

Course ID:	Course Title:	Winter 2024
BHS240 BHS 240-2	Research Methods – Section 2 Research Methods Lab – Section 2	Prerequisite: Math 30-1 or Math 30-2, PS 121 or SO 121
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Julie Kerr, BA, MS Psychology	First Day of Class:	January 9, 2024
Days:	Tues/Thurs	Email:	Julie.Kerr@ambrose.edu	Last Day to Add/Drop:	January 21, 2024
Time:	4:00-5:15 pm	Phone:	Please contact via email	Last Day to Withdraw:	March 28, 2024
Room:	Class A2131 Lab A1085-2	Office:	L2091	Last Day to Apply for Coursework Extension:	April 2, 2024
Lab/Tutorial:	1.5 hrs/wk Mon 11:00 am-12:30 pm, details in Course Schedule	Office Hours:	Tues/Thurs 2:30-3:30 PM	Last Day of Class:	April 11, 2024
Final Exam:	TBA – Students must be available for the entire exam week period				

Important Dates and Information

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>.

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.

This class will be highly interactive, encouraging respectful discussion, debate, and the sharing of ideas, thoughts and opinions. Self-reflection will be required. Active engagement in learning and supporting the learning of others is expected. Lab participation is mandatory and will provide opportunity for hands on application and experiential learning of research design and implementation.

Expected Learning Outcomes

Understanding: Students will articulate an understanding of the scientific method, its importance for knowledge building, and the application of quantitative and qualitative social research theory and methodology as a means of understanding and explaining social behaviour, including ethics, research design, data collection and analysis. (Personal Reflection Assignments, Lab Assignment - Research Proposal, Group Lab Presentation, Exams).

Research: Students will become acquainted with research design and a variety of quantitative and qualitative research methods. They will gather, read, interpret, summarize, and evaluate social data and research. They will draft key components of a research proposal that account for theory and method. (Personal Reflection Assignment #2, Lab Assignment - Research Proposal, Group Lab Presentation).

Analysis: Students will demonstrate the capacity to think critically about research methods and their utility and limitations. (Personal Reflection Assignments, Lab Assignment - Research Proposal, Group Lab Presentation, Exams).

Communication: Students will showcase written and verbal communication skills, grounded in clear argument and grammatical structure, logical and persuasive thesis formation and development, supportive evidence, and relevant APA or ASA formatting (Personal Reflection Assignments, Lab Assignment - Research Proposal, Group Lab Presentation, Exams).

Character: Students will demonstrate their familiarity with and appreciation of diverse perspectives and approaches to social research, in the process grappling with their own social location and the political and ethical implications of being a social researcher. They will demonstrate respect and understanding of human unity and diversity, both individual and social. (Personal Reflection Assignments, Lab Assignment - Research Proposal, Group Lab Presentation).

Professional Competence: Students will develop abilities in areas such as self-regulation, communication, teamwork, critical thinking, application of theory, data collection, interpretation and presentation, and ethical conduct, while considering possible vocational and occupational trajectories connected to social research (Personal Reflection Assignments, Lab Assignment - Research Proposal, Group Lab Presentation).

Textbook:

Bell, E., Bryman A. & Kleinknecht S. (2023). *Social Research Methods* (6th ed.). Oxford University Press.

- Either paper or ebook version

Course Schedule

DATE	TOPIC	READING/ADVANCE PREPARATION	ASSIGNMENT DEADLINES
Jan. 9	Course Intro, General Research Orientations	Syllabus (on Moodle),	
Jan.11	General Research Orientations	Text Preface and Ch 1	
Jan 15	Lab – Research Question Selection	Text Ch 1, Appendix to Part 1 and Ch 15	
Jan 16	Research Designs	Text Ch 2	Why Does Social Research Matter? - Reflection Assignment 1
Jan 18	Research Designs	Text Ch 2	
Jan 22	Lab – Literature Review	Text Appendix to Part 1 and Ch 15	
Jan 23	Research Ethics	Text Ch 3	
Jan 25	Program Day – No Class		
Jan 29	Lab – Selecting Research Design and Tools	Text Ch 2, Appendix to Part 1 and Ch 15	Research Paper Introduction and Literature Review Sections due for feedback
Jan 30	The Nature of Quantitative Research	Text Ch 4	
Feb 1	The Nature of Quantitative Research	Text Ch 4	
Feb 5	Lab - Participant Selection and Preparation	Text Ch 3, Appendix to Part 1 and Ch 15	
Feb 6	Survey Research: Interviews	Text Ch 5	
Feb 8	Survey Research: Questionnaires	Text Ch 5	
Feb 12	Lab – Developing Good Questions	Text Ch 5 and Ch 15	
Feb 13	Structured Observation	Text Ch 6	
Feb 15	Mid-term Exam	Text Preface, Part I and Chapters 5 and 6	
Feb 19-23	Reading Week		
Feb 26	No Lab this week – Complete Research Questionnaire/Survey Questions - Lab Assignment 4		
Feb 27	Quantitative Sampling	Text Ch 7	Structured Observation – Reflection Assignment 2
Feb 29	Quantitative Data Analysis	Text Ch 8	
Mar 4	Lab - Data Analysis Selection	Text Ch 8	Research Methods, Sample Letters and Data Gathering Tools due for feedback
Mar 5	The Nature of Qualitative Research	Text Ch 9	
Mar 7	The Nature of Qualitative Research	Text Ch 9	

Mar 11	Photovoice Group Experience	Text Ch 10 and	Individual Lab Assignment (Research Proposal) Due Today
Mar 12	Ethnography and Participant Observation	Text Ch 10	
Mar 14	Ethnography and Participant Observation	Text Ch 10	
Mar 18	Photovoice Group Presentations – Final lab session	Attendance at Mar 11 Photovoice Lab and completion of group assignment	Group Lab Presentations will be made and graded today
Mar 19	Interviewing in Qualitative Research	Text Ch 11	
Mar 21	Interviewing in Qualitative Research	Text Ch 11	
Mar 26	Content Analysis	Text Ch 12	
Mar 28	Content Analysis	Text Ch 12	
Apr 2	Qualitative Data Analysis	Text Ch 13	
Apr 4	Qualitative Data Analysis	Text Ch 13	
Apr 9	Bridging the Quantitative/Qualitative Divide	Text Ch 14	
Apr 11	Bridging the Quantitative/Qualitative Divide	Text Ch 14	

Requirements:

Reflection Assignment 1 – Why Does Social Research Matter? – This 1-2 type written page personal reflection is to be completed after reading the text Preface and Ch 1. It should consider why the student is interested in social research, where this interest flows from, the role that personal values, faith, and experiences, if any, have played in shaping this interest, and what personal responsibility the student feels for engaging in the social research field. What social questions spark passion for the student? What are the student’s thoughts about the political nature of research and knowledge as power? Can the student identify with the role of researcher and how does this play out in everyday life for the student? 10% of final grade.

Reflection Assignment 2 – Structured Observation – The student will select a public space in which to observe the behaviour of people for 30 minutes, with a specific research question in mind. The student will record what is observed and provide a summary of key observations and themes that emerged and any conclusions that the student might have drawn. The student will also provide a brief reflection on the experience and what was learned about the process as well as summarizing any personal thoughts, feelings, and learnings from the experience. This assignment will be fully set-up and explained in class. 2-3 type-written pages, plus appended raw observational data notes. 10% of final grade.

Lab Assignment - Research Proposal – The first 5 Lab sessions will be spent working on the components of a research proposal and will culminate in the submission of a Research Proposal for a feasible study. The proposal will include:

- An introductory paragraph that defines the research question, embeds it within an existing theoretical framework, and outlines the hypothesis.
- A literature review that describes existing findings in the literature related to the topic.

- A description of the research method proposed, how it was determined and any considered limitations or concerns. This includes a description of the participants to be used in the study, how they would be selected, any ethical considerations and sample letters that would go to research participants to ensure informed consent and sharing of results.
- Sample data collection tool(s) that would be used to conduct the research, information regarding the validity of the tool(s), and a description of how the tools were selected.
- A description of how data would be analyzed.

APA or ASA style and formatting are to be used, maximum 6-8 type written pages, plus appendices. 30% of final grade. There are two scheduled opportunities to receive feedback on 1) Introduction and Literature Review and 2) Research Methods, including a description of participants and where they will be recruited, Sample Letters and Data Gathering Tools

Group Lab Presentation – Photovoice, a qualitative research method, will be provided as an experiential learning opportunity during a lab. Groups will be assigned for this activity, and group presentations will be made and graded during lab time. This assignment will be fully set-up and explained during the Photovoice lab. 10% of final grade.

Mid-Term Exam – 40 multiple choice questions (40 points) and 2 essay style questions (30 points each) – 20% of final grade.

Final Exam – 40 multiple choice questions (40 points) and 2 essay style questions (30 points each) – 20% of final grade.

Attendance:

Regular attendance and full participation in classes and labs will be essential for a successful learning outcome, as will coming to class prepared with required readings and assignments. Use of electronic devices in the classroom or lab must be limited to class related activities.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D		50-55%	1.0
F	Failure	Below 50%	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.

Grading Rubric

	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 can 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., 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 ideas develops to a logical

						<p>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 presenter's points</p> <p>Moderate presentation</p>

						style, demonstrated through non-verbal communication, body language, voice, and eye contact
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	Adequately limited central thesis Details/synthesis may be repetitious or absent altogether. Sentences/paragraphs rarely, if ever, flow logically together	Several spelling, grammar, and writing errors Several awkward transitions between words, sentences, and paragraphs	Inconsistently achieved	Unclear presentation of main theme, thesis or focus of presentation Little order to ideas and relationships between points not clarified clearly Number and quality of main points are lacking in sufficiency Weak conclusion and/or summary Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact <i>And so on....</i>

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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/academics/academic-calendar>

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.

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.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

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

- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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