SC255 Community Research Seminar II  
Spring 2012, Higgins 280  
Thursdays 10:30-11:45 a.m.

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Office hours: Thursdays, 1:00-3:00 p.m.

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Description of Seminar
The Community Research Program is a two-semester seminar that offers leadership, research, and public social policy training for students interested in working with Latino, Asian immigrant and Asian-American and/or African and African Diaspora communities in Massachusetts. In the Fall 3-credit seminar, students will spend time observing work within a community organization, and begin to design a research proposal for the Spring semester research project. In the Spring, students will register for an independent study with a faculty advisor, conduct their research project, and attend the 1-credit community research seminar once a week. Students also will have the opportunity to present their research findings in a public forum at a date to be determined.

The Spring semester seminar is designed to complement students’ independent work on their research projects. It will serve in large part as a forum for students to discuss their research with each other, and work through challenges together. The seminar will include the opportunity for sharing research data and process in order to receive feedback from classmates, graduate assistants, and the faculty coordinator. It will also feature a few speakers that will share their expertise and experiences with the process, challenges, and rewards of research. Finally, students will continue to develop their formal oral presentation skills in preparation for potential opportunities to present in a public setting.
Course Objectives for Spring Semester

- By completing and submitting your research plan to the Institutional Review Board, gain a deeper understanding of the various ethical and methodological issues related to your project that must be addressed before conducting research
- Deepen your understanding of the process of conducting community-based research, including the obstacles that researchers encounter and ways in which they can be overcome
- Apply appropriate methodological tools, including data collection and analysis skills, for your research project
- Acquire analytic reading and writing skills, as well as skills for working with various populations within a specific community
- Develop oral presentation skills suitable for both academic and general audiences

Seminar Requirements and Grading for Spring Semester

This is a one (1) credit seminar. In addition to a grade for this seminar, you will also receive a grade for your independent research study from your faculty advisor that will constitute three (3) credits.

Class Attendance and Participation (60% of your grade)
Much of the learning will take place in the classroom through participation in class discussions. It is expected that you will come to class prepared to discuss progress on your research project, any readings that may be assigned, and lead one discussion specifically on your research data. Additionally, it is expected that you will provide constructive feedback to your classmates on their respective projects.

Progress Reports (30% of your grade)

R&R and Faculty/student agreement: You will ensure that you are enrolled in Research and Readings with a faculty member before drop/add period ends: Wednesday, January 25th. You will meet with your faculty advisor and obtain a signed agreement. Please provide a copy of this agreement to your GA by Thursday, January 26th.

IRB forms submitted. You will complete and submit your IRB application forms with your faculty advisor approval by Thursday, January 26th. Please provide a copy to your GA for our records.

Project timeline. You will draft a schedule outlining major plans and steps in your research project to serve as checkpoints throughout the semester. This proposal will be presented to your faculty supervisors for review. This timeline will be due Thursday, Feb. 2nd.
1st Written Progress Report
This report will outline your progress to date. For instance, you should discuss your progress in developing a sample and collecting data, along with any challenges you may have encountered conducting research or working with faculty. This report of approximately 2-3 double spaced pages is due Thursday, Feb. 16th and will be used as the basis for discussion in class. A handout with guiding questions can be found on Blackboard.

2nd Written Progress Report
This report should focus on discussing preliminary interpretations of data collected thus far, any challenges in finalizing data collection and analysis, and an action plan for crafting the final research paper. This report of 4-5 double spaced pages is due Thursday, March 29th and will be used a basis for discussion in class. A handout with guiding questions can be found on Blackboard.

Presentation (10% of your grade)
You will be given 15 minutes to present your research project in the form of a powerpoint presentation. Guidelines (similar to your Fall presentation) for this presentation can be found on Blackboard.

A note on academic integrity
Sharing of information and ideas are encouraged. However, when working on individual assignments, it is expected that you do your own work. In cases where you are required to use published work, you must cite the work. If you plagiarize or cheat in some other form, you will fail the assignment; repeated episodes will result in failure of the course. If there are any questions on proper method of citing, please see me. For more information on Boston College’s academic integrity policy, please visit: www.bc.edu/offices/stserv/academic/resources/policy/#integrity.
Seminar Schedule

Thursday, January 19
Review research proposal and IRB status

Thursday, January 26
Setting project timelines and managing your time

Thursday, February 2
Dr. Costanza Eggers, Post-Doctoral Research, Harvard University
“Participatory action research with immigrant teachers and learners: Collaboration, design, purpose”
This presentation will focus on research methods intended to represent the needs, strengths, and perspectives of immigrant teachers and learners engaged in inquiry. Participatory research is widely used in critical practice, community empowerment, and in international development as a means to generate dialogue and action. I will discuss key points in the process of designing a participatory research project and show some sample tools for data collection and analysis.

Thursday, February 9
Prof. Lauri Johnson, Boston College Lynch School of Education
“Investing in Diversity in London Schools: Leadership Preparation for Black and Global Majority Educators”
This study traces the historical roots, describes the philosophy and curriculum, and analyzes the approach to school leadership in Investing in Diversity, a one-year Black-led leadership development course in the London schools. An exploratory qualitative case study approach was used to collect historical and empirical data about the program over a two-year period (2008 - 2010). Findings from selected survey and interview data indicated that the leadership course enhanced self-confidence, provided role models and was perceived as "empowering" by both participants and instructors.

Thursday, February 16
1st Progress Report Due
Problems gaining access, generating a sample and other research dilemmas

Thursday, February 23
Bring Data
Analyzing quantitative data

Thursday, March 1
Bring Data
Analyzing qualitative data

SPRING BREAK NO CLASS

Thursday, March 15
Student-Led Discussions on Data to Date

Thursday, March 22
Student-Led Discussions on Data to Date

**Thursday, March 29**
Student-Led Discussions on Data to Date
Presentation Overview

**2\textsuperscript{nd} Progress Report due**

**EASTER NO CLASS**

**Thursday, April 19**
Presentations

**Thursday, April 26**
Presentations

**Thursday, May 3**
Presentations