This is a seminar about the nature of research and scholarship for the first year cohort of students admitted to the joint program in Social Work and Social Science. The overall question for the seminar is the nature, place and practice of scholarship in a complex multidisciplinary context that emphasizes learning about not only the requirements of developing basic knowledge as an end in itself but also the skills, processes, procedures and routines associated with the use of that knowledge to help solve problems that impinge on, or directly disrupt the quality of peoples lives. This seminar focuses on the early stages of the development of scholarship that will set the stage for success in this complex task.

Throughout this term we will discuss theoretical and empirical advances that have been made in these various domains and consider their implications for policy and practice. In addition faculty will describe their own research, how its was conceived, executed and disseminated, so as give students a direct sense of different styles of scholarship, as well as increased knowledge of domains of research with which they may wish to be associated in the future.

**Design**

The emphasis of this class will be on discussion, and on the exchange of ideas and information. Each class will involve readings from the assigned texts or from other assigned readings. In addition we will be engaging in discussion and exchange with a number of faculty who will talk to us about different fields of scholarly inquiry, as well as about their own work as scholars and researchers.

**Course Requirements:**

- **Class Participation - 50 points**

In our first class session each student will sign up for in a group that will facilitate one class session during the term. Group presentations should be focused on a
A substantive topic that is of interest to all group members. Each presentation should include the following:

- Three to four readings on the topic that draw on both the social science and the social work literature. Readings must be available for all students through our ctools course site or in the doctoral office for duplication one week before the class session.
- A presentation (or presentations) on this topic by the class members and/or a social work faculty member who does research on this topic. I can be a resource for you if you need one for locating a faculty speaker.
- Questions, writing assignments, or other activities that will engage class members in further exploring or analyzing the topic.

Class participation will be evaluated through peer feedback and self-evaluation forms. Each group will receive a group grade for their presentation. These evaluation forms are at the end of this course outline for your review.

- **Integrative Paper -- 50 points**

Each student will develop an individual paper that will begin to identify and define a substantive area of study and research that could focus her study in the doctoral program. The paper should describe the substantive area, include a review of major studies in the area, and identify research problem(s) related to the area that can focus future work. This paper could relate to your research internship requirement or social work specialization if you wish. Use sections 2–4 of Booth, Columb, and Williams in developing the paper. This paper should be approximately 20 pages long (excluding references) and include the following sections:

A. Introduction
   - Identify the substantive (problem, issue, or topic) area
   - Describe the nature, prevalence, and consequences of the substantive area
   - Discuss how this substantive area relates to both social work and social science theories and concerns
   - Summarize the structure of the paper (identify subsequent sections)

B. Identify and Critique Key Empirical Studies
   - Review 12 to 15 empirical studies related to your substantive area – these articles should include both social work and social science resources
   - Organize your article reviews by pertinent themes and summarize the studies by selected themes
   - Include tables and/or figures to organize studies by themes in order to support this review

C. Develop a Research Problem and Questions
   - Summarize the body of research you have reviewed in Section B:
     - Offer conclusions about the state of knowledge in the substantive area
ii. Identify one or two gaps in existing knowledge related to the area or problem
iii. Provide one to three research questions that might be used to direct your future work in this area

Texts and other Reading Material
There are two textbooks for the course. Both are available for purchase at Shaman Drum bookstore and are on reserve at the Social Work Library.


Additional readings will be available on our ctools website or in the PhD office for duplicating.

Grading
The overall grade for the course will be based on class participation and the final written assignment. Their respective weightings are 50% and 50%.

At the end of the term, the sum of the numerical grades earned for each element of the course will translated into letter grades using the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
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</tbody>
</table>

A Grades are given for exceptional individual performance. Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. A D indicates deficient performance. Assignments turned in on time can be revised if students desire.

Please talk with me if you have further questions regarding any aspect of the grading policy and requirements delineated here.

Other course related issues
Accommodations for students with disabilities
If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology
Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Religious Observances
Please notify me if religious observances conflict with class attendance or due dates for assignments so that I can make appropriate arrangements.

Electronic Devices
In consideration of your classmates and your own learning please turn off all telephones and pagers during class. I prefer that you receive no messages during class time; if you must be on call for an emergency; please let others know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Overview of Class Sessions

Session I: Monday, January 9 -- The University as Context.

Readings:

Goldsmith, Komlos, & Gold: Chapters 1 – 3. (You will probably want to read through chapters 1 & 2 selectively. Please read Chapter 3 more carefully).

Writing due at the beginning of the class – Please bring in a copy for others to read

The title of this paper is “Do I Really Want to be Here?” Reflect on Gumport’s article and how it relates to the material in chapters 1 – 3 of Goldsmith, et. al. What did you think of the advice, observations and arguments made in the readings? Do they seem valid to you? Why or why not? How did you imagine universities as places to study and work before you got here? How have your views changed? What are the implications if Gumport’s article for your graduate training and subsequent career? Write no more than four pages.

Session II. Monday, January 23 -- What has influenced me so far?
Invited Speakers: Yourselves

Readings: An article of your choice. See below. Read what other students post on our ctools website before class.

Writing due at the beginning of the class: Post a copy for everyone in class in the ctools “resources” section by noon on 1/23. Select an article that you have read since you started in the program this past September that you believe was interdisciplinary in nature and is an example of the kind of research you would like to do. Write a brief summary of the article and come to class ready to both describe and discuss it. In particular, be
prepared to discuss why it was important, what questions it answered for you, what questions it raised, and how you see it influencing your future development and career.

Session III. Monday, February 6 -- Essential knowledge and tools for navigating the doctoral program
Invited speaker: TBA

Reading: Review the Guidelines to Requirements for Doctoral Study in Social Work and Social Science and Chapter 4 in Goldsmith, Komlos, and Gold. Read what other students post on our ctools website before class.

Writing: Write about any burning questions you have about navigating your way through the Joint Doctoral Program in Social Work and Social Science. Explore why these may be concerns for you and how you may go about addressing them. Post this brief paper (2-4 pages) on the resources section of our ctools website by Noon on February 6.

Session IV. Monday, February 20 -- Topics in Social Work and Social Science
Invited speaker: TBA
Reading: TBA
Writing due: TBA

Session V: Monday, March 6 -- Topics in Social Work and Social Science
Invited speaker: TBA
Reading: TBA
Writing due: TBA

Session VI: Monday, March 21 -- Topics in Social Work and Social Science
Invited speaker: TBA
Reading: TBA
Writing due: TBA

Session VII: Monday, April 3 – Evaluating our learning in DOC 800
Class potluck
Informal presentations on research topics

Reading: Read the abstracts submitted by other students – see below

Written assignment: Please post a 1 page abstract of your research paper topic on the ctools resources section by Noon on Monday, April 3, 2006.
Evaluating Your Own In-Class Participation (20 points)

You may use the following criteria to evaluate your own in-class participation. Alternatively, you may prefer to write a brief, one-page essay (400 words or less) that indicates how you would grade your own participation and why.

Please rate yourself on the following items on a scale from 1 (never) to 10 (always)

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
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<tbody>
<tr>
<td>1. I read the assignments in advance of class, thought about them and came ready to ask questions and explore the concepts.</td>
<td></td>
</tr>
<tr>
<td>2. I took initiative for raising issues in class that I think benefited others.</td>
<td></td>
</tr>
<tr>
<td>3. I played a leadership, facilitative or otherwise active role during small group activities.</td>
<td></td>
</tr>
<tr>
<td>4. I played a constructive role and assumed my share of responsibility and more as a member of my presentation group.</td>
<td></td>
</tr>
<tr>
<td>5. I attended all class sessions.</td>
<td></td>
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<tr>
<td>6. Other (describe)</td>
<td></td>
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</tbody>
</table>

Add up your five highest scores for your total score
**Group Presentation Feedback Form**

**Date:**

1. What did you learn from this presentation?

2. What aspect was particularly useful to you?

3. On a scale of 1 (ineffective) to 10 (very effective), how effective was the group in presenting the material? ________________

4. On a scale of 1 (excellent) to 10 (inadequate), how would you evaluate this group’s organization of this class session? ________________

5. Please add any additional comments about the presentation.