritize student emails. I will reply as soon as I can, typically within 1 business day. In very busy times in the semester, it may take slightly longer.

I am available to respond to short questions via email; for longer questions I can help you more effectively in office hours. I do not check Canvas notifications frequently, so it is better to get in touch via my IU email, come to office hours, or talk to me in class.

My office hours are T 10:00am-12:00pm. You can sign up for office hours at <https://prof-benard.youcanbook.me>. You can also walk in, but students with appointments have priority. If you would prefer to meet via Zoom there is a place to indicate this when you sign up for a meeting. If you don't have availability during these times, you can contact me to set up another time to meet.

Evaluation

In this course, there are three bases of evaluation: writing, workshop/meeting assignments, and IRB training and approval. This course is graded out of a total of 240 possible points.

Please title your assignments using this format: s498_ your iu user id _assignmentname

Assignment	Value	Due
<i>Written Assignments:</i> We have several written assignments due during the semester, described in detail in the week they are due ("Course Overview" section, below). Written assignments are due by class time on the first class of the week unless otherwise noted.		
Preliminary Proposal	25 Points	Week 5
Data Collection Plan	25 Points	Week 8
Research Instrument or Analysis Plan	50 Points	Week 11 (class 2)
Preliminary Thesis Draft	50 Points	Week 17 (finals week)
<i>Workshop/Meeting Assignments:</i> You will present your progress in class four times during the semester, and also schedule a total of 5 individual meetings with me:		
Present your research question, and discuss the	10 points	Week 2

research questions in the assigned readings		
Present your data collection plan	10 points	Week 7
Present your research instrument	10 points	Week 11
End of semester research presentation	10 points	Week 16
5 in-person meetings with me for individualized feedback on your project	10 points each	Weeks 6, 9, 11, 13, 15
<i>IRB Assignments:</i> Ethics training and review is an important part of the research process. All researchers must complete the ethics training, and all research conducted at IU must pass IRB approval. If you do not complete these assignments, you will not be able to begin data collection and will receive an incomplete for the semester.		
Complete all IRB trainings and submit your completion certificates.	Ungraded, but you cannot proceed to S499 without completing this requirement.	Week 3, Day 2
Receive IRB approval for your project by the end of the semester at the latest.	Ungraded, but you cannot proceed to S499 without completing this requirement.	Ideally by Week 15, but by the last day of class at the latest

Sharing your Research

An important part of the research process is sharing your work with other audiences. In the Spring, you will present your research at a poster session held on campus. Some honors students choose to submit their work to sociology conferences. Several regional and one national conference are listed below. If you are interested in submitting to these conferences, make sure to check the due date – many due dates were not yet posted at the time the syllabus was finalized.

Midwest Sociological Society

2024 Annual Meeting: Chicago, IL, March 13-16

Submission deadlines are typically November, January for poster presentations

<https://www.themss.org/annual-meeting>

North Central Sociological Association

2024 Annual Meeting: Lexington, KY, April 4-5

Submission deadlines are typically November 1st

<https://www.ncsanet.org/annual-meeting/>

American Sociological Association

202g Annual Meeting: Chicago, IL, August 8-12

Submission deadlines are typically in January

<https://www.asanet.org/2025-annual-meeting/>

Funding your Research

The Hutton Honors College has competitive grant funding you can apply for to fund your research, or travel to present your research. Make sure to check the due dates online – 2025 due dates were not always available at the time the syllabus was finalized, but I have included the typical timeline for the grants.

Hutton Honors College Research Grant

Up to \$1,500 for Spring 2024

Applications due Last Friday in October

<https://hutton.indiana.edu/funding/grants/research-grant.html>

Hutton Honors College Travel Grant

Up to \$600

Applications should be submitted as soon as you have received acceptance to the conference.

<https://hutton.indiana.edu/funding/grants/hhc-travel-grant.html>

Hutton Honors College Thesis Award

Applications typically due first Friday in February

Note: this may be too late to be useful for your thesis; I encourage you to apply for the research grant listed first instead.

<https://hutton.indiana.edu/funding/grants/hhc-thesis-award.html>

Requesting A Letter of Recommendation

If you would like to request a letter of recommendation for applying to graduate schools, fellowships, jobs, grants, or other reasons, please keep the following in mind:

- You need to let me know at least **four weeks** before the application deadline. Good quality recommendation letters take time to write, and I write a lot of letters. If you do not give me sufficient notice, *I will not have time to write you a high-quality letter.*
- Recommendation letters are honest appraisals of your work that provide specific examples. If you often miss class or are unprepared, are distracted or distracting in class, do not complete assignments, or complete them poorly, I will not have sufficient positive content for your letter.
- If you ask me to write a letter for you, you need to give me your personal statement, resume or CV, and a list of the jobs/ schools, addresses, deadlines, and instructions for submitting the letter *in a well-organized format* to ensure that your letter goes to the right place at the right time.

Course Policies

Academic Integrity: As a student at IU, you are expected to adhere to the standards contained in the *Code of Student Rights, Responsibilities, and Conduct* (the *Code*). Holding all students to the standards outlined in the *Code* ensures the value of the degree that you are earning from IU and is valuable training for maintaining ethical standards in the work that you will do in the future for yourself or an employer. Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Academic integrity violations include: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic

dishonesty. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source must be fully acknowledged. Students should not share their completed work with any other students. If plagiarism or other cheating occurs, both students involved will be considered responsible even if the student sharing their work was unaware that academic misconduct would occur or had occurred. Ignorance of what constitutes academic misconduct or plagiarism is not a valid excuse. In addition, submitting content generated by another person or via an artificial intelligence program (such as ChatGPT, Bard, Google Translate, Dall-E, etc.), and posting questions from quizzes/exams or assignments or downloading answers from online sources are all considered academic misconduct. All suspected violations of the *Code* will be reported to the Dean of Students (Office of Student Conduct) and handled according to University policies. Sanctions for academic misconduct in this course may include a failing grade on the assignment, a reduction in your final course grade, or a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification from your instructor in advance.

Generative AI: According to the *Code of Student Rights, Responsibilities, and Conduct*, plagiarism is “presenting someone else’s work, including the work of other students, as the submitting student’s own. A student must not present ideas or materials taken from another source for either written or oral use without fully acknowledging the source, unless the information is common knowledge.” Cheating is “using, providing, or attempting to use or provide unauthorized assistance, materials, information, or study aids in any form.” (II: Responsibilities B.4,a and c) Your use of anyone else’s (or any AI system’s) words, graphic images, calculations, or ideas should be properly cited. AI generators/programs such as ChatGPT, Grammarly, QuillBot, Spinbot, Dall-E, etc. should not be used for any work for this class without explicit permission of the instructor and appropriate attribution. AI text generators should not be used for:

- Creating or revising drafts
- Editing your work
- Reviewing a peer's work

The use of generative AI platforms will be considered plagiarism and/or cheating and will be reported to the Dean of Students (Office of Student Conduct) and handled according to University policies. Sanctions for academic misconduct in this course may include a failing grade on the assignment, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Contact your instructor if you have questions.

Note Selling: Various commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor’s notes/study guides or uploading course assignments to these sites (even after the course has ended) in exchange for access to materials for other courses is not permitted. Violations of this policy will be reported to the Dean of Students (Office of Student Conduct) as academic misconduct. Sanctions for academic misconduct for this action may include a failing grade on the assignment for which the notes/study guides or assignments have been being uploaded, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member’s notes/study guides individually or on behalf of one of these

services using IU email or via Canvas, may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Online Course Materials: The instructor teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. Some of the course content may be downloadable, but you should not distribute, post, or alter the instructor's intellectual property. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor.

GroupMe and Other External Messaging Platforms: Please note that you may receive emails from other students about joining GroupMe, Discord, or similar external group messaging platforms for individual classes via Canvas. Even though invitations to join the group may be issued through Canvas, they do not imply the endorsement of the course instructor. While platforms like GroupMe, Discord, etc. can be an effective way of contacting classmates and clarifying information related to the course, they can also be source of unauthorized information sharing or collaboration among students. Collaborative effort on assignments, quizzes, and exams, including sharing or discussing answers when the instructor has not expressly authorized collaboration, is considered cheating. If academic dishonesty occurs via GroupMe or a similar messaging platform, everyone involved in the thread may be found responsible for academic misconduct since membership in the group suggests that they have been able to view the information shared.

Respect for others: In class discussion, it is natural that some people will have different perspectives. It is normal for people to disagree, but it is important to do it in a mature and thoughtful manner. You are expected to be polite and respectful to all members of the class at all times.

Accessible Educational Services (AES): Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact Accessible Educational Services at <https://studentlife.indiana.edu/care-advocacy/iub-aes/index.html> or 812- 855-7578 as soon as possible if accommodations are needed. The office is located in Eigenmann Hall #001.

Bias Incident Reporting: Bias-based incident reports can be made by students, faculty, and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) fill out an online report at <https://reportincident.iu.edu/>; 2) call the Dean of Students Office at (812) 855-8187. Reports can be made anonymously at <https://reportincident.iu.edu>.

Sexual Misconduct & Title IX: IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can

make an appointment with the IU Sexual Assault Crisis Services at (812) 855-8900, or contact a Confidential Victim Advocate at (812) 856-2469 or cva@indiana.edu. University policy requires me to share certain information brought to my attention about potential sexual misconduct with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

Digital Access: Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you may need digital devices to access readings, and complete and submit written assignments.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me and/or the teaching assistant if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that Indiana University provides, including:

- Free on-campus wireless internet (wifi) access through the “IU Secure” network.
- Free software for download and for cloud-based use.
- Free unlimited, secure online storage through OneDrive (a great way to back up files).
- Free 24/7 IU tech support (e.g., email, Canvas, wifi, printing, device setup, etc.).
- Free in-person tech support at the Learning Commons in the Wells Library and in IMU room M089.
- Discounts on devices from leading technology companies, including Apple, Dell, and Microsoft.

Student Advocate’s Office: If you experience a personal issue that affects your academic work, and you do not feel comfortable discussing it with your instructors, I encourage you to visit the Student Advocate’s Office:

<https://studentlife.indiana.edu/care-advocacy/advocates/index.html>

See the next page for the course overview →

Course Overview

Part 1: Developing Research Questions, Motivations, and Theories

Week 1: Introduction and Overview – August 27 & 29

- This week, we will discuss how the honors program works, plans for the semester, and begin to talk about your research ideas in class.

Reading: For class 2 (Thursday), Schwartz, “The importance of stupidity in scientific research” (1p).

Week 2: Developing a research question – September 3 & 5

- This week, we will work on developing your research questions and the motivations for those questions

Assigned: Bring a statement of your research question to class on Tuesday, 9/3
Be prepared to present your topic, research question, and motivation. You should also be able to discuss examples of these concepts in the readings.

Reading: Firebaugh. “Chapter 1: The First Rule.” Seven Rules for Social Research (16p).
Gu and Xu, “Dignity in Red Envelopes”, **pages 1-5** (5pp)
Faris, Felmlee, and McMillan, “With friends like these...”, **pages 673-676** (3pp).

Week 3: Research ethics/IRB applications/Literature Introduction – September 10 & 12

- This week, we will spend one day focused on research ethics, and one day preparing for your literature reviews next week
- Tuesday, September 10 – Preview of conducting a literature review
- Thursday, September 12 – Ethics training and learning how to apply for IRB approval. Adam Mills from the IU IRB will come to class to discuss obtaining IRB approval for your research.

Assignment: Complete IU’s Conflict of Interest Disclosure and the CITI ethics training, and submit your completion certificates through Canvas. You will not be able to collect data for your thesis without following these steps.

Conflict of Interest Disclosure: <https://research.iu.edu/compliance/conflict-interest/disclosure.html>

CITI Training: <https://research.iu.edu/training/citi/index.html>

For the CITI training, click on “Accessing Indiana University/IU Health CITI training” window, then click the “I have an IU Username and Password” button. Once you log in and provide some information, the CITI website will tell you which course(s) you need to take. It will most likely be the Social/Behavioral Researchers Course. If you’ve already taken the course and it hasn’t expired, you don’t need to re-take it.

Week 4: Begin reviewing the literature – September 17 & 19

- This week, we will discuss how to find sources and develop your literature review. I discuss common issues and questions, and help you with any issues you have run into

Reading: Writing Sociology, Ch. 3, “The Literature Review”

Assigned: Find and read three articles for your honors thesis. The articles should be from well-known sociology journals. Take notes on all three articles and import the references into a reference manager.

- One from the Annual Review of Sociology on your topic
- One “classic” article on the topic
- One recent article that you think might be a good model for your thesis (though your thesis will likely be a scaled-down version of what you see in the article)

Week 5: Developing a theory – September 24 & 26

- We will discuss what a theory is, how they are used in different contexts, and why they are useful. We will also begin workshopping your theory ideas in class.

Reading: Creswell, “Chapter 3: The Use of Theory” (19pp).
Pfaffendorf, “Wayward Elites...”, pages 113-118 (5pp)
Offer and Fischer, “Difficult People...”, pages 111-117 (6pp)

Assigned: Submit a 3-4 page preliminary proposal that explains (1) your research question, (2) the motivation for your research question, (3) the theory you will use to answer your research question, and (4) the hypotheses you will test, if any. Do the readings before you write the proposal – they will help you with the theory section. Be prepared to present and workshop your theory in class.

Week 6: Part 1 wrap-up - October 1 & 3

- In this week, we wrap up part one and finalize research questions, motivation, and theory, before moving on to planning our data collection.
- Instead of meeting as a class, we will use class time for individual meetings in my office to discuss your project and plans for the next steps.

Reading: Identify and read three more articles or one book for your project. Take notes on the articles/book and add them to your reference manager software.

Assignment: Sign up for a 20-minute meeting with me to discuss your project.

Part 2: Designing Your Research

Week 7: Research design – October 8 & 10

- In class, we’ll discuss the steps you will need to take to collect your data, depending on the nature of your project. We will also workshop your data collection ideas in class.

Reading: Massengill, Reynolds, and Wherry, Chapter 5, “Methods” (8pp)

If you are planning to analyze existing survey data, create your own survey, or conduct an experiment, read: Creswell, “Chapter 8: Quantitative Methods” (25pp).

If you are planning to conduct interviews, an ethnography, or content analysis, read Creswell, “Chapter 9: Qualitative Methods” (26pp)

Assignment: Develop an initial plan for data collection. You do not need to turn anything in this week, but you should come to class ready to spend about 10 minutes presenting your data collection plan to the class.

If you are collecting your own data, you should be prepared to discuss: (1) what kind of method you plan to use, (2) what variables you will need to collect/observe, (3) what data source you plan to use/how you will collect the data, (4) what you see as the main challenges or problems.

If you are planning to use secondary data, you should be prepared to discuss: (1) the dataset you would like to use, (2) how these data were collected, (3) what variables you will analyze, and (4) what you see as the main challenges or problems.

Week 8: Research design 2 – October 15 & 17 (no Class October 17th)

- Now that you have a better idea of what your project will look like, you will begin developing a more specific plan for your research. One way to get started is to use an existing article as a guide.
- October 15: we will discuss applying for research grants, discuss your model articles, and help you make progress on your research design

Reading: Find and read an article in a sociology journal that you would like to use as a model. This article should be one that is not already in your reading list. Your project will be smaller in scale than a published article. For example, a published interview-based paper might have 50 interviews, and your project might have 15. Think of the article as more of a guide or an outline. For example, you might borrow (with attribution) some survey or interview questions, and then add new variables and/or study a different population.

Assignment: Using the article you found as a model, create a 2-page description of your proposed research design. If you are using secondary data, you can find information about the design of the survey you are using on the website hosting the data, and in the codebook for the survey. Your research plan should include the following sections:

- **Research question:** Restate your research question and hypotheses, to remind the reader what you will be testing with the design.
- **Design:** a brief paragraph summarizing the independent and dependent variables, what comparisons you will make, and how they will be measured.
- **Sample/Participants:** a description of the people who will participate in your research. You should explain how many people will participate, how they will be recruited, how you will obtain informed consent, and whether and how respondents will be compensated.

- **Data Collection Plan:** Here, you discuss the details of the design. Explain what data you plan to collect, how you plan to collect it, and how it will let you answer your research questions.
 - For secondary data, you should describe the independent, dependent, and control variables you plan to examine. Then, you should explain the specific comparisons you plan to make with these data to test your research questions.
 - If you are fielding your own survey or experiment, you should explain the variables you plan to collect, and how they will be collected. Explain how each will be used to answer your research questions.
 - For interview-based studies, you should describe the kinds of questions your plan to ask participants, the themes you expect to code for, and how these will help you answer your research questions.
 - For ethnographic projects, you should describe your research site, how you will access it, the behaviors you plan to observe, the themes you plan to code for, and how these will help you answer your research questions.

Week 9: Instrument Design Meetings – October 22 & 24

- Instead of meeting as a class, we will use class time for individual meetings in my office to plan how to turn your research design into a research instrument. If you are working with secondary data, you can work on your analysis plan.

Reading: Choose one, based on the kind of research you plan to conduct:
 Schuman, “Sense and Nonsense about Surveys” (if designing your own survey)
 Simpson, “Choosing an analysis plan” (secondary data)
 Legard, Keegan, and Ward, “In Depth Interviewing” (interviewing)
 Duneier, “How Not to Lie with Ethnography” (participant observation)

Assignment: Sign up for a 20-minute meeting with me to discuss your project.

Week 10: Instrument Design Workshop – October 29 & 31

- In class, we will discuss and provide feedback on your research instruments and analysis plans.

Assignment: Create a draft of your research instrument (survey or interview guide) to share with the class. If you are using secondary data, read the codebook and make a list of the independent, dependent, and control variables you plan to use your analysis.

Week 11: Finalize Research Instruments - November 5 & 7

- This week, we will have individual meetings so I can help you finalize your research instruments and analysis plans.

Assignment: If you are collecting your own data, finalize your research instrument. If you are conducting a secondary data analysis, develop a list of the statistical analyses you plan to conduct.

Sign up for a 20-minute meeting with me to discuss your project.

Part 3: Fielding Your Research

Week 12: IRB Application - November 12 & 14

- With your research instrument and analysis plan complete, you can now submit your IRB application. It should be submitted by the end of the day on Thursday, November 8th
- On Tuesday, November 6th, we will have an in-class refresher on how to submit an IRB application. On Thursday, November 8th, I will use class time for additional office hours to help with any last-minute IRB questions.

Assignment: Complete and submit your IRB application. Forward the submission confirmation to me.

Helpful IRB Links:

Levels of Review: <https://research.iu.edu/compliance/human-subjects/submissions/new-studies.html>

Protocol Decision Tree: <https://research.iu.edu/compliance/human-subjects/review-levels/protocol-decision-tree/index.html>

KC IRB Tutorial: <https://www.youtube.com/watch?v=Q2M6S8xqEkY>

Week 13: Preparing for Data Collection - November 19 & 21

- You will use this week to prepare for data collection while you wait for IRB approval. We will have individual meetings instead of meeting as a class.

What you will do this week depends on your mode of data collection:

- If you are conducting interviews, you should do a practice interview with a friend, and begin scheduling interviews for Week 15 and 16.
- If you are fielding your own survey or experiment, you will want to begin programming your questionnaire in Qualtrics
 - Qualtrics Beginner Tutorial: <https://www.youtube.com/watch?v=xJIhd5LmlYw>
 - Getting Started with Qualtrics: <https://www.qualtrics.com/support/survey-platform/managing-your-account/creating-account-logging/?parent=p001035>
- If you are analyzing secondary data, you should begin working on your data cleaning file. This is the code that will get your data into Stata and into a form that you can analyze.
 - UW's introduction to Stata:
https://sscc.wisc.edu/sscc/pubs/intro_stata/intro_stata1.htm
 - A very brief overview of data cleaning: <https://agrogan1.github.io/Stata/cleaning-data-with-stata/cleaning-data-with-stata.html>
 - UCLA's guide to cleaning data in Stata:
<https://stats.oarc.ucla.edu/stata/seminars/stata-data-management/>
 - Stata's data management playlist (short blog entries on specific data cleaning tasks): <https://blog.stata.com/2017/11/15/data-management-made-easy/>
- If you are interested in using R, IU has an introduction here:
<https://scholarworks.iu.edu/iuswrrest/api/core/bitstreams/14eaa53-6b4c-4910-80fe-3c50130ea653/content>

Assignment: Prepare for data collection as described above.
Sign up for a 20-minute meeting with me to discuss your project.

Week 14: Thanksgiving - no class – November 26 & 28

Week 15: Data Collection - December 3 & 5

- Assuming we have IRB approval this week, you are ready to begin data collection. We will have individual meetings this week.
- If the IRB returns your proposal unapproved, you should respond to the comments and resubmit ASAP, at the latest by the end of the week.
- If you are conducting interviews, you can begin interviewing your respondents as soon as you have IRB approval.
- If you are fielding your own survey or experiment, you may still be programming your Qualtrics survey. Complete a draft of it this week and ask a few friends to test it for bugs.
- If you are analyzing secondary data, finish cleaning the data by the end of this week.

Assignment: Complete the tasks described above.
Sign up for a 20-minute meeting with me to discuss your project.

Week 16: Data Collection & Presentations - December 10 & 12

- This week you will present your project so far to the class
- You will also continue with data collection or analysis:
 - For qualitative projects, continue with interviews or observations
 - If you are fielding your own survey or experiment, you should be finalizing your Qualtrics survey this week
 - If you are analyzing secondary data, begin your analysis do-file. Begin by producing tables of demographics & descriptive statistics.

Assignment: Present your research so far in class.

Final Assignment: Preliminary Thesis Draft – Due 12/17/2024

Your thesis draft should build on the previous assignments, and should include revisions based on the feedback you have received from me and during our in-class workshops. You will likely not be finished analyzing your data, and you may still be collecting data. The draft should be about 8-10 pages, not counting appendices or supplementary materials.

Your thesis draft should include the following components:

- Introduction
- Motivation
- Research question
- Hypotheses
- Methods
 - Data source
 - Data collection procedures (if applicable)
 - Data analysis plan
- Preliminary findings/description of work completed so far
 - If you are analyzing secondary data, include your descriptive statistic, and any other analyses you have conducted.

- If you are conducting interviews, discuss any patterns you have noticed in the interviews you have conducted so far.
- Future work: what do you still need to do to complete your thesis?
- Reference list
- Supplementary materials (e.g., interview guides, codebooks, Stata/R code, etc.)