



BHS 240 – 1

Research Methods

Semester: Fall 2014
 Days: Wed/Fri 1:00-2:15pm
 Room: A2131
 Lab
 Marker: Jennifer Bazar

Number of credits: 3-3

Prerequisites:
 PS 121, SO 121

Instructor: Brianne M. Collins
 Email: bcollins@ambrose.edu
 Phone: 403-606-3638
 Office: L2078
 Office hours: Wed/Fri 2:30-3:30pm
 or by appointment

Course Description:

This course is an introduction to the concepts and processes of quantitative and qualitative research. Research processes include problem definition, designing a study, selection and development theory, literature review, data collection, interpretation and analysis of data, and writing the research report. Students will develop research skills through the practical application of material covered in class, in the text readings, and in laboratory assignments.

Expected Learning Outcomes:

It is the aim of the course that students will acquire the following skills:

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.

Important Dates:

First day of classes: September 3, 2014
 Registration revision period: September 14, 2014
 Last day to request revised examination: October 27, 2014
 Last day to withdraw from course: November 12, 2014
 Last day to apply for time extension for coursework: November 24, 2014
 Last day of classes: December 9, 2014

Final Exam: December 12, 2014
Time: 1:00 PM – 2:30 PM
Room: A2133

Course Outline:

Date	Topic	Readings
Wed, Sept 3	Course Introduction	Syllabus
Fri, Sept 5	Why Know About Social Science Research?	Chapter 1
Wed, Sept 10	What is social science research?	Chapter 2 (p. 20-33)
Fri, Sept 12	What is social science research?	Chapter 2 (p. 33-44)
Wed, Sept 17	Library Tour and Overview (Sandy Ayer)	---
Fri, Sept 19	Finding and Refining the Topic	Chapter 3 (p. 45-58)
Wed, Sept 24	<i>NO CLASS (Spiritual Emphasis Days)</i>	---
Fri, Sept 26	*Finding and Refining the Topic	Chapter 3 (p. 59-71)
Wed, Oct 1	Sampling: Choosing Who or What to Study	Chapter 4
Fri, Oct 3	*Ethics	Neuman and Robson article
Wed, Oct 8	Research Proposal	Creswell article
Fri, Oct 10	*Social Survey	Chapter 5 (p. 97-116)
Wed, Oct 15	Guest Presenter – Charlie Victorino (Statistics Canada)	---
Fri, Oct 17	Social Survey	Chapter 5 (p.116-129)
Wed, Oct 22	Midterm Exam (Chapters 1-5, supplemental readings)	---
Fri, Oct 24	Field Research	Chapter 7 (p. 156-166)
Wed, Oct 29	*Field Research	Chapter 7 (p. 166-181)
Fri, Oct 31	Experimental Research	Chapter 6 (p. 130-142)
Wed, Nov 5	Interviews	Miller and Crabtree article
Fri, Nov 7	*Interviews	Miller and Crabtree article
Wed, Nov 12	Experimental Research	Chapter 6 (p. 142-155)
Fri, Nov 14	*Indirect or Nonreactive Methods	Chapter 8 (p. 182-196)
Wed, Nov 19	Indirect or Nonreactive Methods	Chapter 8 (p. 196-209)
Fri, Nov 21	What are the results?	Chapter 9 (p. 210-224)
Wed, Nov 26	*What are the results?	Chapter 9 (p. 224-242)
Fri, Nov 28	The Research Report: The End and the Beginning	Chapter 10
Wed, Dec 3	The Research Report: The End and the Beginning	Chapter 10
Fri, Dec 5	Research Presentations (BHS Faculty)	---

Please note: The above course outline/schedule is subject to change. It is important therefore to attend all classes, check your Ambrose email account and the Moodle course page for updates and/or changes.

Requirements and Evaluation:

Midterm (October 22)	15%
Lab Assignments (Due throughout the semester)	50%
Research Proposal (Due Friday, December 5 at 12:00pm)	20%
Final Exam (December 12, 1:00-2:30pm, A2133)	<u>15%</u>
<i>Total</i>	<i>100%</i>

Note: Failure to submit all assignments will result in an automatic failing grade.

(1) Midterm Exam (15%) – Wednesday, October 22

The midterm exam will consist of 50 multiple choice questions based on class readings (chapters 1-5 and supplemental readings), lectures, and labs.

(2) Lab Assignments (50%) – Due throughout the semester

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. Although Jennifer Bazar will grade each lab assignment for this course, all questions about assignments, grading, and feedback should be directed to the instructor.

(3) Research Proposal (20%) – Due Friday, December 5 at 12:00pm on Moodle

Each student will prepare a six (6) page research proposal (not including title page and references) of a hypothetical study you might conduct based on your exposure to various research methods during the course this term. Proposals should be double spaced, with 1" (2.54cm) margins on all sides, Times New Roman and 12 point font, and using ASA or APA formatting. Students will be graded on 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 calendar day. This assignment will be discussed in further detail during class time.

(4) Final Exam (15%) – Friday, December 12, 1:00-2:30pm

The final exam will consist of 50 multiple choice questions based on class readings (Chapter 6-10 and supplemental readings), lectures, and labs. The final exam is not cumulative.

Submission of Assignments:

All lab assignments and the research proposal are to be submitted on Moodle by the dates and times specified for each assignment (to be provided in class).

Attendance:

Students are expected to attend class regularly. In extreme cases where a student misses classes regularly without adequate rationale, the instructor reserves the right to ask the student to withdraw from the course.

Grade Summary:

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

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

Textbook:

Del Balso, M., & Lewis, A. (2012). *First steps: A guide to social research* (5th Ed). Toronto, ON: Thomson Canada Limited. [Available from Ambrose Bookstore].

On Reserve:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed). Washington, DC: American Psychological Association.

Creswell, J. W. (2003). Writing strategies and ethical considerations (pp. 49-54). In *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd Ed). Thousand Oaks, CA: Sage.

Johnson, W.A., Jr. (2010). *The sociology student writer's manual* (6th Ed). Boston, MA: Pearson.

Miller, W. L., & Crabtree, B. F. (2004). Depth interviewing. In S. N. Hesse-Biber & P. Leavy (Eds.), *Approaches to qualitative research: A reader on theory and practice* (pp. 185-202). New York, NY: Oxford University Press.

Neuman, W. L., & Robson, K. (2012). Ethics in social research (pp. 42-62). In *Basics of social research: Qualitative and quantitative approaches* (2nd Canadian Ed). Toronto, ON: Pearson.

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. 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.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the 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.

Extensions

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 the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

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.

Academic Integrity

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 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.

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 instructor 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.

Grading Chart:

	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-	Consistently achieved – paradigms, theories,	The majority of assignment demonstrates a balance in summarizing and describing	Clearly states central thesis and purpose of paper	Few to no spelling, grammar, or other writing	Consistently achieved	Communicates effectively main theme, thesis, or

100	concepts, and empirical research are summarized and used accurately and in relevant ways	theory/research and analysis and application	Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	errors. Words, sentences, and paragraphs flow smoothly		primary focus of presentation. Establishes order to ideas and points out relationships between them. Number and quality of main points are sufficient Presentation of ideas develops to a logical conclusion and/or summary Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact
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)	Clear central thesis Appropriate details/synthesis most of the time Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation Ideas follow a general logical flow with presenter providing some synthesis between points Number and quality of main points are sufficient

						<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 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, 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>