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LSC: App-5/1/14  
UWUCC App-9/2/14  
Senate: App 10/7/14

**REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION**

**TYPE I PROFESSOR COMMITMENT**

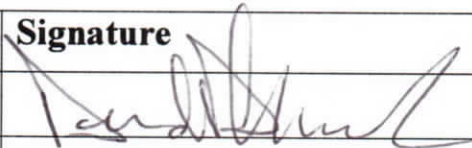
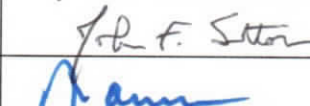

Professor: **David D. Chambers**

Department: **Political Science**

Email: **chambers@iup.edu**

Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)		3/31/2014
Department Chair	John F. Sutton	3-31-2014
College Dean		4/20/14
Director of Liberal Studies		5/1/14
UWUCC Co-chair(s)	Gail Schriot	9/2/14

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Liberal Studies

## TYPE I PROFESSOR COMMITMENT

PROFESSOR David D. Chambers DEPARTMENT Political Science

List up to three of the W courses that you have taught since your appointment as a Type I professor.

**PLSC 300 – Research Methods in Political Science**

**PLSC 350 – The Presidency**

**PLSC 355 – Intergovernmental Relations**

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

**I am currently teaching PLSC 300, Research Methods in Political Science. This course is required of all Political Science majors and is intended for student of junior or senior status. The course is dual-listed (PLSC 500) and there are usually three to seven graduate students in the course (of a total enrollment of 25). The major goals of the course are expressed in the course overview that prefaces my syllabus.**

*This course will help students understand the logic of applying the Scientific Method to the study of social and political phenomena. Students will explore the basic assumptions on which this application rests together with its significant limitations. Students will also, through the preparation of a Research Design, gain hands-on experience with the key aspects of the research process: selecting a “good” research question; identifying and then defining the key concepts that comprise that question; selecting useful variables; deriving testable hypotheses; adopting a suitable measurement strategy; selecting an appropriate data source; and, understanding the basic ingredients of data collection and analysis. With regard to analysis, students will learn about and then perform basic statistical analyses using some of the univariate and bivariate techniques available in the Statistical Package for the Social Sciences (SPSS). Finally, through the use of a series of progressive writing assignments, students will develop the capacity to clearly and concisely review, in article form, the results of their research.*

To aid in the accomplishment of these goals, students are required to submit a fully developed Research Design. They prepare this design, to be submitted in “perfected” form at the end of the semester, in a series of four stages: finding a research question; preparing an annotated bibliography; writing a literature review; and, specifying variables, testable hypotheses, a measurement scheme, and an appropriate data set. At each stage students are required to submit written essays. To assist them in the preparation of these essays, I distribute information on the requirements of each stage. We discuss each stage extensively in class. And, I assign a short book, Lisa A. Baglione, Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods, that provides additional detail on each stage in the preparation of a Research Design. The

essays students prepare are thus designed to demonstrate familiarity with assigned materials and class discussions. Each essay in turn provides the necessary framework for continuing classroom discussion and further reading. Students are encouraged to submit rough drafts of each essay for comment and review. In addition, after the submission of each of the first two Research Design essays, I meet individually with each student to discuss the essay and provide recommendations for modification. Each essay automatically becomes a part of every subsequent essay so that students have the opportunity to revise and resubmit their essays to reflect my recommendations and the additional insight they gain from the completion of a subsequent stage. At the end of the semester, students submit the final product for my review first as a rough draft (required) and thereafter in final "perfected" form.

In addition to the staged preparation of a Research Design, students also complete a series of weekly writing exercises. The first few exercises are designed to focus the attention of students on concepts that will be useful to them in preparing the early stages of the Research Design. Subsequent exercises involve data analysis problems using SPSS, a social science statistical package. These problems are designed to enhance the student's ability to make effective use of basic summary statistics in the analysis of data generated by typical social science research. Information about exercise is provided two weeks in advance of each due date. In addition, these exercises also proceed from and feed back into class discussions in that they provide students with necessary time to think about and then write about concepts that become key components of classroom presentations.