Rural Development 474: Applied Community Research

Fall XXXX

Class Schedule:
Instructor: Jennifer L.L. Carroll
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This class will be delivered through audio-conference and Collaborate, an online presentation system within Blackboard. You have **two** options for the audio portion of the class:

- Use the audio-conference system through the telephone.
- Use your computer's audio system with Collaborate.
- My preference is that you call in using the telephone and use Collaborate just for the visuals and chat.

<u>Audio Information</u>
Call-in number: Toll-free dial-in number (U.S. and Canada): (866) 832-7806
International dial-in number: (330) 595-1371
Participant conference code: 1577413
Recording Playback: You can get the recording through Collaborate. The entire session, audio and visual, is recorded together.

Collaborate Information: You can find the link to our Collaborate sessions in Blackboard (5th button on the left). You will need to log into Blackboard before class and begin your Collaborate session by clicking the button and following the instructions. The purpose of using Collaborate for this class is to provide you with images and outlines to go with the discussions as well as providing you with a platform to share visuals yourselves. Sessions will be recorded using Collaborate.

<u>Blackboard Information</u>
Blackboard link: **http://classes.uaf.edu/**
Organization of Course:
Announcements: This is the "homepage" of the site and any announcements will be there.
Syllabus and Book Links: You will find the syllabus and link to one required textbook here.
Course Modules: You will find any online readings and other links for each module/topic area here.
Contact Information: contact information for me.
Assignments: You will submit your assignments in links here.
Collaborate: Takes you to the Collaborate dashboard with scheduled course sessions.

Course Information

Pre-requisite: RD F340; RD F352; senior standing; or permission of instructor.

Course Description: Development and preliminary groundwork for the rural development senior project. Students will develop a full prospectus and conduct preliminary research for their senior project to be completed in RD F475 Rural Development Senior Project.

Course Overview: Community-driven and community-based research takes place in community settings and involves community members in the design and implementation of research projects. This approach demonstrates respect for the contributions made by the community members involved in such research. This course will examine a few of the trends in community-based research and community-based projects and explore the types of research and projects that are best suited to and require community participation. While not all research or projects will be community-based, all research or projects can engage the community in some way.

Course Goals: Students will learn basic research design and methods through the development of their own research or project proposal for their senior project. Community-based approaches will be emphasized and students will take the time to develop community relationships and support as appropriate to their project or research.

Student Learning Outcomes: Upon completion of this course students will be able to:

- Identify appropriate research or project ideas with an emphasis on community-based research and projects.
- Apply skills learned in previous RD communities to develop or support research or project ideas.
- Design a research or project strategy.
- Identify appropriate research methods for research or project.
- Write a complete research or project proposal.

Course Format: This course is conducted via audio-conference and Blackboard/Collaborate (information on first page). Classes will include lectures on each part of proposal development and students will also discuss their own project or research proposal and provide feedback for one another throughout the process.

We will have one week where there is no class, but I meet with each of you individually to discuss your progress and concerns.

Class Expectations
Assigned readings should be read before class so that everyone will gain the most from the class through group participation and discussion.

As upper-division students, each should expect to become an active participant in the learning process, each bring their own experiences into the course discussions. Ask questions, read

critically, be open to new ideas, and respectfully challenge assumptions. Participation through discussing your own proposal and providing feedback to other students is essential to your success in the class.

Required Texts/Materials

Creswell, John W.
2014 Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. (Fourth Edition). Sage Publications, Inc. ISBN: 978-1-4522-2610-1

Stoecker, Randy
2013   Research Methods for Community Change: A Project-Based Approach. (Second Edition) Sage Publications, Inc. ISBN: 978-1-4129-9405-7

Wilson, Shawn. (2008). Research is Ceremony-Indigenous Research Methods.

Other

Guyette, Susan. (1983).   Community Based Research-Handbook for Native Americans. This handbook is out of print but is FREE and on-line. I have made the link available in Blackboard.

Additional readings are posted on Blackboard and may also be added as we move through the course and in response to student interest.

In addition to required readings, you will be doing a considerable amount of reading on your own in support of your own proposal.

Support

Support/Disability Services: In addition to Fairbanks-based support services, each rural region provides different support services. If you are not sure where to get what you need you can talk to me or call your regional campus for information.

Disability Services
The Office of Disability Services (http://www.uaf.edu/disability/) implements the Americans with Disabilities Act (ADA) and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disability Services (208 Whitaker Building, (907) 474-5655) to provide reasonable accommodations to students with disabilities

Academic Services
- Academic Advising Center: (907) 474-6396; http://www.uaf.edu/advising

- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348; http://www.uaf.edu/english/writingcenter

- Rasmuson Library Off-campus Services: 1-800-478-5348; http://www.uaf.edu/library/offcampus

- The UAF Speaking Center; 907-474-5470

UAF Harassment Policy: University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:
1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

Course Requirements

Assignments/Course Grade Components:
Attendance and Participation: Full participation is critical to your success in this class. We all bring a unique perspective to the class and we will all learn more if everyone participates. Each student is allotted two absences for any reason during the course.

Research/Project Proposal: The main assignment for this course is your research or project proposal for your senior project. Your proposal should be 15 pages, excluding title page, abstract, references, and appendices and **completely** formatted in APA style. You will work on this assignment throughout the semester and turn in "checkpoints" along the way.

- **Checkpoint 1: Issue/Problem** - one-page description of the issue or problem you plan to address
- **Checkpoint 2: Pre-research** - one to two pages on the community aspects of your research and project, using Stoecker's pre-research questions if appropriate
- **Checkpoint 4: Proposal outline - template provided or you can create your own**
- **Checkpoint 4: Introduction/Statement of the Issue/Problem**
- **Checkpoint 5: Literature Review**
- **Checkpoint 6: Theoretical Approach**
- **Checkpoint 7: Design/Strategy, Methods and Analysis**

Research/Project Presentation: You will present your final proposal to the class for feedback and discussion. A Powerpoint presentation (or other type of visual presentation) is required. Final length and dates for presentations will depend on the number of students in class.

Proposal Wrappers: You will complete three "proposal wrappers" for the research/project proposal, a pre-assignment wrapper, a mid-term assessment wrapper, and a post-assignment wrapper. These assignments ask you to self-evaluate your preparation, progress, and learning for the project proposal assignment.

Due Dates: All assignments are due by midnight the day they are due as indicated in the course schedule.

Exam: THERE ARE NO EXAMS FOR THIS CLASS.

Grading: Your grade will be based on the following:

Participation	10%
Checkpoint 1	5%
Checkpoints 2-7 (6)	60%
Proposal wrappers (3)	10%
Research/project Proposal	10%
Proposal Presentation and Discussion	05%
Total	100%

Calculating your grade: I will be using +/- grades in this class.

A + : 98 -100 %	A : 93-97 %	A - : 90-92 % *
B + : 87-89 %	B : 83-86%	B - : 80-82 %
C + : 77-79 %	C : 73-76 %	C - : 70-72 %
D + : 67-69 %	D : 63-66 %	D - : 60-62 %
F : below 60%		

* To receive a grade above a B+ in this class you must use APA format for your proposal

Plagiarism/Cheating/Academic Integrity:
Plagiarism (copying other people's material without proper attribution) is not acceptable. This includes copying from websites. Students who plagiarize will be withdrawn from the class and may face disciplinary action. Please see the Student Code of Conduct in the University of Alaska Fairbanks 2007-2008 Catalog, page 80, and at http://www.uaf.edu/catalog/catalog_07-08/academics/regs3.html#Student_Rights on the UAF website.

Rural Development 474: Applied Community Research

<u>Course Outline/Schedule (subject to change)</u>

A note on readings: I've listed each reading selection at the time we are most likely to discuss them. However, this breaks up some of the books, most notably Wilson's <u>Research is Ceremony</u>. I recommend that you read the entire book at the beginning of class and then review each section as it comes up.

Week	Date	Topic and Assignments Due	Readings
1		T: Course Overview and class introductions TH: Introduction to Research	• Syllabus • Stoecker, Ch. 1, "But I don't…" • Wilson, "Forward and Conclusion," and Chapter 1, "Getting Started"
2		T: Research Paradigms TH: Research Paradigms	• Lincoln and Guba "Paradigmatic Controversies" in Blackboard • Wilson, Chapters 2, "On the Research Journey, " 4 "The Elements of an Indigenous Research Paradigm," and 7, "Articulating an Indigenous Research Paradigm" • Cresswell, Part 1 Chapter 1, "The Selection of a Research Approach"
3		T: Research? Project? Selecting your approach TH: In class discussion **Checkpoint 1: One page on your proposed project/research by Wednesday for discussion on Thursday** **Proposal Wrapper 1 due by Friday**	• Stoecker Ch.2, "The Goose Approach to Research, Ch. 3 "The Community Development Context of Research," and 4 "Head and Hand Together"
4		T: Planning and Processes: Outlining and Writing TH: Literature Review **Proposal Checkpoint 2: Pre-research**	• Stoeker Chapters 5, "Diagnosing" • Wilson Ch. 3 "Can a Ceremony Include a Literature Review?" • Cresswell Part 1, Chapter 2, "Review of the Literature," and Ch. 4 "Writing Strategies and Ethical Considerations"

		questions due by Wednesday	
5		T: Evaluating Sources TH: Theoretical Approaches, Conceptual Frameworks, and Theories of Change	• Evaluating Sources readings in Blackboard • Cresswell Part 1, Chapter 3, "The Use of Theory" • Wilson, Chapter 5 "Relationality"
6		T: Planning and Processes: Research Design TH: In class discussion **Proposal Checkpoint 3: Outline of your proposal due by Wednesday**	• Stoecker, Ch. 6 "Prescribing: Researching Options • Cresswell, Part 2, "Designing Research" Chapters 5 - 7
7		T: Research Ethics and the Institutional Review Board TH: Research Ethics and the Institutional Review Board **Checkpoint 4: Introduction/Statement of the Issue due Wednesday**	• Stoecker, Appendix B • Cresswell, Part 1 Ch.4 "Writing Strategies and Ethical Considerations" (review) • Ethics readings in Blackboard
8		T: Choosing and Planning Research Methods TH: Research Methods **Checkpoint 5: Literature review due Wednesday**	• Cresswell Part 2 "Designing Research" Chapters 8-10 • Readings on specific methods in Blackboard
9		T: Methods in class discussion TH: Choosing and Planning Methods of Analysis **Proposal Wrapper 2 due by Friday**	• Stoecker Ch. 8 "Evaluation" and 9 "Beyond Information" • Readings from Miles et. Al. Qualitative Data Analysis in Bb • Other analysis readings
10		T: Methods of Analysis TH: Analysis in class discussion	• Continue above

		Checkpoint 6: Theoretical Perspective section due Wednesday	
11		T: Individual Meetings TH: Individual Meetings	• None assigned, work on proposal
12		T: Planning and Processes: Putting it all together TH: in class discussion **Checkpoint 7: Research Design, Methods and Analysis section due Wednesday**	• None assigned, work on proposal
13		T: Research Proposal Presentations TH: Research Proposal Presentations	• None assigned, work on proposal
14		T: Research Proposal Presentations TH: Research Proposal Presentations	• None assigned, work on proposal
15		T: Research Proposal Presentations as needed **Final Proposal due XXXX** **Proposal Wrapper 3 due XXXX**	