Course ID:	Course Title:		Fall 2017
BHS 240	Research Methods	Prerequisites:	Math 30 SO 121 PS 121
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	Tuesday/Thursday	Instructor:	Mitchell Colp, PhD	First day of classes:	Wednesday, September 6
Time:	4:00pm-5:15pm	Email:	TBD	Last day to add/drop, or change to audit:	Sunday, September 17
Room:	TBD	Phone:	TBD	Last day to request revised exam:	Monday, October 23
Final Exam:	Friday, December 15 1:00pm in A2210	Office:	TBD	Last day to withdraw from course:	Monday, November 13
		Office Hours:	TBD	Last day to apply for coursework extension:	Monday, November 20
				Last day of classes:	Monday, December 11

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 of 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 and in the text readings.

Expected Learning Outcomes

Through classes and directed readings, students will:

1. Gain an understanding of the research process and the mechanisms by which it is orchestrated.
2. Develop a rationale for when and how to incorporate quantitative and/or qualitative research methods.
3. Identify factors that bolster and undermine the validity and reliability found in research projects.
4. Discriminate the advantages and disadvantages of different data collection procedures.

Textbooks

Bouma, G. D., Ling, R., & Wilkinson, L. (2016). *The Research Process* (3rd Canadian Ed.). Don Mills, ON: Oxford University Press.

Course Schedule

Week	Date	Topic	Readings	Deadlines
1	September 7	Course Introduction	Syllabus	
2	September 12	Research as a Way of Life	Chapter 1	
	September 14	Research as a Way of Knowing		
3	September 19	Research as a Process	Chapter 2	Research Question #1 Due
	September 21	Theory and Data		
4	September 26	The Literature Review	Chapter 3	Research Question #2 Due
	September 28	No Class		
5	October 3	Qualitative Methods	Chapter 4	Research Question #3 Due
	October 5	Quantitative Methods		
6	October 10	Concepts and Variables	Chapter 5	Research Question #4 Due
	October 12	The Question of Validity		
7	October 17	Variable Measurement	Chapter 6	Research Question #5 Due
	October 19	The Value of Reliability		
8	October 24	Midterm Examination	Chapter 7	Midterm Examination
	October 26	Choosing Research Designs		Research Question #6 Due
9	October 31	Choosing a Sample	Chapter 8	
	November 2	Sampling Procedures		Research Question #7 Due
10	November 7	No Class		
	November 9	No Class		
11	November 14	Research Ethics	Chapter 9	Research Question #8 Due
	November 16	Ending Research Projects		
12	November 21	Data Management	Chapter 10	Research Question #9 Due
	November 23	Recording Data		
13	November 28	Presenting Quantitative Results	Chapter 11	Research Question #10 Due
	November 30	Quantitative Visualizations		
14	December 5	Presenting Qualitative Results	Chapter 12	Article Review Due
	December 7	Qualitative Visualizations		
	December 15	Final Examination - Scheduled at 1:00pm in A2210		

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

Learning Tasks and Assessment:
There are three required Learning Tasks for this course.

Learning Task	Description of Task	Percentage of Grade
Learning Task #1	Weekly Chapter Questions	30%
Learning Task #2	Article Review	30%
Learning Task #3	Examinations	40%

Important Note. Percentage scores will be given for each course assignment. The weighting of each will be calculated and summed to provide the final letter grade. The completion of all assigned tasks is required for a passing grade in this course. With the exception of the quiz, all assignments are due by 11:59pm MST of the assigned date.

Late Bank. A 3-day late bank will be provided to all students, and they can use these days at their own discretion and without explanation during the term. For instance, a student could submit their research question 2 days late and their article review 1 day late, or just their article review paper 3 days late. **The late bank cannot be used for the midterm or final examinations**. This is designed to provide students with some flexibility regarding personal situations, illness, workload management, or other concerns that may arise during the course timeline. Once you have used up your 3 late bank days, a penalty of 10% per day will apply for unexcused late submissions of assignments.

Learning Task #1: Research Questions (30%) – Various Due Dates
Throughout the semester, students will work independently to answer then theoretical questions associated with assigned readings and lectures. Students will submit completed responses to the instructor by email before 11:59pm MST on the assigned due date. Submitted responses should be between 200-400 words and follow APA 6th Edition guidelines for general style and referencing. No cover page is required for these submissions. These questions will be combined to make up the 30% mark once all questions have been submitted.

	Question	Date Due
Research Question #1	In what way is the expertise of an authority limited?	September 19, 2017
Research Question #2	It is claimed that research is a process. What is a process?	September 26, 2017
Research Question #3	What are the reasons for reviewing the literature on a subject?	October 3, 2017
Research Question #4	How do the questions asked in qualitative research differ from those asked in quantitative research?	October 10, 2017
Research Question #5	What is the difference between a hypothesis and a research objective? Why must variables be selected for both?	October 17, 2017
Research Question #6	Explain how reliability is understood by qualitative and quantitative researchers. Are there understandings the same or different?	October 26, 2017
Research Question #7	Why is the case study said to be the basic building block of all research designs?	November 2, 2017
Research Question #8	What are the steps that must be taken to draw a truly random sample? Name two steps that might damage out ability to draw a random sample.	November 14, 2017
Research Question #9	Why is the ethical review of research necessary? Why is this something for which researchers need outside help in the form of a research ethics board (REB)?	November 21, 2017
Research Question #10	Why is it important to develop an organized and systematic method of recording notes for your project?	November 28, 2017

Each question will be marked using the rubric included on page 5 of the course syllabus.

Learning Task #2: Article Review (30%) – December 5, 2017
Students will be asked to provide a thoughtful review of a published journal article in an area of their own interest. In writing this review, students should begin their papers with an overall summary of the journal article that can be understood by individuals to whom are not familiar with the specific topic. The summary should include reference to the background literature, research question(s), research methodology, analysis, and obtained results. Next, students should focus specific attention to the research methodology utilized and outline two strengths and weaknesses. In the event the journal article demonstrates no clear strengths or weaknesses, feel free to discuss the general strengths and weaknesses

that are commonly found in this form of the research methodology. For clarity, research methodology encompasses participant recruitment, sampling procedures, variable measurement, and overall research design (e.g., experimental). Submitted responses should follow APA 6th Edition guidelines for general style and referencing. A cover page is required for these submissions. These article review will constitute 30% of the final grade.

The article review will be marked using the rubric included on page 5 and 6 of the course syllabus.

Learning Task #3: Examinations (40%) – October 24, 2017 and December 15, 2017
Students will be given two time-limited examinations that assess their knowledge, understanding, and synthesis of course materials and core concepts. The examinations are closed-book and are expected to be completed independently.

Midterm Examination – October 24, 2017: The exam will cover the first seven weeks of lecture and constitute 20% of the final grade. It will contain 30 multiple choice questions with 4 possible response choices. The exam questions will be taken exclusively from the chapter readings and will include theoretical and applied applications of knowledge. Students will be given 75 minutes to complete the examination.

Final Examination – December 15, 2017: The exam will cover the last seven weeks of lecture and constitute 20% of the final grade. It will contain 30 multiple choice questions with 4 possible response choices. The exam questions will be taken exclusively from the chapter readings and will include theoretical and applied applications of knowledge. Students will be given 75 minutes to complete the examination.

Attendance:
Students are expected to regularly attend lectures. Missing class regularly without adequate rationale will not only impact your ability to successfully complete the course, in extreme cases the instructor reserves the right to ask the student to withdraw from the course. You are not required to inform the instructor if you miss a class, but you should coordinate with a friend in the class to obtain any notes and instructions missed. Failure to communicate with the instructor regarding multiple absences or extenuating circumstances severely limits your ability to receive any accommodations.

Grade Summary:
The available letters for course grades are as follows:

Letter Grade	GPA	Percentage	Descriptor
A+	4.00	96-100	
A	4.00	90-95	Excellent
A-	3.70	85-89	
B+	3.30	80-84	
B	3.00	75-79	Good
B-	2.70	70-74	
C+	2.30	65-69	
C	2.00	60-64	Satisfactory
C-	1.70	55-59	
D+	1.30	50-54	
D	1.00	45-49	Minimal Pass
F	0.00	< 45	Failure

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.

Marking Rubrics

Criteria for Assessment of Learning Task #1 Questions

Area of Evaluation	Needs work	Limited	Proficient	Highly Proficient	Score
Thoroughness of Answer	Answer not provided or unclear **(0-4 marks)**	Answer missing relevant elements **(5-7 marks)**	Sufficient answer but may miss relevant links between question and background information **(7-8 marks)**	Well-developed answer. Clear links between question and relevant background information provided **(9-10 marks)**	/10

Criteria for Assessment of Learning Task #2

Area of Evaluation	Needs work	Limited	Proficient	Highly Proficient	Score
Background Information	Missing description of journal article. **(0-3 marks)**	Poor description of the journal article. **(4-6 marks)**	Description of the journal article with only one or two salient elements missing. **(7-8 marks)**	Clear and thorough description of the journal article. **(9-10 marks)**	/10
Review	No clear review of the research methodology and missing an account of strengths and weaknesses. **(0-3 marks)**	Limited review of the research methodology and an account of strengths and weaknesses. **(4-6 marks)**	Adequate review of the research methodology and an account of strengths and weaknesses. **(7-8 marks)**	Adequate review of the research methodology and an account of strengths and weaknesses. **(9-10 marks)**	/20

Style	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous. **(0-3 marks)**	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing. **(4-6 marks)**	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective. **(7-8 marks)**	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. **(9-10 marks)**	/10
Mechanics	Contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections b/w thoughts. **(0-3 marks)**	Contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. **(4-6 marks)**	May contain a few errors, which do not impede understanding. **(7-8 marks)**	Almost entirely free of spelling, punctuation, and grammatical errors. **(9-10 marks)**	/10
Total Score					/50

Ambrose University Academic Policies:

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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may 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 or record. 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" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline;** please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their 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.

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 List of Important Dates. 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.

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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devises in 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 (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.

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 Registrar's Office in writing and providing the basis for appeal 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. 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 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 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.

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