

Valerie Jenness
Criminology, Law & Society
School of Social Ecology
2385 Social Ecology II
824-6094 (office)
jenness@uci.edu

Field Studies (SE 195)
Spring 2010
Mondays 6-6:50 p.m.
SBS 4105
Office hrs: by appt.

FIELD STUDIES

Objective

The goal of this course is twofold: 1) to help you apply theories and methods of social science research toward the analysis of “real” problems encountered within the context of your field placement and 2) to provide you with a meaningful “service learning” experience. The field study requirement in Social Ecology is designed to provide students with the opportunity to examine social problems, to evaluate the merit of ideas presented in the classroom, and to educate students in conducting naturalistic observations and investigations. Related, service-learning is an approach to education that values academically rigorous experience outside the classroom. The goal is to allow students to engage in hands-on service to address community needs, learning by applying course concepts to their experiences, and reflecting on those experiences back in the classroom. At the end of the day, field study is an approach to education that provides valuable opportunities to broaden knowledge, skills, and social awareness by engaging with the community outside of the academic environment. In this way, theoretical understanding of issues is integrated with supervised experience in the field.

Format

In this course, you will have an opportunity to become familiar with the academic standards for developing an acceptable field study paper; engage in data collection, theory-testing, social intervention, and critical thinking; and discuss practical and research issues. The field placement will allow students an opportunity to participate in the ongoing activities of an organization, developing interpersonal as well as technical competencies. In addition, students will actively participate in activities and discussion in class. Our meetings together are designed to provide a rather informal, small group, opportunity to discuss both the pragmatic and academic issues related to the field placement.

Prerequisites

1. Social Ecology 10—Research Design
2. Social Ecology 194—Naturalistic Field Research
3. The introductory course in the subarea of the field study (i.e., E8, J7, or P9)
4. Approval of field placement site by the Undergraduate Counseling Office
5. Field study is restricted to Social Ecology juniors and seniors in good academic standing; students must have a minimum overall GPA of 2.0.

Requirements

1. Attendance at all scheduled times and active participation in these sessions throughout the quarter. See the meeting schedule below.
2. Completion of acceptable fieldwork at your placement site. A four unit field study requires a total of 100 hours of fieldwork during the quarter; an eight unit field study requires a total of 200 hours of fieldwork during the quarter. Students are strongly encouraged to keep a log of their hours.
3. Completion of an analytical, academic paper relevant to your area of interest and your field placement; either a literature review or a data-gathering project in the field placement is suggested. Personal journals and descriptive accounts of field placement activities are not appropriate. The paper length depends upon how many units you hope to earn. For four unit credit, this paper should be approximately ten pages long (not including reference list, footnotes and cover page), incorporate at least five references to scientific journal articles, legal case studies, and other academic sources, and at least two references to internet websites on your chosen topic. For eight unit credit, the student is required to complete one paper at least 20 pages in length and citing eight or more scientific references, and at least four references to internet websites on your topic.

4. Timely completion of assignments required throughout the quarter, as follows:

<u>Week</u>	<u>Written Product Due</u>
3	Research/paper Topic approved by instructor
5	Research/paper Topic, 2 page outline
6	Annotated Bibliography
10	Final Paper Due

For more information on field study requirements, see:

<http://students.sococo.uci.edu/pages/field-study-minimum-standards>

Additional Evaluation Procedures

Students must work 10 hours per week in an agency to receive 4 units of academic credit; students who work 20 hours per week may request 8 units of academic credit. Field Study is graded P/NP only, based on the student's field evaluation, participation in class meetings with the faculty sponsor, and quality of the field study paper. In addition, the Field Placement Supervisor will do an evaluation of your fieldwork. Students should ensure the forms are sent to Social Ecology from your field study supervisor.

Final Suggestions

Although it is not required, you are encouraged to:

1. Raise your hand in class, question the professor, engage with the material via discussion, and otherwise ignore any social pressure to sit silently.
2. Get acquainted with one another. Exchange e-mail addresses and phone numbers. Engage in collaborative learning. Studies show that students who engage in collaborative learning tend to do better in college and beyond.

3. See me (i.e., the instructor) as often as is necessary to do well in this course. Do not wait until problems are irreparable or concerns are outdated to seek assistance. Please do not hesitate to make an appointment with me. If you extend the effort, I will be available and willing to help you do well in this class.
4. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss his/her specific needs. Also, contact the Disability Services Center at 949-824-7494/TTY 949-824-6272 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.
5. Contact your field placement supervisor as soon as possible to reach agreement on a work schedule.

SCHEDULE

- Week 1 CLASS MEETING: *Orientation and scheduling, and topic selection.*
- Week 2 CLASS MEETING: *Discussion of research topics, library research, and 2 page statement/outlines.*
 During the second week of class, develop your idea for your research paper, and once you have settled on a topic, e-mail it to Val Jenness (jenness@uci.edu) for approval no later than the Monday of the third week of class. Once she has approved it, you can begin to work on your statement/outline and annotated bibliography for your chosen research topic.
- Week 3 NO CLASS MEETING:
RESEARCH TOPIC DUE via e-mail: jenness@uci.edu. Once approved, you can begin to work on your two-page statement/outline.
- Week 4 CLASS MEETING: Discussion of research topics, library research, and 2 page statement/outlines.
 Continue to work on your 2-page statement/outline. Make certain your Field Study Supervisor has received a UCI field evaluation form.
- Week 5 CLASS MEETING: *Discussion of research outlines, literature reviews, and annotated bibliographies*
TWO PAGE OUTLINE DUE in class
- Week 6 CLASS MEETING: *Organizing and Writing*
 Work on research paper
ANNOTATED BIBLIOGRAPHY DUE in class
- Week 7 NO CLASS MEETING:
 Work on research paper
 Connect your ideas and build your arguments

- Week 8 **CLASS MEETING:** *Selected student presentations and discussion of value of field placements*
 Work on research paper
 Make sure all paperwork is completed for SE Field Study Requirements
- Week 9 **NO CLASS MEETING:**
- Week 10 **FINAL CLASS MEETING:** *Selected student presentations and discussion of value of field placements*
FINAL RESEARCH PAPERS DUE DURING CLASS
 Students complete their Field Study Placement Evaluation.

SURVIVING AND ENJOYING FIELD STUDY

1. Keep a copy for yourself of every product you turn in and a log of the hours you work at your field site (see: <http://socialecology.uci.edu/files/students/undergrad/TimeLog.pdf>).
2. Writing an effective research paper requires substantial effort and time in the upfront framing of a research topic, in the library research that is necessary, and in the writing of the draft and final versions of the paper. Start early and plan accordingly.
3. Our reference librarians at Langston Library can help you with on-line MELVYL catalog searches, more expansive computer searches of the literature, and may also be able to provide you with a workable research idea. I recommended that you contact the librarian during the first week of classes so that you may become familiar with the library resources available to you before you start on your project.
4. There are several books that will help to make your life easier, especially if you have not written many research or academic papers. Pay close attention to the recommendations about how to write clearly and organize your text and reference list. Proper grammar, sentence structure, and formatting of text and reference list are part of my evaluation of your research paper. I recommend these sources to help you on these matters (of course, there are many others you may consult as well):
 - Strunk, William and E.B. White. 1979. *The Elements of Style*. New York: MacMillan.
 - Memering, D. 1989. *The Prentice Hall Guide to Research Writing*. Englewood Cliffs, NJ: Prentice Hall.
 - On Writing Well: The Classic Guide to Writing Nonfiction* by William Zinsser
5. Follow a standard citation style of your choice for references.

ENJOY YOUR FIELD PLACEMENT!

It is a unique Social Ecology-provided opportunity to integrate classroom teaching with real world experience!