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Research Methods I

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Health and Human Science
Department Name: Social Work and Sociology
Course Name: Research Methods I

COURSE INFORMATION

- Course Number/Section: SOCI 310
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

Course Syllabus (rev 05-15-20 by the Extended Campus)

COURSE DESCRIPTION

This course reviews the design and implementation of empirical research in sociology with an emphasis on mixed-methods research, including quantitative and qualitative data collection and analysis. This course examines the logic of social inquiry and the uses and problems of various research designs and methods of data collection. This course also provides background necessary to evaluate research in social science, experience in conducting sociological research, and an introduction to data analysis. Particular emphasis is on analysis of available secondary data, survey data, and interview data. An overarching objective of this course is to provide students with the skills and perspective needed to enter the job market as an entry level social researcher/analyst or enter a competitive graduate program.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

- SLO 1: Demonstrate critical thinking skills when evaluating ethical and ideological issues in research practice.
- SLO 2: Evaluate the complexity, advantages, and limitations of various methods of social science research.
- SLO 3: Access, manage, and analyze both quantitative and qualitative data.
- SLO 4: Demonstrate proficiency conducting the entire research process, from the identification of a research problem to the presentation of results and conclusions.
- SLO 5: Write and present a well-organized and coherent research paper.
- 6. Collaborate effectively when conducting research.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. Guilford Publications.

REQUIRED MATERIALS:

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

The Bluford Library website has organized digital databases by title under the “Aggie GOLD Search.” This is a valuable resource students can use to succeed in this class.

SUGGESTED MATERIALS:

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Reading Assessment	4	10
Homework Assignments	26	30
Draft of Research Paper Sections	6	20
Final Research Paper	1	20
Final Research Presentation	1	20
Total	38	100%

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit

<https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54
EXTRA CREDIT**

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES (e.g., Copyright Guidelines, Confidentiality, etc.)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

<https://www.ncat.edu/current-students/student-complaint-form.php>

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of “F” for the course, **subject to review and endorsement by the chairperson and dean.**

For GRADUATE STUDENTS: Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Introducing Research Methods and Ethical Research Conduct	ULO 1: Demonstrate critical thinking skills when evaluating ethical and ideological issues in research practice. (SLO 1)	<ol style="list-style-type: none"> Complete: Individual Homework Assignment #1– Self-Introduction Read Textbook: Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. Guilford Publications. <ul style="list-style-type: none"> Chapter 2: Ethics in Social Research Complete: Reading Assessment #1 on Chapters 2 (ULO 1) Complete: Individual Homework Assignment #2 – Case Study Exercise (ULO 1)
	Unit 2: Using Social Science Research to Build Knowledge	<p>ULO 1: Recognize the difference between discrete and continuous variables. (SLO 3)</p> <p>ULO 2: Recognize the difference between independent variables and dependent variables (SLO 3)</p> <p>ULO 3: Recognize the difference between a hypothesis and a null hypothesis (SLO 3)</p>	<ol style="list-style-type: none"> Read Textbook: Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. Guilford Publications. <ol style="list-style-type: none"> Chapter 3: Getting Started Designing a Project Complete: Reading Assessment #2 on Chapters 3 (ULO 1-7) Complete: Individual Homework Assignment #3 – Brainstorming a Research Topic (ULO 6) Complete: Individual Homework Assignment #4 –

		<p>ULO 4: Recognize the difference between a sample and a population (SLO 3)</p> <p>ULO 5: Recognize different types of sampling strategies (SLO 3)</p> <p>ULO 6: Identify a problem that can be addressed by social science research (SLO 2,4)</p> <p>ULO 7: Identify dependent and independent variables for this problem. (SLO 2-3)</p>	Introduction to Group Members (N/A)
	Unit 3: Conducting a Literature Search	<p>ULO 1: Collaborate with a research team to refine a research problem. (SLO 4)</p> <p>ULO 2: Conduct a search for scholarly journal articles about a specific research problem. (SLO 2-4)</p> <p>ULO 3: Abstract key information from scholarly literature to inform a literature review. (SLO 2-4)</p>	<ol style="list-style-type: none"> 1. Complete: Group Homework Assignment #5 – Refining Research Topic (ULO 1) 2. Complete: Group Homework Assignment #6 – Abstracting Articles (ULO 2) 3. Complete: Individual Homework Assignment #7 – Conducting a Literature Search (ULO 3)
	Unit 4: Writing a Literature Review	ULO 1: Collaborate to write a literature review on a specific research problem.(SLO 4-5)	1. Complete: Group Homework Assignment – Introduction to Final Research Paper #1 (ULO 1)
	Unit 5: Operationalizing Variables in a Research Study	ULO 1: Operationalize the variables in a research study. (SLO 2-3)	<ol style="list-style-type: none"> 1. Complete: Discussion Board-Plan how to collaborate with your group this week (N/A) 2. Complete: Group Homework Assignment #8 – Dimensions, Indicators, and Questions to Measure Dependent Variable (ULO 1)
	Unit 6: Designing Quantitative Research	<p>ULO 1: Identify the benefits of various types of research studies and survey questions. (SLO 2)</p> <p>ULO 2: Utilize best</p>	1. Read Textbook: Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. Guilford Publications.

		<p>practices when designing various types of research studies and survey questions. (SLO 1-2)</p> <p>ULO 3: Differentiate between experimental and control groups. (SLO 1-2)</p> <p>ULO 4: Summarize the differences between validity and reliability. (SLO 1-2)</p>	<p>a. Chapter 4: Quantitative Research Design</p> <p>2. Complete: Reading Assessment #3 on Chapter 4 (ULO 1-4)</p> <p>3. Complete: Individual Homework Assignment #9 – Using Existing Statistics for Research (ULO 1-2)</p>
	Unit 7: Developing Survey Instruments	<p>ULO 1: Demonstrate best practices when designing questionnaires, including considering question wording, question order, and question format. (SLO 4)</p> <p>ULO 2: Distinguish between and identify the benefits of closed and open questions. (SLO 4)</p>	<p>1. Complete: Discussion Board- Plan how to collaborate with your group this week (ULO 1-2)</p> <p>2. Complete: Group Homework Assignment #10 – Designing a Survey Instrument (ULO 1-2)</p>
	Unit 8: Conducting Cognitive Interviewing	<p>ULO 1: Demonstrate best practices when designing questionnaires, including considering question wording, question order, and question format. (SLO 4)</p> <p>ULO 2: Assess the quality of the survey design through the process of cognitive interviewing. (SLO 2,4)</p> <p>ULO 3: Adapt the survey design to enhance quality based on the lessons learned from cognitive interviewing. (SLO 2,4)</p> <p>ULO 4: Build an online version of a survey. (SLO 2-4)</p>	<p>1. Complete: Discussion Board- Plan how to collaborate with your group this week (ULO 1-4)</p> <p>2. Complete: Individual Homework Assignment #11 – Conducting Cognitive Interviewing (ULO 1-2)</p> <p>3. Complete: Group Homework Assignment #12 – Revising the Survey (ULO 3)</p> <p>4. Complete: Group Homework Assignment #13 – Building an Online Survey (ULO 4)</p>
	Unit 9:	ULO 1: Obtain and review	1. Complete: Discussion Board-

	Administering Surveys and Analyzing Survey Data	<p>mock data on an online survey. (SLO 2-4)</p> <p>ULO 2: Recall the logic and use of the chi-square. (SLO 3)</p> <p>ULO 3: Use statistical software to run a chi-square test. (SLO 3)</p> <p>ULO 4: Summarize the results of statistical software output from a chi-square test. (SLO 3)</p> <p>ULO 5: Collaborate to write a survey methodology section of a research paper. (SLO 5)</p>	<p>Plan how to collaborate with your group this week (ULO 1-5)</p> <p>2. Complete: Individual Homework Assignment #14 – Helping Groups Obtain Mock Survey Data (ULO 1)</p> <p>3. Complete: Group Homework Assignment #15 – Downloading Mock Survey Data (ULO 1)</p> <p>4. Complete: Individual Homework Assignment #16 – Running Chi-Square in SPSS (ULO 2-3)</p> <p>5. Complete: Group Homework Assignment – Draft Survey Methodology of the Final Research Paper #2 (ULO 5)</p>
	Unit 10: Designing Qualitative Research	<p>ULO 1: Identify the benefits of various types of research studies. (SLO 2)</p> <p>ULO 2: Identify and demonstrate best practices when designing various types of research studies. (SLO 1-2)</p> <p>ULO 3: Collaborate to write a survey results section of a research paper. (SLO 5-6)</p>	<p>1. Read Textbook: Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. Guilford Publications. a. Chapter 5: Qualitative Research Design</p> <p>2. Complete: Discussion Board - Plan How to Collaborate With Your Group this Week (ULO 1-3)</p> <p>3. Complete: Reading Assessment #4 on Chapter 5 (ULO 1-3)</p> <p>4. Complete: Group Homework Assignment – Designing an Interview Protocol (ULO 1-2)</p> <p>5. Complete: Group Homework Assignment – Draft Survey Results of the Final Research Paper #3 (ULO 3)</p>
	Unit 11: Conducting Pilot Testing of Interviews	<p>ULO 1: Demonstrate best practices when designing interview protocols, including considering question wording and question order. (SLO 1)</p>	<p>1. Complete: Discussion Board - Plan How to Collaborate with Your Group this Week (ULO 1-3)</p> <p>2. Complete: Individual Homework Assignment #18 – Conducting Pilot Testing (ULO</p>

		<p>ULO 2: Assess the quality of the interview protocol design through the process of pilot testing. (SLO 2)</p> <p>ULO 3: Adapt the interview design to enhance quality based on the lessons learned from pilot testing. (SLO 2)</p> <p>ULO 4: Demonstrate best practices when taking and cleaning notes that are used as a form of data for interviews.(SLO 2-3)</p>	<p>1-2)</p> <p>3. Complete: Group Homework Assignment #19 – Revising the Interview Protocol. (ULO 3)</p> <p>4. Complete: Individual Homework Assignment #20– Taking and Cleaning Notes as a Form of Data (ULO 4)</p>
	Unit 12: Facilitating Interviews	<p>ULO 1: Demonstrate best practices when facilitating interviews. (SLO 1)</p> <p>ULO 2: Demonstrate best practices when taking and cleaning notes that are used as a form of data for interviews. (SLO 1-2)</p> <p>ULO 3: Collaborate to write an interview methodology section of a research paper. (SLO 5-6)</p>	<p>1. Complete: Discussion Board - Plan How to Collaborate with Your Group this Week (ULO 1-3)</p> <p>2. Complete: Individual Homework Assignment #21 – Facilitating Mock Interviews (ULO 1-2)</p> <p>3. Complete: Group Homework Assignment – Draft Interview Methodology of the Final Research Paper #4 (ULO 3)</p>
	Unit 13: Analyzing Interview Data	<p>ULO 1: Engage in open coding to identify emerging themes. (SLO 3,6)</p> <p>ULO 2: Demonstrate best practices when developing a codebook. (SLO 1-3)</p> <p>ULO 3: Practice using a codebook to code data. (SLO 1-3)</p> <p>ULO 4: Collaborate to write an interview results section of a research paper. (SLO 5-6)</p>	<p>1. Complete: Discussion Board - Plan How to Collaborate with Your Group this Week (ULO 1-4)</p> <p>2. Complete: Group Homework Assignment #22 – Developing a Codebook (ULO 1-2)</p> <p>3. Complete: Individual Homework Assignment #23 – Coding Qualitative Data (ULO 2-3)</p> <p>4. Complete: Group Homework Assignment – Draft Interview Results of the Final Research Paper #5 (ULO 4)</p>
	Unit 14: Synthesizing Results	<p>ULO 1: Triangulate data by comparing and contrasting results across data</p>	<p>1. Complete: Discussion Board: Plan How to Collaborate with Your Group this Week.(ULO 1-</p>

		<p>sources (i.e., survey vs. interview). (SLO 3)</p> <p>ULO 2: Collaborate to write the dissemination and conclusion section of a research paper. (SLO 5-6)</p> <p>ULO 3: Critically review and revise a final research paper. (SLO 4-5)</p>	<p>3)</p> <p>2. Complete: Group Homework Assignment #24 – Triangulating Data (ULO 1)</p> <p>3. Complete: Individual Homework Assignment #25– Final Paper Engagement Assessment (ULO 2-3)</p> <p>4. Complete: Group Assignment - Final Research Paper #6 (ULO 3)</p>
	Unit 15: Disseminating Results	ULO 1: Demonstrate proficiency in presenting results and conclusions. (SLO 4-5)	<p>1. Complete: Discussion Board: Plan How to Collaborate with Your Group this Week (ULO 1)</p> <p>2. Complete: Individual Homework Assignment #26 – Final Presentation Engagement Assessment (ULO 1)</p> <p>3. Complete: Group Assignment - Final Research Presentation (ULO 1)</p>

** These descriptions and timelines are subject to change at the discretion of the instructor.*