

**GRADUATE RESEARCH METHODS I (SOC 5313)**  
**FALL 2017**  
**3 Credit Hours**

**Professor:** Brooklynn J. Wynveen, PhD  
**Email:** bjw028@shsu.edu

**Communication Policy:**

As this course is taught strictly online, I do not keep traditional office hours. However, I do want to be available to students as needed. My general policy is to respond within 24 hours to emails that I receive by 12:00 (noon) Monday-Friday. If extenuating circumstances prevent this, I will make every effort to notify the class through Blackboard and/or email. Emails received after noon on Fridays will be answered by noon on the following Monday. Please be sure to read the **entire** syllabus at the beginning of the semester and refer to it frequently, so that if questions arise, you can get them answered in a timely fashion. Also, please include SOC 5312 in the subject line of all e-mails, so that I can keep them organized.

You are also responsible for reading and understanding **all** of my communication with you. I will correspond with students in the following ways:

- Course announcements (automatically sent to your university e-mail address)
- Direct e-mail messages (also sent to your university email address)
- Comments and tracked changes within submitted documents
- Replies and comments in discussion board threads and blog forums
- Feedback in “My Grades” related to specific assignment submissions
- Posts and comments on the course Facebook page

Please let me know if you have trouble finding any of these.

**Course Computer and Internet Requirements:**

The online nature of this course requires that you be able to regularly gain access to the World Wide Web. You will be completing the class in a fully online format through the class’s Blackboard portal. Some users may need to download special “plug-ins” to be able to use the discussion board and all students will be required to download and view Microsoft Word documents, Excel spreadsheets, and/or PowerPoint presentations. Please be sure to contact the **Delta helpdesk** if you have any problems connecting or access materials or tools in this course (via e-mail: [helpdesk@shsuonline.net](mailto:helpdesk@shsuonline.net) or via telephone: **936-294-2780** or **1-877-870-9214**).

We will also be using Facebook for several of the course assignments. If you are new to Facebook, you may sign up for an account at [www.facebook.com](http://www.facebook.com). Step-by-step instructions can be found at: <https://www.facebook.com/help/188157731232424>. (You may use an alias if you’d like, but please let me know what you choose so that I can properly assign you credit for participation.) Once you have an account, you can search for the course group, called SOC 5312-Fall 2017. Once all students have joined, I will change the group’s status from “Public” to “Closed.” This will keep others from seeing your course-related posts. If you have concerns about this process, please don’t hesitate to discuss them with me.

**Required Textbook:**

Dixon, J. C., Singleton, R. A. (Jr.), & Straits, B. C. (2016). *The Process of Social Research*. New York, NY: Oxford University Press.

**Course Description:**

This research methods class is designed to provide students with an introduction to social science research. Students will be exposed to the logic and process of scientific social inquiry, including: the basic components of social research and theory testing, the structuring of social inquiry, various research designs, data collection methods, and data analysis. Students will exercise what they learn through various class activities and the completion of a series of assignments. The main goals of this class are to: 1) develop students' insights and abilities to critically read and analyze both qualitative and quantitative social research (from scholarly and popular sources), and 2) prepare students to design and conduct their own empirical research studies. Prerequisite: SOCI 1301 or instructor permission. 3 credits.

**Course Learning Objectives:**

By the end of the course, students should be able to:

1. Demonstrate factual knowledge and understanding of the fundamental principles and techniques of social research.
2. Distinguish between popular and scholarly (academic, peer-reviewed) research.
3. Effectively search for, locate, and critically analyze research from both popular and academic sources.
4. Identify strengths and weaknesses of qualitative, quantitative, and mixed-methods social research.
5. Formulate original research questions and effectively locate and review relevant literature.
6. Conceive of a basic research design related to a topic of empirical interest.

My goal is to assist the learning process in our online classroom environment by:

- Making you feel welcome and invited in the “classroom”
- Using positive coaching and constructive feedback to promote success in the course
- Getting to know you and being empathetic to your needs
- Using a sense of humor in the “classroom”
- Providing real-world examples of the material covered

**Grading\*** (out of 1,000 points)

A: 900-1,000 points

B: 800-899 points

C: 700-799 points

D: 600-699 points

F: 599 or fewer points

**\*Note that you MUST earn a B or better (800 points) in order to advance to Methods II.**

## Evaluation:

Course evaluation will include:

Assignments	Points
Syllabus Quiz	50
Research Opt-in/Opt-out Survey	10
Blog Forums (X6)	
• Research Questions and Bibliography	60
• Research in the Media	60
• Quantitative Article Analysis	60
• Qualitative Article Analysis	60
• Research Synthesis	60
• Elevator Speech	60
Reading Quizzes (X6)	
• Quiz #1	60
• Quiz #2	60
• Quiz #3	60
• Quiz #4	60
• Quiz #5	60
• Quiz #6	60
Facebook Participation	
• Facebook Participation #1--Introduction (Initial and Follow-up)	30
• Facebook Participation #2—Content-related (Initial and Follow-up)	30
Course Reactions and Impressions	60
Final Exam	100
<b>Total</b>	<b>1000</b>

The **syllabus quiz** (worth **50** points) is designed to ensure that you have read and fully understood the syllabus. You may take it as many times as you wish, prior to the due date, to improve your score.

**Research opt-in/opt-out assignment** (worth **10** points): Because I want to conduct ongoing research on the effectiveness of this course and my teaching methods (in order to facilitate improvement from one semester to the next), I've obtained IRB approval to conduct research among the students in my courses. Participation in this research is completely *voluntary*, as described in the consent form that you will find in the Week 4 folder for this course. You will indicate your decision about whether or not to participate through this one-question (yes/no) assignment. Answering the question (regardless of the answer you choose) is worth 10 points.

**Blog assignments** (worth **60** points each) will give students the opportunity to share what they are learning and participate in discussions with one another. Blog assignments include: Research Questions & Bibliography, Research in the Media, Quantitative Article Analysis, Qualitative Article Analysis, Research Synthesis, and Elevator Speech. Those assignments are detailed further in the Blackboard folders for the weeks in which they are assigned. Additionally, please note that, for the Research in the Media and Elevator Speech entries, **you may choose to submit either a traditional blog entry or a video blog entry**. This option is offered to accommodate any of you who may be more comfortable in front of a camera than behind a keyboard. Research questions and the bibliography must be submitted in *written* form.

**Reading quizzes** (worth **60** points each\*) will contain 30 questions each and will be administered through Blackboard. The quiz due dates are announced in the course calendar. Quizzes must be **completed** by **11:59 pm** Central Time on the due date. Quizzes will be open for four days **PRIOR** to the due date (beginning at **12:00 a.m (midnight)** on the **Thursday** before). You may retake each quiz **TWICE** (for a total of **THREE** attempts) in order to improve your score. After each attempt, you will see which questions you answered correctly, but you will not see the correct answers for those you answered incorrectly. Because questions will be pulled from a question pool, your questions on your second and third attempts will not be exactly the same as those on your first attempt. However, your **highest score** will be recorded as your final grade, so it is to your advantage to make all three attempts. You **CANNOT** collaborate with other students on exams. You may, however, use any of the material provided in the course. \*Quizzes are *required*.

**Course Facebook Group Participation** (worth up to **60** points): My hope is that the Course Facebook Group will allow for valuable communication between and among students. You are expected to participate **throughout the semester** on an *ongoing* basis, with points assigned for two different periods (due dates are specified in the Course Calendar). During each period, you must share at least **1 initial post** and **1 follow-up comment**. Please do **NOT** wait until the due date to try to participate—you will cheat yourself out of the benefit of the group if you do. You will earn up to 15 points for each required comment (up to 30 points per period—15 points for your initial post and 15 points for your follow-up comment). Note that Facebook participation points are **NOT** subject to the late point deduction policy. You will need to submit your contributions prior to the stated deadlines in order to earn points. Late submissions will **NOT** be awarded credit.

There are a number of ways in which you could profitably use this group to better your own and others' understanding of and engagement with the course content.

For example, you may consider using Facebook posts to:

- Share “aha moments” that you have while reading the text, delving into external sources, or completing course assignments.
- Share meaningful quotes from the textbook, or relevant quotes from other sources.
- Share links to photos, videos, and examples reinforcing topics from the textbook.
- Share examples of research in the media, along with your cursory impressions of quality.

- Ask questions requesting clarification on sections of the text or a particular assignment that might be confusing (don't just ask for a due date or some other information that is clearly available in the syllabus—that won't count for credit).
- Express discouragement or frustration with a certain concept, idea, or assignment (yes, that is allowed—just be respectful and constructive with your comments and maintain a professional tone).
- Offer a *substantive* response to an idea presented by someone else (more than, “I agree!”)
- Create/use relevant hashtags to allow others in the course to search related posts.

**NOTE:** Always be sure to make a value-added contribution with your initial posts and follow-up comments. **DO NOT** simply share a link with the caption, "Thoughts?" Always share **YOUR** thoughts and responses before asking for those of others.

The **Course reactions and impressions** assignment (worth **60** points) will contain several open-ended questions that will allow me to improve the course for future semesters. This is **separate** from the official course evaluation administered by the university. While you are also **required** to fill out that **mandatory survey**, the course reactions and impressions assignment contains questions that are not included in the official evaluation but that are valuable for course improvement efforts. It will ask questions about what you liked best and least about the course, and what suggestions you would offer for improvement. There are **no right or wrong answers** (although courtesy and respect should still dominate; and comments should be constructive). Students completing the worksheet and providing *thorough* and *thoughtful* responses will receive full credit.

The **Final exam** (worth **100** points), which will be **cumulative** and will contain 50 questions (drawn from the same question pool as those used for reading quizzes), will be administered through Blackboard. The exam will be available throughout finals week, but you will have only **2 hours** to complete it once you open the test. You will have only **1** opportunity to complete this test. Remember: You **CANNOT** collaborate with other students on exams. You may, however, use any of the material provided in the course. But, given the time limit, it may be worthwhile to prepare notes ahead of time that you can reference during the test.

**Extra Credit: Reading Quiz Review** (worth up to **60** points): Students often ask for Power Points, outlines, and reviews to aid in preparing for quizzes and tests. My philosophy is that students learn better when they complete the preparation process themselves, rather than being told by an instructor “what’s important.” Thus, students’ studying process might incorporate any or all of the following suggestions (or others):

- Reading through an assigned chapter (in a quiet place, free from distractions like radio, TV, and friends—unless **YOUR** learning style requires more background noise) while highlighting the most important words and concepts
- Re-reading the highlighted portions while taking notes (perhaps in outline form)
- Using notes to construct a mock test including multiple choice, true/false, short answer, and essay questions (“What would **YOU** ask if you were the instructor?”)
- Attempting to take the mock test with, and then without, the help of notes

I believe that collaboration with fellow students can be a valuable tool in the test preparation effort. For this reason, I will provide an extra credit blog forum for each quiz designed to facilitate this collaboration. For each forum, please be sure to share your mock test questions, **along with the answers and the page number** where you found them, in an initial blog entry. You will receive **2 extra credit points** for each question and answer pair that you share—**up to 10 points** (5 question/answer pairs) **per quiz**. Your questions must be submitted by **Wednesday at 11:59 pm** on the day before each quiz opens to receive credit. Please honor this deadline, in order to prevent academic dishonesty.

### **Course Policies:**

#### Late Submission:

Assignments will lose 10% of available points for each day that they are late. Quizzes and tests **MAY NOT** be taken outside of the window of time during which they are available on Blackboard (except as dictated by another university policy such as disability, religious, or emergency accommodation). Each quiz is available to students for four days, spanning both weekdays and weekend days, in order to accommodate a variety of work and travel schedules. Please plan in advance to complete the quizzes within the designated window of availability. The final exam will be available for four business days during Finals Week (see the course calendar below for details) and must also be completed within that window of availability.

#### Participation:

If an emergency arises during the course that prevents you from participating in the class activities and assignments in a timely fashion, please contact me immediately. Please see the website for the Dean of Students' Office to find out more about SHSU's official 'absence' policy (<http://www.shsu.edu/dept/dean-of-students/policies/>). For the university policy regarding observance of religious and holy days, see: <http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

#### University Code of Conduct:

<https://netreg.shsu.edu/mirror/codeofconduct.html>

#### Academic Integrity:

Students found cheating in the course will receive an **automatic 0** for assignments in question. Repeat offenses will be subject to receipt of an **"F"** for the entire course. This policy includes all assignments, quizzes, and discussion posts. Cheating includes:

- Passing your work off as someone else's (taking a test or quiz for someone)
- Passing someone else's work off as your own (letting someone take a test or quiz for you)
- Copying answers from someone else's assignment, quiz, or blog post
- Letting someone copy your answers from an assignment, quiz, test, or blog post
- Turning in written work or **ANY PART OF WRITTEN WORK** that has been copied from another source

- Working with another student on a written paper and using his or her words or ideas in your assignments, quizzes, or blog posts without giving proper credit
- Turning in any writing that is not IN YOUR OWN WORDS and/or correctly cited

Plagiarism: Plagiarism is the act of not properly crediting your sources of information. To maintain standards of proper citation, when you cite the course textbook or outside sources, include both in-text citations and a reference list. This requirement applies to any material that is not your own (from original research, or original ideas). In addition, **direct quotations must appear in quotation marks and be followed by the page number(s)** (or sections for online sources) in parentheses. The main purposes of citation are to give credit where credit is due, and to allow others to find and reference the source.

Please use APA (American Psychological Association) format for citations. You can find a great reference online for how to do that: <https://owl.english.purdue.edu/owl/resource/560/06/>

If you need assistance ensuring compliance with standards of academic integrity, please visit the University Writing Center (Farrington 111):

<http://www.shsu.edu/centers/academic-success-center/writing/>.

For more information on the university’s policy toward cheating, plagiarism, or any other form of academic dishonesty, refer to this link:

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Disabled Student Policies and Service Information:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Please contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations. For more information on university policies toward and services to disabled students, see the links below:

<http://www.shsu.edu/dotAsset/9edd8433-cad5-40d1-b4bf-6a91b08f90e4.pdf>

Online Etiquette:

Out of respect for other students, please do not use the course e-mail or online environments for general (non-course-related) messages. Feel free to use email and Blackboard to ask or answer questions related to the course schedule and content. Remember that everyone in the class (and the instructor) will read your posts and messages. Please keep sensitive information private.

Course Calendar		
Week	Assignments	Due Dates
1	Download, read, save, and print the syllabus from Blackboard Read Chapter 1-3 Instructor’s Notes & Textbook Chapters 1-3 <b>Complete the Syllabus Quiz</b> <b>Complete Facebook Participation #1:INITIAL &amp; FOLLOW-UP</b>	Wednesday, August 30 Wednesday, August 30 <b>Sunday, September 3</b> <b>Sunday, September 3</b>

	<b>BLOG 1: Research Questions &amp; Bibliography: INITIAL</b> entry due	<b>Sunday, September 3</b>
2	<b>Submit Extra Credit Review Questions by 11:59 pm</b> <b>Research Questions &amp; Bibliography FOLLOW-UP</b> comments due <b>Reading Quiz #1</b> (Covers Chapters 1-3; Open Thursday)	<b>Wednesday, September 6</b> <b>Sunday, September 10</b> <b>Sunday, September 10</b>
3	Read Chapter 4 & 5 Instructor's Notes & Textbook Chapters 4 & 5 <b>BLOG 2: Research in the Media: INITIAL</b> entry due	Wednesday, September 13 <b>Sunday, September 17</b>
4	<b>Submit Extra Credit Review Questions by 11:59 pm</b> <b>Research in the Media: FOLLOW-UP</b> comments due Research opt-in/opt-out assignment due <b>Reading Quiz #2</b> (Covers Chapters 4 & 5; Open Thursday)	<b>Wednesday, September 20</b> <b>Sunday, September 24</b> Sunday, September 24 <b>Sunday, September 24</b>
5	Read Chapter 6 & 7 Instructor's Notes & Textbook Chapters 6 & 7 <i>Preview</i> Chapter 14 Instructor's Notes & Textbook Chapter 14 <b>Begin</b> reading bibliography articles	Wednesday, September 27 Wednesday, September 27 Sunday, October 8
6	<b>Submit Extra Credit Review Questions by 11:59 pm</b> <b>Finish</b> reading bibliography articles <b>Reading Quiz #3</b> (Covers Chapters 6 & 7; Open Thursday)	<b>Wednesday, October 4</b> Sunday, October 8 <b>Sunday, October 8</b>
7	Read Chapter 8 & 9 Instructor's Notes & Textbook Chapters 8 & 9 <b>BLOG 3: Quantitative Article Analysis: INITIAL</b> entry due	Wednesday, October 11 <b>Sunday, October 15</b>
8	<b>Submit Extra Credit Review Questions by 11:59 pm</b> <b>Quantitative Article Analysis: FOLLOW-UP</b> comments due <b>Reading Quiz #4</b> (Covers Chapters 8 & 9; Open Thursday)	<b>Wednesday, October 18</b> <b>Sunday, October 22</b> <b>Sunday, October 22</b>
9	Read Chapter 10-11 Instructor's Notes & Textbook Chapters 10-11 <b>BLOG 4: Qualitative Article Analysis: INITIAL</b> entry due	Wednesday, October 25 <b>Sunday, October 29</b>
10	<b>Submit Extra Credit Review Questions by 11:59 pm</b> <b>BLOG 4: Qualitative Article Analysis: FOLLOW-UP</b> comments due <b>Reading Quiz #5</b> (Covers Chapters 10 & 11; Open Thursday)	<b>Wednesday, November 1</b> <b>Sunday, November 5</b> <b>Sunday, November 5</b>
11	Read Chapter 12 -14 Instructor's Notes & Textbook Chapters 12-14 <b>BLOG 5: Research Synthesis: INITIAL</b> entry due	Wednesday, November 8 <b>Sunday, November 12</b>
12	<b>Submit Extra Credit Review Questions by 11:59 pm</b> <b>BLOG 5: Research Synthesis: FOLLOW-UP</b> comments due <b>Reading Quiz #6</b> (Covers Chapters 12 -14; Open Thursday)	<b>Wednesday, November 15</b> <b>Wednesday, November 19</b> <b>Sunday, November 19</b>
13	<b>BLOG 6: Elevator Speech: INITIAL</b> entry due <b>Facebook Participation #2 due: INITIAL &amp; FOLLOW-UP</b>	<b>Sunday, November 26</b> <b>Sunday, November 26</b>
14	<b>BLOG 6: Elevator Speech: FOLLOW-UP</b> comments due Course reactions and impressions assignment due	<b>Wednesday, December 3</b> <b>Wednesday, December 3</b>
15	<b>Final exam:</b> (Cumulative; Open: Monday, 12/4 – Thursday, 12/7)	<b>Thursday, December 7</b>
<i>Note:</i> Assignments and due dates are color coded. Quiz and Test due dates are in bold.		