



BHS 240 Research Methods (3)

Fall 2013

Instructor: Joel Thiessen, Ph.D.

CONTACTING THE INSTRUCTOR(S)

Class Time: TUE/THU 2:30-3:45pm

Office Hours: TUE/THU 1:00-2:15pm or by appointment

Email Address: jathiessen@ambrose.edu

Website: www.joelthiessen.ca

Location: A2131

Office: L2105

Office Phone: 410-2000 ext.2979

Twitter: @joelthiessen

Kristen Desjarlais deKlerk (Lab Marker) Office Hours: By appointment

Kristen Desjarlais deKlerk Email: kdesjarl@ucalgary.ca

REQUIRED TEXT

Del Balso, Michael, and Alan Lewis. 2012. *First Steps: A Guide to Social Research. 5th Edition*. Toronto, ON: Thomson Canada Limited.

ON RESERVE

American Psychological Association. 2010. *Mastering APA Style: Instructor's Resource Guide. 6th Edition*. Washington, DC: American Psychological Association.

Creswell, John W. 2003. "Writing Strategies and Ethical Considerations." Pp.49-54 in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 2nd Edition*. Thousand Oaks, CA: Sage.

Johnson, William A., Jr., et al. 2010. *The Sociology Student Writer's Manual. 6th Edition*. Boston, MA: Pearson.

Miller, William L., and Benjamin F. Crabtree. 2004. "Depth Interviewing." Pp.185-202 in *Approaches to Qualitative Research: a Reader on Theory and Practice*, edited by Sharlene Nagy Hesse-Biber and Patricia Leavy. New York, NY: Oxford University Press.

Neuman, W. Lawrence, and Karen Robson. 2012. "Ethics in Social Research." Pp.42-62 in *Basics of Social Research: Qualitative and Quantitative Approaches. 2nd Canadian Edition*. Toronto, ON: Pearson.

COURSE DESCRIPTION

An introduction to the concepts and processes of both qualitative and quantitative social research. Research processes include problem definition, data collection and analysis. Students are expected to develop research skills through practical application. Lecture and laboratory components.

EXPECTED LEARNING OUTCOMES

1. Gain an understanding of the logic and many stages of social research.
2. Become acquainted with research design and a variety of quantitative and qualitative research methods.
3. Apply quantitative and qualitative techniques through “hands-on” exercises.
4. Draft a research proposal that accounts for theory and method.

COURSE OUTLINE

Date	Topic and Reading
<i>September 5</i>	Course Introduction
<i>September 10</i>	Why Know about Social Science Research? (Ch.1)
<i>September 12</i>	What is Social Science Research? (Ch.2: p.20-33)
<i>September 17</i>	What is Social Science Research? (Ch.2: p.33-44)
<i>September 19</i>	Library Tour and Overview (Sandy Ayer)
<i>September 24</i>	*Finding and Refining the Topic (Ch.3)
<i>September 26</i>	<i>NO CLASS (Spiritual Emphasis Days)</i>
<i>October 1</i>	Sampling: Choosing Who or What to Study (Ch.4)
<i>October 3</i>	*Ethics (Neuman and Robson Article)
<i>October 8</i>	Research Proposal (Creswell Article)
<i>October 10</i>	*Social Survey (Ch.5: p.97-116)
<i>October 15</i>	Social Survey (Ch.5: p.116-129)
<i>October 17</i>	Guest Presenter – Charlie Victorino (Statistics Canada)
<i>October 22</i>	Midterm Exam
<i>October 24</i>	Field Research (Ch.7: p.156-166)
<i>October 29</i>	*Field Research (Ch.7: p.166-181)
<i>October 31</i>	Experimental Research (Ch.6: p.130-142)
<i>November 5</i>	Interviews (Miller and Crabtree Article)
<i>November 7</i>	*Interviews (Miller and Crabtree Article)
<i>November 12</i>	Experimental Research (Ch.6: p.142-155)
<i>November 14</i>	Indirect or Nonreactive Methods (Ch.8)
<i>November 19</i>	*Indirect or Nonreactive Methods (Ch.8)
<i>November 21</i>	What are the Results? (Ch.9: p.210-224)
<i>November 26</i>	*What are the Results? (Ch.9: p.224-242)
<i>November 28</i>	The Research Report: The End and the Beginning (Ch.10)
<i>December 3</i>	The Research Report: The End and the Beginning (Ch.10)
<i>December 5</i>	Research Presentations (BHS Faculty)

LEARNING AND CLASSROOM ETIQUETTE

In the Behavioural Science Department we believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that professors will come to each class well read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This

includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience. Failure to adhere to this will result in the professor either asking the student to leave the classroom for the remainder of the lecture or, in extreme cases (i.e., three or more ‘offenses’), to possibly withdraw from or fail the entire course.

COURSE REQUIREMENTS & GRADING

* Failure to submit all assignments will result in an automatic failing final grade.

Midterm Exam (<u>October 22</u>)	15%
Lab Assignments (<u>Throughout the semester</u>)	50%
Research Proposal (<u>Due Thursday, December 5 @ 8:00am - Moodle</u>)	20%
Final Exam (<u>Thursday, December 12 @ 1-4pm, A2210</u>)	15%
<i>Total</i>	<i>100%</i>

1) Midterm Exam (15%) – October 22

50 multiple choice questions based on class readings, lectures, and labs (Chapters 1-5 and Supplemental Readings).

2) Lab Assignments (50%)

There are seven lab assignments in this course. Details for each lab assignment will be given in the classes with an asterisk (*) beside them on the Course Outline above. Kristen Desjarlais deKlerk will grade each lab assignment for this course and all questions pertaining to grading should be directed to Kristen.

3) Research Proposal (20%) – Thursday, December 5 at 8:00am on Moodle

More details to come in class, but students will prepare a 6 page research proposal (excluding title page and bibliography) of a hypothetical study you might conduct based on your exposure to various research methods during the course of this term. Proposals should be double spaced, with 1” (2.54cm) margins on all sides, 12 point font, and ASA or APA formatting. Students will be graded for grammar, writing, social scientific content, the accuracy and level of detail in their methodology, and their ability to fulfill the various objectives in the detailed assignment. Therefore, ensure that your document is well-written, clearly and logically organized, and explicitly draws on lecture notes, course readings, and external resources. Late assignments will lose 10% per day.

4) Final Exam (15%) – Thursday, December 12 @ 1-4pm, A2210

50 multiple choice questions based on class readings, lectures, and labs (Chapters 6-10 and Supplemental Readings).

Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar’s Office and must be handed in by Monday, October 28, 2013 (Fall semester) or Monday, March 3, 2014 (Winter semester). If

you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

GRADING ASSIGNMENTS

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

IMPORTANT NOTES

- The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 15, 2013 (Fall semester) or Sunday, January 19, 2014 (Winter semester). These courses will not appear on the student’s transcript. Courses should be added or dropped on the student portal by the deadline date.
- Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees.
- Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) – Tuesday, November 12, 2013 (Fall semester) or Friday, March 21, 2014 (Winter semester). A grade of “W” will appear on the student’s transcript.
- Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.
- An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.
- It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.
- Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course

extensions or alternative examination time must be submitted to the Registrar’s Office by Monday, November 25, 2013 (Fall semester) or Monday, March 31, 2014 (Winter semester). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

- We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.
- Students are strongly advised to retain this syllabus for their records.

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., APA, ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation. Establishes order to ideas and points out relationships between them. Number and quality of main points are sufficient Presentation of

						<p>Ideas develops to a logical conclusion and/or summary</p> <p>Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.</p>
B 72-85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	<p>Clear central thesis</p> <p>Appropriate details/synthesis most of the time.</p> <p>Sentences/paragraph generally flow logically together</p>	<p>Some spelling, grammar, and writing errors</p> <p>Some awkward transitions between words, sentences, and paragraphs</p>	Mostly achieved	<p>Communicates to some degree the main theme, thesis, or primary focus of presentation.</p> <p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60-	Inconsistently achieved - paradigms,	Little to no connection made to the development of	Adequately limited central thesis	Several spelling, grammar, and	Inconsistently achieved	Unclear presentation of main theme,

71	theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	paradigmatic thought in terms of analyzing or applying the theory/research	<p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	<p>thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p> <p>Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact</p> <p><i>And so on....</i></p>
----	--	--	--	---	--