POS 3703: Scope and Methods of Political Science

Department of Political Science
University of Central Florida
Syllabus

Instructor Contact

Professor Andrea Vieux
avieux@knights.ucf.edu*

Office Location	UCF Valencia West Campus Building 9, Room 135	UCF Main Campus HPH 318
Office Telephone*	(407) 582-5727	(407) 823-2608
Office Hours		Tuesdays 1 to 3pm

- All office hours are *first come, first served*. You can make an appointment with me during my office hours to ensure that I see you at the time you are available. *Appointments take priority over walk-ins*.
- The best way to reach me is via my knights email or the mail tab in webcourses. If you send me an email via the webcourse DO NOT send me the same email via the knights email. If you send me an email via knights email, DO NOT send me the same email via the webcourse.

Course Information

Course Name	POS 3703: Scope and Methods of Political Science
Course ID & Section	ID: 15037 Section: OW58
Credit Hours	3 credits
Semester/Year	Spring 2014
Location	online

Course Syllabus

This is the course syllabus, and should be treated as a written agreement between the professor and student. Students should refer to the syllabus for any questions pertaining to the course, grading, etc. Any deviations from this syllabus will be announced in class. Therefore, students are responsible for any announcements made in class, and any information or handouts given out in class. Absence is not an excuse for ignorance.

Course Description

Prerequisites: Junior standing or consent of the Instructor.

The scope and methodology of political analysis. Extensive examination of the discipline, research design and methodology. The first half of the semester covers basic research designs, the research process, and gives students the tools and information needed to complete the course research paper. The second half of that paper covers other methods of investigation and analysis, survey research, sampling, qualitative research, and ethical considerations.

Course Objectives

Students successfully completing this course will be able to:

- Identify basic components of research methodology and techniques used by political scientists.
- Identify ethical considerations in political science research.
- Locate academic resources using the library
- Analyze data using statistical software
- Evaluate research, statistics and findings.

Additional Items of Note

- This class is a combination of lectures and activities. Relevant concepts will be covered in the lecture, and many of these concepts will be applied via various activities. Therefore, it is imperative that students attend class regularly to fully understand the research process.
- The reading associated with any of the lectures is meant to be read BEFORE that lecture.
- Save your work on a flash drive. You will need it repeatedly and do not want to have to keep redoing all of your tasks.
- If you have questions, ask.
- The best way to reach me is through the **mail tool on our webcourse**.
- You may NOT record classroom meetings (voice or video recordings). Reasonable accommodations can be made for students with disabilities—speak with me.

- *Your failure to plan is not my emergency. Stay on top of your classwork and get started well in advance of deadline*. See How to Study.org
- ALL work MUST be your own.

Required Texts

- Pollock III, Philip H. 2008. *The Essentials of Political Analysis*. 4th Edition. Washington, D.C.: CQ Press.
    - ISBN # 978-1-60871-686-9
- Pollock III, Philip H. 2008. *An SPSS Companion to Political Analysis*. 4th Edition. Washington, D.C.: CQ Press. **see other option
    - ISBN # 978-1-60871-687-6

Additional Required Readings:

In addition to the aforementioned texts, you will be required to read political science journal articles (or other political science research). They are listed in the weekly schedule, or will be announced in class, or announced vial the course web-site.

Optional Texts

** Note: For this online class you have an option between two workbooks. The first is listed under "Required Texts" (*An SPSS Companion to Political Analysis*). The second is listed below. See the course introduction for more information.

- Le Roy, Michael K. and Michael Corbett. 2013. Research Methods in Political Science: An Introduction Using Microcase. 8th Edition. Boston: Wadsworth Publishing.
    - ISBN-13 = 978-1-133-30930-7

Useful Supplements

- Baglione, Lisa. 2011. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. 2nd Edition. Washington, DC: CQ Press.
- Brians, Craig Lenord, Lars Willnat, Jarol B. Manheim, and Richard Rich. 2011. *Empirical Political Analysis: Quantitative and Qualitative Research Methods*. 8th Edition. Boston: Longman.

Protocols, Statements, and Additional Rules

Research and Writing Skills:

References required for written/class/online assignments must be relevant to our research, academic, authoritative and reliable. If you are a little shaky on academic standards governing acceptable references, ask questions of myself, or a librarian (or refer to the UCF library website).

All written communication follows standard rules of English grammar and spelling. If you are a little rusty on the standards acceptable in the academic community, go to the writing center, or ask me. All written work should be presented in a formal, professional manner; using proper language and formatting, and should be edited for grammar, spelling, and writing flow/style.

Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Academic Honesty (and Misconduct)

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat in any way (including but not limited to giving answers to others or taking them from anyone else). I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules.

Don't Plagiarize (not properly citing sources, passing off someone else's work as your own, handing in a paper written for another class, etc.). Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for

further action. See the UCF Golden Rule, the FTCL page on academic integrity, and the library web-site for further information. ALL work MUST be your own.

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com

Non-Academic Misconduct

The scope and content of the material included in this course are defined by the professor in consultation with the responsible academic unit. Although the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a key part of the educational environment, the professor has the right to limit the scope and duration of these interactions.

Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the professor regarding inappropriate talking, discussions, and questions in the classroom may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Golden Rule Student Handbook also defines potential sanctions for these types of infractions.

Examples of inappropriate behavior include, but are not limited to: text messaging, talking or using cell phones, (turn off cell phones prior to class), surfing the internet, listening to music, downloading music, watching movies or videos, checking scores, playing games or poker, cursing, using offensive or inappropriate language of any kind, name calling, inappropriate actions of any kind, etc. Any student acting in a disruptive manner may be asked to leave the classroom and will forfeit participation and attendance credit.

Classroom Conduct:

Turn off all cell phones: Each time a cell phone rings during class, everyone will lose one point from their final grade, but if the professor's cell phone rings then everyone will receive an extra point on their final grade. In-class disturbances waste your classmates' time and money (tuition). Also, please do not read the newspaper, use class time to sleep, do work for other classes, or listen to music during class.

Viruses

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

Technical Resources

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- UCF Home Page will help find UCF resources
- UCF Computer Service Desk – You can also call the Service Desk at 407-823-5117.
- Learning Online This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/
- Hardware/Software Requirements
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Classroom Expectations

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

1. Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://www.goldenrule.sdes.ucf.edu/ for further details.
2. Don't turn in late assignments. Late submissions will result in a zero (will not be accepted).
3. Keep up with the reading and tasks. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.

4. Don’t miss a quiz. Missed quizzes may not be retaken. No make-ups
5. Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.
6. No make-ups on missed assignments, activities, discussions, quizzes, exams, and/or papers.

Computer Usage:

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computer accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Webcourses**:**

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Webcourses goes through a weekly system maintenance on Sunday mornings, DO NOT take your assessments at this time. If you have a technical issue, contact online@ucf.

Under the "Discussion" section, you will have a designated forum section. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself. I will post the lecture outlines, study guides and lab assignments on Webcourses. If you are not familiar with this web site or you need more information please let me know.

Privacy: Access to Webocourses is extended to you for the duration of your enrollment in the course, providing that you comply with class and school policies. You may not share that access with another person who is not enrolled in the course. Students who do so violate the privacy of other students as well as school policy. The act may lead to the violator being denied access to the Blackboard shell.

On occasion, I permit others to enter the course, to critique my work, to view the operations of the course, or to work on a technical problem. For the entire term, my technical consultant has access to the course to provide continuity for you should the unexpected happen to me.

E-Mail:

E-mail will be an integral part of this course. Make sure you:

1. Check your webcourses e-mail at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. DO NOT email me hours (24 or less) before something is due to ask me questions about it. You need to stay on task so that I have an appropriate amount of time to read the message and respond (generally, that is 48 hours).

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

See these websites for helpful information on how to write professional emails.

How to Email a Professor
How to Email a Professor
How to Email Your Professor
Students: How to email your professor, employer, or professional peers
How to email your professor: FAQ

I will communicate with you through the webcourses sites e-mail to answer questions regarding class assignments and exams. Regarding exams, I will *not* give exact answers for possible exam questions, but rather will provide information to help you find the answers. Professional e-mail communication is an important skill that will last beyond the class and college experience. Keep in mind how you want to present yourself through e-mail. In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional.

Netiquette

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. Do not use emoticons, causal abbreviations, or other non professional forms of communication in this course. Use words in an appropriate fashion.

The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication. The words we choose convey a particular tone, and that tone is critical to professional communication.

You can learn more about Netiquette and electronic communication by visiting Learning Online.

Discussion Topics

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
6. Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

In addition, the notes, lectures, videos, handouts, etc. provided by the professor are owned by the professor and considered intellectual property. All intellectual property is safeguarded by copyright law and is not to be shared, distributed, etc. without the professor's consent.

Instructor Availability

Students wishing to meet with me can do so before or after class, during office hours (listed at top of first page), or by appointment. Please be aware that the easiest way to reach me is via e-mail.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Additional Items of Note

- This class is a combination of lectures and activities. Relevant concepts will be covered in the lecture, and many of these concepts will be applied via various activities. Therefore, it is imperative that students attend class regularly to fully understand the research process.
- The reading associated with any of the lectures is meant to be read BEFORE that lecture.
- Students that are able to access the computer labs on the UCF main campus or the Valencia West campus should plan on using the statistical software SPSS and should purchase the Pollock (2008) SPSS workbook. Students that live out of town and do not have access to these labs should use the LeRoy (2008) Microcase optional text. See the course introduction for more detail about SPSS.
- Save your work on a flash drive. You will need it repeatedly and do not want to have to keep redoing all of your tasks.
- If you have questions, ask.
- The best way to reach me is through the **mail tool on our webcourse**.
- You may NOT record classroom meetings (voice or video recordings). Reasonable accommodations can be made for students with disabilities—speak with me.
- Your failure to plan is not my emergency.
- ALL work MUST be your own.

Grading & Course Requirements

Introductory Quiz (10%):

At the beginning of the semester, there will be a quiz over the introduction, syllabus, and assignment documents. You will find the material you need to answer the questions under the Course Modules titled "Start Here" and "Syllabus and Additional Documents." You will review the material. After reviewing the material you will take a quiz over the material. It is due at 8:00 AM on the due date listed in the schedule. **NO LATE WORK**, NO MAKE-UPS. All work must be your own.

Participation (15%):

In order to fully engage in this course, students will be expected *engage with other students* in online discussions—that is these are discussions between students on which I will occasionally comment. For each discussion, a student is required to post on the topic, and reply to at least one other student's post. Each required discussion element is to be posted by 11:59 pm on the due date. *Late posts will not be accepted for the purpose of grading (i.e. will not count*). Any disruptive behavior, inappropriate comments, activities not related to the course, etc. will *reflect poorly on the student's participation grade*.

Grades for participation are based on both the ***quantity*** *and the* ***quality*** *of the posts. Doing the bare minimum number of posts does NOT guarantee you an A.* A-level work is excellent, B-level work is good, and C-level work is satisfactory. While one can (theoretically) have a stellar/excellent single reply, it is far better to 'hedge your bets' on overall quality with multiple replies—remember the goal is to engage and discuss with your classmates.

Posting something someone else has already said, saying I agree, etc. is **not** considered a quality post. Furthermore, initial posts should be relevant to the assigned topic—technical questions should be posted in the technical questions forum, questions on course concepts and content should be posted in the course content discussion, questions for me should be posted in the general discussion forum or emailed to me, questions about assessments, your grades, etc. should be emailed to me.

The discussions are intended to promote Active Learning. Meaning, you are interacting with each other and sharing ideas, etc. in order to fully grasp material. Active learning has been shown to enhance student outcomes (i.e. information retention and learning). By only replying to one student you aren't really engaged in the material as much as you would be if you had a full conversation. Because this is an online course, discussions are one of the only ways to achieve this type of learning—hence the need to fully engage in the discussions.

Note: I am looking for thought provoking posts that show you are engaged in the material. These discussions lead up to your final assignment. Doing a good job on them will help you prepare for that paper.

NO MAKEUPS of missed discussion posts. All work must be your own

Workbook Assessments (20%)

There are two workbook quizzes; each quiz is worth 10%. The dates of each quiz are in the schedule. *All work must be your own*. **NO LATE WORK, NO MAKE-UPS**.

Each week you are assigned a set of workbook activities. You will complete these activities, and the questions are taken directly the workbook and these activities. You must complete the workbook activities before you begin the quiz—each set of activities will take you at least a few hours to complete. Be sure that you choose your workbook

wisely. Also be sure to complete the assessment that corresponds to your workbook and the activities assigned from your workbook.

There will be two similar quizzes: (1) for students using the Pollock workbook, and (1) for students using the LeRoy Microcase text. **Be sure to complete the assessment that matches the book and stats program you choose at the beginning of the semester**. If you take both assessments I will take the score you got on the first assessment you took.

Content Quizzes (30 points):

There are a total of three content quizzes, each is worth 10 points. Each quiz is cumulative, and may contain any material that has been assigned, covered, read, discussed, announced, completed, etc. for that module or any previous module. There are no questions from the workbook activities in the content quizzes. Be sure to do all the required readings, activities, etc. before you take the quiz—the readings, activities, etc. will take you at least a few hours. The dates of the quizzes are in the schedule. Each assessment must be completed by 8:00 AM on the due date. All work must be your own. NO LATE WORK, NO MAKE-UPS.

NO MAKE-UP ASSESSMENTS/QUIZZES, except in exceptional, extenuating circumstances (no final will be given prior to the university scheduled final exam period and no make ups after the final). Students with a valid reason such as serious illness and documentation that satisfies the instructor can schedule a make-up exam, but must do so **prior** to the scheduled exam. I determine the legitimacy/validity of the documented absence. The make-up exam will not be the same as the original course exam. (Note that final exams are governed by stricter rules and will not be given before the University scheduled final exam period or after the University scheduled final exam period).

Article Assessment (25%)

Students will write a 2 to 3 page (single-spaced) paper analyzing an article assigned by the professor. It must be turned in the due date in an openable, readable WORD file in the provided upload link in the Assignment dropbox in the webcourse. It is due at 11:59pm on the due date. **NO late work** will be accepted—if you choose to upload your paper and it is not consistent with the "openable, readable WORD file" stipulations it will not be accepted as completed work and is considered late. More detail is provided in the article assessment assignment document—you must follow stipulations in the handout and rubric, and in the other course content.

Will the professor read drafts of the article assessment?
In general, no. If you want help on your writing, go to the writing center. If you have specific questions about articles, ask your fellow classmates (via the course content discussion) or send me an email message at least two weeks prior to the due date. You may also bring your questions into my face-to-face office hours at least two weeks (or more) before the paper is due. If you wait until the last minute (i.e. less than two weeks

prior to the due date), do not expect complete feedback. I need time to respond, and you will need time to make changes.

Some Notes on Grading:

The fact that you are in college suggests that you were a decent student in high school. It does not, however, mean you will be getting an A in this course. Enrollment in this course does not mean you earned an A in this course. *Earning an A* might require more diligence than you are used to. The letter grade "A" is reserved for excellence, "B" for good, and "C" for satisfactory. Doing the bare minimum is not A-level work.

For an undergraduate course, it is expected that you spend at least 3 hours outside of class time for every course credit hour studying, preparing, completing work, etc. So, if you only spend 9 hours outside of class time doing these things, you are not doing the bare minimum. Also, beyond spending enough time studying, etc. you should be using your time effectively. Spending 9 hours studying is not a guarantee of an A.

In addition, this course is difficult (even in a face-to-face environment). You should plan ahead on assignments and assessments. DO NOT wait until the last minute. You will probably realize (too late) that you should've started earlier. I don't accept late work of any kind.

Grade Breakdown:

Introductory Quiz	10%
Discussion	15%
Workbook Assessments	20%
Content Assessments	30%
Article Assessment	25%

Grading Scale:

94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C

70-73	C-
68-69	D+
64-67	D
60-63	D-
0 - 59	F

Extra credit:

There is no extra credit in this course. Do not expect any deviation from this policy.

Attendance Policy

Students should check in on the webcourse at least twice per week and are required to attend all classes.

Missed Assignments/Make-Ups/Extra Credit

NO LATE WORK. There are no make-ups for missed exams, quizzes, or any other course activities, discussions, etc. DUE DATES for the term paper and assignments are FINAL. Late work will NOT be accepted for a grade. Only under exceptional circumstances and with the permission of your professor are students allowed to make-up an exam (if the instructor is informed and gives permission prior to the scheduled exam and it conforms to University policy). To qualify for this exemption from the DUE DATE rule, you must: notify me in advance of the exam/paper due date of your possible absence, AND provide a legitimate reason (with documentation) for your absence (death in family, serious injury, etc.). If I allow it, the make-up exam will not be the same as the original course exam. I determine the legitimacy of the documented absence. Do not anticipate any deviation from this policy.

Deadlines:

Students are encouraged not to wait until the last minute to complete assigned work. Your failure to plan is not my emergency.

If you wait until the last minute and have a technical (i.e. webcourses@UCF, Library Information Literacy Module, etc.) or any other type of issue, do not expect any deviation from the NO late work policy. Begin to complete your assigned tasks with more than

enough time in case you run into troubles or take longer to complete the task than you anticipated.

The online@UCF support is available by email Monday thru Friday 8am to 5pm and by phone from 8:30am to 4:30 pm Monday thru Friday.

Academic Honesty (and Misconduct)

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Don't Plagiarize (not properly citing sources, passing off someone else's work as your own, handing in a paper written for another class, etc.). Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule, the FTCL page on academic integrity, and the library web-site for further information. ALL work MUST be your own.

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com

Non-Academic Misconduct

The scope and content of the material included in this course are defined by the professor in consultation with the responsible academic unit. Although the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a key part of the educational environment, the professor has the right to limit the scope and duration of these interactions.

Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the professor regarding inappropriate talking, discussions, and questions in the classroom may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Golden Rule Student Handbook also defines potential sanctions for these types of infractions.

Examples of inappropriate behavior include, but are not limited to: text messaging, talking or using cell phones, (turn off cell phones prior to class), surfing the internet, listening to music, downloading music, watching movies or videos, checking scores, playing games or poker, cursing, using offensive or inappropriate language of any kind, name calling, inappropriate actions of any kind, etc. Any student acting in a disruptive manner may be asked to leave the classroom and will forfeit participation and attendance credit.

Schedule (tentative)*

Instructor reserves the right to change or alter the schedule; changes will be announced

Week	Date Range	Due Date (11:59 pm)	Activities & Graded Items	Module & Topic
				MODULE 1: Introduction and Basics
1	1/6 to 1/13		*Lectures*: 1.1 & 1.2 *Pollock Textbook*: Introduction *LeRoy Workbook*: Getting Started & Chapter 1	• Foundations of Political Science Research
2	1/14 to 1/20		*Lectures*: 2.1 & 2.2 *Pollock Textbook*: Chapters 1 & 3 *LeRoy Workbook*: 4 & 5	• Theory & Research Question • Variables & Hypotheses
		1/20	***Introductory Quiz***	
		1/20	***Discussion 1.1: Initial Post***	
3	1/21 to 1/27		*Lectures*: 3.1 & 3.2	• Literature Review & Library Research
		1/27	***Discussion 1.2: Reply***	

				Module 2: Data & Methods
4	1/28 to 2/3		*Lectures*: 4.1, 4.2, 4.3 & 4.4 *Pollock Textbook*: Chapter 2 *Pollock Workbook*: Chapter 1 *LeRoy Workbook*: Chapters 2, 3, & 7 *Pollock/SPSS Workbook Exercises:* Follow directions on pages 8-14; page 15 exercise 1 *LeRoy/Microcase Workbook Exercises:* Follow directions on pages 133-139; pages 141-142 exercises 1-4	• Data & Measurements
		2/3	***Assessment 1***	
5	2/4 to 2/10		*Lectures*: 5.1, 5.2, & 5.3 *Pollock Workbook*: Chapters 2 & 3 *LeRoy Workbook*: Chapters 8 & 9 *Pollock/SPSS Workbook Exercises:* pages 29-33 exercises 1, 3, 7, & 8; pages 56-60 exercises 1-3 *LeRoy/Microcase Workbook Exercises:* pages 155-161 exercises 1-3, & 5-11	• Describing Variables
		2/10	***Discussion 2.1: Initial Post***	
6	2/11 to 2/17		*Lectures*: 6.1, 6.2, & 6.3 *Pollock Textbook*: Chapters 5, 6, 7, & 8 *Pollock Workbook*:	• Statistical Relationships

			Chapters 4, 5, 6, 7, & 8 *LeRoy Workbook*: Chapters 10 & 11 *Pollock/SPSS Workbook Exercises:* pages 75-79 exercises 1-4; pages 109-111 exercise 1; pages 135-136 exercise 2; pages 153-154 exercise 3; pages 173-174 exercise 1 *LeRoy/Microcase Workbook Exercises:* pages 174-177 exercises 2-5; pages 203-211 exercises 1-6	
		2/17	***Discussion 2.2: Reply***	
7	2/18 to 2/24		*Lectures*: 7.1, 7.2, 7.3, & 7.4 *Pollock Textbook*: Chapter 9 *Pollock Workbook*: Chapters 9 &10 *LeRoy Workbook*: Chapters 12, &13 *Pollock/SPSS Workbook Exercises:* pages 174-754 exercises 2 & 3; pages 195-198 exercises 1 & 2; pages 224-225 exercise 1 *LeRoy/Microcase Workbook Exercises:* pages 225-236 exercises 1-13; pages 253-264 exercises 1-9	• Statistical Relationships
		2/24	***Assessment 2***	
8	2/25 to 3/10** SPRING BREAK		*Lectures*: 8.1, & 8.2 *Pollock Textbook*: Chapter 10 *Pollock Workbook*: Chapter 11	

	is: 3/3 to 3/8		*LeRoy Workbook*: Chapter 14 *Pollock/SPSS Workbook Exercises:* pages 198-202 exercises 3-5; pages 225-228 exercises 2& 3	
		3/10	***Assessment 3***	
				MODULE 3: Research Design
9	3/11 to 3/17		*Lectures*: 9.1 & 9.2 *Pollock Textbook*: Chapters 4	• Cross-Sectional & Time Series Analyses • Experimental and Quasi-Experimental Designs
		3/17	***Assessment 4***	
10	3/18 to 3/24		*Lectures*: 10.1, 10.2, 10.3, 10.4, 10.5, 11.1, 11.2, 11.3, 11.4, 11.5, 12.1, 12.2, 12.3, 12.4, & 12.5 *Pollock Textbook*: Chapters 6 *LeRoy Workbook*: Chapters 6 & Appendix A	• Surveys
		3/24	***Discussion 3.1: Initial Post***	
11	3/25 to 3/31		*Lectures*: 11.1, 11.2, 11.3, 11.4 & 11.5	• Sampling
		3/31	***Discussion 3.2: Reply***	
12	4/1 to 4/7		*Lectures*: 12.1 & 12.2 *Pollock Textbook*: Chapters 6 *LeRoy Workbook*: Chapters 6 & Appendix A	• Qualitative Research
13	4/8 to 4/14		*Lectures*: 13.1	• Content Analysis
		4/14	***Article Activity***	

14	4/4/15 to 4/21		*Lectures*: 14.1, 14.2 & 14.3	• Ethics
		4/21	***Assessment 5***	

*NOTES:
All graded items are due by 11:59 PM on the due date unless otherwise noted.
All dates and times are subject to change by Professor Vieux. Be informed and routinely check the Schedule, Announcements, and Discussions for any changes or updates
Be Aware that Webcourses@UCF goes down for updates every Sunday at 6am for about four hours. You should not attempt to take an assessment during this time. I **will not** allow extra time for quizzes if you have been kicked from Webcourses@UCF.
**These items fall on a holiday. Plan accordingly.