

Course ID:	Course Title:	Fall 2022
BHS 240	Research Methods	Prerequisite: PS 121 or SO 121
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Rodrigo Dal Ben, Ph.D.	First Day of Classes:	Sept. 08
Days:	Tuesday & Thursday	Email:	rod.dalben@ambrose.edu	Last Day to Add/Drop:	Sept. 18
Time:	9:45 – 11:00 am	Phone:	6928	Last Day to Withdraw:	Nov. 21
Room:	A2133	Office:	L2107	Last Day to Apply for Extension:	Nov. 28
Lab/Tutorial:	NA	Office Hours:	Tuesday & Thursday* (in-person or online)	Last Day of Classes:	Dec. 08
Final Exam:	NA				

Important Dates and Information

- **Dates:** for a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .
- ***Office hours:** Please schedule a time slot on https://calendly.com/rod_dalben/office-hours-fall
- **Email:** I check my inbox 1-2 times per day. I do respond all email, but it can take up to 72 hours due to the volume of messages. Email messages are a professional form of communication, please be polite when emailing. Inappropriate messages will be ignored.
- **Communications:** Most communications will go through Moodle, under “announcements.” Remember to set up your Moodle account so it distributes announcements to your email address.
- **Syllabus:** keep a copy of this document throughout the course and use it as a reference guide. If you ask me for information that is already here, I will probably redirect you to this document.
- **Studying group:** The instructor will host a weekly studying group at the Library, Study Room 3 (L1032). While all students are invited, participation is NOT required or graded in anyway. The group aims to develop fellowship and time management skills. It will happen every Monday from 2pm to 3pm, unless otherwise noted.

Course Description

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

Expected Learning Outcomes

1. Demonstrate understanding of the scientific method and its importance for knowledge building
2. Demonstrate understanding of quantitative and qualitative research methods
3. Demonstrate understanding of validity and reliability of scientific research
4. Demonstrate the ability to read, evaluate, and present primary research
5. Demonstrate the ability to apply theory to “everyday life”
6. Demonstrate the ability to articulate oneself in written format
7. Demonstrate the ability to provide feedback to peers
8. Demonstrate the ability to work in teams
9. Demonstrate the ability to self-evaluate one’s own work
10. Demonstrate respect and understanding of human unity and diversity, both individual and social.

Textbooks

Jhangiani, R. S., et al. (Eds., 2022). *Research Methods in Psychology* (4th ed). KPU Open Education. [Open textbook available on Moodle]

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed). McGraw-Hill. [Available on Moodle]

Both textbooks can be used for assignments and as basis for in-class activities. The textbook by Jhangiani and colleagues (2022) is an open textbook that builds on collaborative efforts from several researchers across the world. The textbook by Shaughnessy and colleagues (2025) is commercial and requires purchase (instructions on Moodle). You can choose to have both textbooks and use them as complementary resources or you can choose one of the two.

Delivery mode

This course follows an active learning approach. Students will constantly engage with course materials, peers, and instructor to learn, understand, apply, analyze, and evaluate research methods. At the same time, students will receive constant feedback from the instructor and their peers. Students should expect a blend of lecture-based classes, constant in-class activities, and seminars. In the Requirements section, the main assignments are described, but keep in mind that most in-class activities will be tailored to students’ learning trajectories and cannot be fully anticipated.

Course Schedule

Week	Day	Topic	Readings & # of pages	Delivery Mode	Assignments & deadlines
1	Sep 8	Meet and greet, Syllabus, Moodle, Library tour	NA	Fully active	NA
2	Sep 13	Setting dates: seminars and assignments	Syllabus (Moodle)	Fully Active	- Seminar: define groups. - Seminar: select articles.
	Sep 15	Warming-up: getting up to speed with tickets to class and seminars			
3	Sep 20	Social Sciences & Scientific Method	Jhangiani et al.: Ch 1 & 2 (54p) OR	Lecture	- Ticket to class: September 16, 5:00 PM
	Sep 22			Lecture	

			Shaughnessy et al.: Ch 1 & 2 (57p)		
4	Sep 27	Descriptive research: Observation	Jhangiani et al.: Ch 6 – topic 32 (10p) OR Shaughnessy et al.: Ch 4 (43p)	Lecture	- Ticket to class: September 23, 5:00 PM - Seminar – submit pre-presentation docs – Group 01: September 27, 5:00 PM
	Sep 29		Selected article (Moodle)	Seminar 01	- Ticket to class: September 23, 5:00 PM - Seminar Presentation – Group 01: September 29
5	Oct 04	Descriptive research: Survey	Jhangiani et al.: Ch 7 (20p) OR Shaughnessy et al.: Ch 5 (42p)	Lecture	- Ticket to class: September 30, 5:00 PM - Seminar – submit pre-presentation docs – Group 02: October 04, 5:00 PM
	Oct 06		Selected article (Moodle)	Seminar 02	- Ticket to class: September 30, 5:00 PM - Seminar Presentation – Group 02: October 06
6	Oct 11	Experimental research: Independent design	Jhangiani et al.: Ch 5 (30p) OR Shaughnessy et al.: Ch 6 (42p)	Lecture	- Ticket to class: October 07, 5:00 PM - Seminar – submit pre-presentation docs – Group 03: October 11, 5:00 PM
	Oct 13		Selected article (Moodle)	Seminar 03	- Ticket to class: October 07, 5:00 PM - Seminar Presentation – Group 03: October 13
7	Oct 18	Research Ethics	Jhangiani et al.: Ch 3 (45p) OR Shaughnessy et al.: Ch 3 (29p)	Lecture	- Ticket to class: October 14, 5:00 PM
	Oct 20		Mid-way checkpoint: Feedback		
8	Oct 25	Experimental research: repeated measures	Jhangiani et al.: Ch 5 (30p) OR Shaughnessy et al.: Ch 7 (24p)	Lecture	- Ticket to class: October 21, 5:00 PM - Seminar – submit pre-presentation docs – Group 04: October 25, 5:00 PM
	Oct 27		Selected article (Moodle)	Seminar 04	- Ticket to class: October 21, 5:00 PM - Seminar Presentation – Group 04: October 27
9	Nov 01	Non-experimental research: Correlation	Jhangiani et al.: Ch 6 – topics 28, 29, 30 (14p) OR Shaughnessy et al.: Ch 11 – Illustration: Data Analysis for a Correlational Study (11p)	Lecture	- Ticket to class: October 28, 5:00 PM - Seminar – submit pre-presentation docs – Group 05: November 01, 5:00 PM
	Nov 03		Selected article (Moodle)	Seminar 05	- Ticket to class: October 28, 5:00 PM - Seminar Presentation – Group 05: November 03

10	Nov 07 – 11 READING WEEK (no classes)				
11	Nov 15	CineMethods: Babies			
	Nov 17	Warming-up: getting up to speed with tickets to class and seminars			
12	Nov 22	Applied research: single-case	Jhangiani et al.: Ch 10 (18p) OR Shaughnessy et al.: Ch 9 (27p)	Lecture	- Ticket to class: November 18, 5:00 PM - Seminar – submit pre-presentation docs – Group 06: November 22, 5:00 PM
	Nov 24		Selected article (Moodle)	Seminar 06	- Ticket to class: November 18, 5:00 PM - Seminar Presentation – Group 06: November 24
13	Nov 29	Applied research: quasi-experimental	Jhangiani et al.: Ch 8 (29p) OR Shaughnessy et al.: Ch 10 (35p)	Lecture	- Ticket to class: November 25, 5:00 PM - Seminar – submit pre-presentation docs – Group 07: November 29, 5:00 PM
	Dec 01		Selected article (Moodle)	Seminar 07	- Ticket to class: November 25, 5:00 PM - Seminar Presentation – Group 07: December 01
14	Dec 06	Reporting your research	Jhangiani et al.: Ch 11 (30p) OR Shaughnessy et al.: Ch 13 (17p)	Lecture	- Ticket to class: December 02, 5:00 PM
	Dec 08	Crossing line: Feedback & wrap-up			

Please note that changes to the course schedule may occur in response to student questions and conversations.

Requirements

Assignment	Grade (%)	Learning outcomes
Ticket to class	35%	1, 2, 3, 4, 6, 9, 10
Peer-feedback	10%	6, 7, 10
Seminar	40%	1, 2, 4, 6, 8, 10
In-class participation	15%	1, 2, 4, 5, 8, 10

Notes:

- Academic integrity** is expected on ALL assignments.
- Students **will not** be reminded about any assignment because:
 - It is the students' obligation to know the course schedule and refer to this syllabus as needed.
 - It is the students' obligation to be up to date with the course material.
 - It is the students' obligation to be in class so that they know what topics are being discussed.
 - It is the students' obligation to anticipate when the reading will be covered in class.
- Aside from a note from a qualified professional, there will be no makeup for any missed assignment.**
- Readings:** Students are responsible for being up to date with assigned readings. Be prepared for reading and studying an estimated 750 pages over the course (between textbook and research articles).

5. **Studying group:** Time management is one of the most important skills to succeed in higher education and later in the job market. While not a requirement, students are encouraged to take part in the weekly study group set by the instructor (read “*Important information*” for more details).

Ticket to class: Tickets to class are required for all classes, both lectures-based and seminars, but requirements are slightly different for each class. All tickets to class must be submitted on Moodle in the week prior to the classes, following dates on the **Course Schedule**, **late submissions will not be accepted**. Grading will be based on completion, which will be automatically tracked by Moodle and randomly assessed by the instructor.

1. In the week prior to each lecture-based class, students must:
 - a. Read the assigned readings.
 - b. Agree with academic integrity principles.
 - c. Submit a written summary (up to 800 words) of the assigned readings. The summary should be well written, logically organized, and present the main concepts and applications of the assigned readings as well as any personal insights that occurred when studying the material. Anonymized summaries will be used during in-class activities. The instructor will provide random feedback on summaries—do not expect feedback for every summary.
 - d. Submit **one** question about the assigned readings. Any question is welcomed if it reflects an honest and careful consideration of the assigned readings (e.g., clarification, application, evaluation).
 - e. Submit a self-evaluation on the work being submitted (i.e., complete readings and assignments, use of course resources, time management).

2. In the week prior to each seminar, **students that are not leading the seminar** must:
 - a. Read the selected article—see Seminar for details on selection.
 - b. Agree with academic integrity principles.
 - c. Submit **one** question about the article.
Any question is welcomed if it reflects an honest and careful consideration of the assigned readings (e.g., clarification, application, evaluation).
 - d. Submit a self-evaluation on the work being submitted.

Note. Students leading the seminar are not required to submit tickets for the seminar that they are leading.

Peer-feedback: After each class, students must log into Moodle and use the feedback forms to provide feedback on lecture-based classes and seminars. For lecture-based classes, students will provide feedback on the lecture content and in-class activities (i.e., clarity, media, accessibility, connection with assigned readings, motivation). For seminars, students will provide feedback on seminar content and organization (i.e., clarity, media, accessibility, connection with assigned readings, motivation). All feedback will be anonymous, and grading will be based on completion. Feedback must be submitted on the same day of the class (up to 11:59pm).

Seminar: Seminars will be conducted entirely by students. In the first weeks of class, each student will rank seminars’ topics according to preference. Students with similar interests will be grouped together, up to a max. number of members (to be determined depending on enrollment). If a particular topic is too popular, with more students interested in it than the maximum number of members, the members will be chosen randomly by the instructor. Once

groups and topics are set, groups will be responsible for tasks prior to the seminar date and on the seminar date, see list following. All tasks **must be completed following the Course Schedule deadlines and be submitted on Moodle.**

1. Prior to the seminar date:
 - a. Select one article from a pool of pre-approved articles.
 - b. Inform class about the selection.
 - c. Submit a written summary (up to 2,000 words) of the article (PDF, on Moodle only). The summary should be well written, logically organized, and present the main concepts, research questions, methods, findings, and applications presented in the article, as well as any personal insights that occurred when studying the article. The use of APA 7th ed formatting style **is strongly recommended**. Please, refer to the [concise guide](#), see also [this](#), and [this reference guide](#).
 - d. Submit a rank of peer-questions based on their relevance to the topic and potential to generate productive discussions.
 - e. Submit a list clearly describing the contributions of each group member to the seminar on the following areas:
 - i. Selecting article (contributed or not).
 - ii. Reading and discussion of selected article (contributed or not).
 - iii. Writing and revising the summary (contributed or not).
 - iv. Reviewed and discussed peer-questions (contributed or not).
2. On the seminar date:
 - a. Present the article's main concepts, research questions, methods, findings, as well as any insights from studying and preparing for the seminar. Media use (e.g., slides, videos) are encouraged, but not required. All group members should present. The presentation may take between 20 and 40 minutes.
 - b. Share the ranking of peer-questions with the class.
 - c. Mediate the discussion based on the questions, promoting respectful and constructive debate.

Grading. For tasks prior to the seminar date, grading will be based on on-time completion for tasks (1.a), (1.b), (1.d), and (1.e). Task (1.c) will be graded by the instructor based on the [VALUE standard rubric for written communication](#) (available on Moodle). For any task (1: a, b, c, d, e) submitted after the deadline, 5% of the seminar grade will be discounted for each day of delay, up to 50% of the grade. The oral presentation (2.a) on the seminar date will be assessed by the instructor based on the [VALUE standard rubric for oral communication](#) (available on Moodle) and peer-evaluation (feedback on Moodle). Tasks (2.b) and (2.c) will be based on completion. Failure to deliver any task on the seminar date will result in a discount of 50% of the seminar grade.

In-class participation: Students are expected to actively participate in all in-class activities. Such activities include, but are not limited to, discussions, group work, peer-feedback, asking and answering questions (by the instructor and peers) etc. Grading will be based on attendance and active participation and will be assessed by the instructor based on the [VALUE standard rubric for critical thinking](#) (available on Moodle).

CineMethods: We will watch and discuss one episode of the documentary "Babies". This documentary touches many topics that we will learn during the course. There is no specific assignment related to the episode, but participation in the episode discussion will count as part of the "in-class participation" overall grade.

Attendance

In the Social 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.

Grade Summary

Percentage	Grade	Interpretation	Grade Points
96-100	A+	Excellent	4.00
91-95	A		4.00
86-90	A-		3.70
82-85	B+	Good	3.30
75-81	B		3.00
72-74	B-		2.70
68-71	C+	Satisfactory	2.30
63-67	C		2.00
60-62	C-		1.70
56-59	D+	Poor	1.30
50-55	D	Minimal Pass	1.0
0-49	F	Failure	0.00
-	P	Pass	No grade points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g., percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

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.

Exam Scheduling

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 Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has 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.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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 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 acknowledge 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. 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required 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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.