

**RESEARCH METHODS IN SOCIOLOGY (SOCI 4340)**  
**SPRING 2018**  
**3 Credit Hours**

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**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 include SOCI 4340 in the subject line of all e-mails, so that I can keep them organized. 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. Note that the syllabus is **REQUIRED** reading and you are responsible for knowing and understanding its contents.

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

- Course announcements (automatically sent to your **university e-mail address**)
- Direct e-mail messages
- 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
- Replies and posts in the Virtual Office discussion board

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 be using Facebook for required course assignments this semester, and I also frequently communicate with students through Facebook, so you are expected to join the course Facebook group and keep up to date on the group newsfeed. It is also a great way to communicate with other students outside of the Blackboard platform. Grading for Facebook participation is detailed later in the syllabus.

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 **SOCI 4340-Spring 2018**. This is a "closed" group, so I will need to approve your request to join the group. This group status keeps 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:**

Pyrzczak, F. (2014). *Evaluating Research in Academic Journals: A practical Guide to Realistic Evaluation*, 6<sup>th</sup> Edition. Glendale, CA: Pyrczak Publishing.

**Course Description:**

This research methods class is designed to provide students with a basic introduction to social science research, and in particular, *evaluation* of social science research. Students will learn how to evaluate research quality based on the various elements of a social science research report (titles, abstracts, literature reviews, methodology, data analysis and results, discussion, and conclusions sections). Students will further 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 goal of this course is to develop students' abilities to critically read and analyze both qualitative and quantitative social research (from scholarly and popular sources). Prerequisite: SOCI 1301 or instructor permission. 3 credits.

**Course Learning Objectives:**

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

- A. Distinguish between popular and scholarly (academic, peer-reviewed) research.
- B. Effectively search for, locate, and critically analyze research from both popular and academic sources
- C. Define key terms and distinctions related to social science research methods
- D. Identify key elements within social science research reports
- E. Evaluate research quality using course concepts

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

**Evaluation:**

Course evaluation will include:

Assignments	Points
<b>Syllabus Quiz</b>	30
<b>Research Opt-in/Opt-out Survey</b>	10
<b>Facebook Participation</b>	
• Facebook initial post #1	20
• Facebook follow-up post #1	20
• Facebook initial post #2	20
• Facebook follow-up post #2	20
• Facebook initial post #3	20
• Facebook follow-up Post #3	20
• Facebook initial Post #4	20
• Facebook follow-up Post #4	20
<b>Reading Quizzes</b>	
• Quiz #1 (Chapters 1-5)	80
• Quiz #2 (Chapters 6-9)	80
• Quiz #3 (Chapters 10-13)	80
<b>Blog Forums</b>	
• Blog 1 (Research Questions/Bibliography)	100
• Blog 2 (Chapters 1-5)	100
• Blog 3 (Chapters 6-9)	100
• Blog 4 (Chapters 10-13)	100
• Blog 5 (Research in the Media)	100
<b>Course Reactions and Impressions</b>	60
<b>Total</b>	<b>1000</b>

The **syllabus quiz** (worth **30** points) is designed to ensure that you have read and fully understood the syllabus. You may take it as many times as you wish to improve your score prior to the due date.

**Research opt-in/opt-out assignment** (worth **10** points): In order 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.

**Course Facebook Group Participation** (worth up to **160** 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 **FOUR** different periods (due dates are specified in the Course Calendar). During each period, you must share at least **1 initial post** (worth up to 20 points) and **1 follow-up comment** (worth up to 20 points)—\*\*other than your initial introductory post (see **Week 1 To-Do list**) **these MUST be related to course content to be eligible for credit**\*\*. 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 (always including quotation marks and page numbers).
- 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 just, “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?” (or worse yet, with no

caption at all). Always share **YOUR** thoughts and responses before asking for those of others. *Failure to do so will result in steep point deductions.*

**Blog assignments** (worth **600** points total) will give students the opportunity to share what they are learning and participate in discussions with one another. Students are expected to submit an initial entry for each blog assignment (worth up to 50 points) AND at least **one (1)** substantive comment in response to the entry of another student or the instructor (also worth up to 50 points). Directions for each initial entry can be found on pages 8-13 of the syllabus, and in the instruction section for each blog forum. **\*\*Please pay close attention to the requirements for each blog forum (initial and follow-up entries) so that you will ensure you receive maximum credit for your submission.\*\***

Additionally, please note that, for the Research in the Media forum, **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. Other blog assignments must be submitted in written form.

**Reading quizzes** (worth **240** points total) will contain 40 questions each (worth 2 points 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 am** 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 may not be exactly the same as those on your first attempt. However, your highest score will be recorded as your final score, so it is to your advantage to make all three attempts. **\*NOTE: Quizzes are *required*.**

You may use any of the material provided in the course to complete the quizzes. In the past, I have explicitly prohibited collaborating with other students, however this semester, I am trying something new. Because there are learning styles that make collaboration particularly beneficial, I am going to allow students to collaborate on quizzes. By that, I mean that you can work together, help one another find and understand the answers to questions. I do NOT mean simply posting the answers as some sort of free for all, if that makes sense. I don't want to find quiz questions and answers on the course Facebook page, or anything like that. If you want to collaborate, you need to truly collaborate. If you're on campus, you can meet in person. Otherwise, you can exchange phone numbers, Skype, anything that involves dialogue between or among collaborators during the quiz. Note that you will *each* have to submit a copy of the quiz. And remember that you may not each have the same quiz questions to answer, or in the same order, since the questions come from a question pool. If you do elect this option, I would LOVE to get your feedback on it at the end of the semester, so I know whether to continue with that in future semesters.

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. **Your feedback is especially important this semester, since this is the first time using this textbook and format for a semester-length course.**

**Extra Credit: Learning Styles Assessment** (worth up to **30** points): At the 2018 Digital Education Summit, hosted by SHSU, I will be presenting on the topic of dominant learning styles, and how those learning styles can be incorporated into online higher education. It seems that one of the main benefits of this information comes from individuals knowing and understanding their OWN learning styles. As such, I am offering extra credit for those of you who choose to review and reflect upon these styles. Thus, I have created a blog forum where I have shared a link to my PowerPoint presentation from the DES conference, along with my notes. Please look over that presentation, taking note of the five different models for learning style understanding. Considering each of those models, please conduct an informal self-assessment to identify the ways in which you learn best. Once you've done this, please create a new entry in the blog forum, addressing the following questions:

- How would you describe **YOUR** learning style? (Please discuss this in relation to each model presented, not just one or two)
- Given your learning style, what are some suggestions you have for how **I** can best help you to learn?
- Given the suggestions offered in the presentation, what are some things that **YOU** can do to best facilitate your learning?

**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 am providing 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**

**20 points** (10 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, with the following exceptions. Quizzes **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. Quiz review extra credit blog entries must also be submitted by their designated deadlines. Facebook contributions must be made by the designated deadline in order to earn credit. I will not assign partial/late credit for any of the above exceptions.

#### 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 (e.g., taking a quiz for someone)
- Passing someone else's work off as your own (e.g., letting someone take a 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—including failure to attribute direct quotations using BOTH quotation marks AND page numbers



**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.

Blog #	Blog Forum Instructions
1 (Initial)	<b>Research Questions &amp; Bibliography:</b> Choose a topic <b>of interest to you</b> (you do <b>NOT</b> need to choose a topic related to your major or your emphasis, etc.) and create a new blog entry in the designated Blackboard blog forum ( <b>Blog 1</b> ) on that topic that includes: <ul style="list-style-type: none"><li>• A brief descriptive title so that readers can easily identify your topic (for example, mine is: "Living Organ Donor Experiences").</li><li>• A brief introduction of <b>WHY</b> you chose the topic you did, and how you came up with the research questions that you chose.</li></ul>



	<ul style="list-style-type: none"> <li>• <b>Five (5)</b> <i>potential</i> research questions related to that topic. These do <b>NOT</b> need to be “perfect.” Just start by brainstorming the first 5 questions you can come up with related to your chosen interest area.</li> <li>• <b>Five (5)</b> bibliographical citations (in APA format) for scholarly (peer-reviewed, academic, empirical) journal articles—<b>NOT</b> books or popular articles—that relate to your topic of interest and research questions. You should strive to include <b>two (2)</b> <i>quantitative</i> articles, and <b>two (2)</b> <i>qualitative</i>, and then <b>one (1)</b> more empirical article of your choice—you will be using these for assignments in the coming weeks and will need both quantitative and qualitative articles for those assignments, so including them now will save you extra work later, and help minimize the possibility of lost points for inaccurately identifying an article as quantitative or qualitative (one way to find such articles is to include the words <i>quantitative</i> or <i>qualitative</i> in your search terms within Engine Orange).</li> </ul>
<b>1 (Follow-up)</b>	<p>After submitting your initial entry (worth up to 50 points), read through the entries provided by your fellow students (and the instructor). Provide <b><i>substantive, research-related</i></b> follow-up feedback on at least <b>one (1)</b> other entry (worth up to 50 points), offering constructive feedback (questions, concerns, suggestions, and so forth). Please address the following questions in order to earn full credit:</p> <ul style="list-style-type: none"> <li>• Do the research questions seem appropriate in breadth, depth, and scope (neither too broadly nor too narrowly focused)?</li> <li>• Are there additional questions you think the student should consider adding to the list?</li> <li>• Can you think of related topics that might offer directions or guidance for the research (maybe some search terms you can suggest for the student’s literature search on this topic)?</li> <li>• Can you come up with one or two additional scholarly journal articles that might relate to the student’s research questions? (I recommend using Engine Orange)</li> </ul> <p>Notice here that I do <b>NOT</b> mention comments regarding the need for or relevance of the research topic. I think that we can assume that each student’s chosen field or topic of inquiry is valuable. Let’s take that as a given and actually comment on the <b>RESEARCH</b> elements of the topic. This guidance applies to all of our research-related assignments—blog forums, Facebook contributions, and so forth.</p>
<b>2 (Initial)</b>	<p><b>Chapters 1-5:</b> This blog forum will incorporate concepts drawn from Chapters 1-5 in the textbook, and will use sources from the bibliography you created for the previous blog (and additional sources, if needed). Specifically, examine your bibliographic sources, and answer the following questions, using the guidelines provided in the textbook (<i>**There’s a great resource on page 12 that will help you throughout the semester, so keep that handy, and the chapter exercises also have great checklist-type questions you can use to respond to blog prompts.**</i>):</p> <ol style="list-style-type: none"> <li>1. Which of your titles is strongest, and why?</li> <li>2. Which of your titles is weakest, and why?</li> <li>3. Which of your abstracts is strongest, and why?</li> <li>4. Which of your abstracts is weakest, and why?</li> </ol>

	<ol style="list-style-type: none"> <li>5. Which of your introductions is strongest, and why?</li> <li>6. Which of your introductions is weakest, and why?</li> <li>7. Which of your literature reviews is strongest, and why?</li> <li>8. Which of your literature reviews is weakest, and why?</li> </ol> <p>If for any reason, you are unable to answer these questions based on the articles you have chosen, you may need to select some more to add to your bibliography. Also, be sure to cite your sources properly and completely. <b>*Remember that direct quotations need BOTH quotation marks AND page numbers—failure to do this will result in an automatic zero for the assignment.</b></p>
<b>2 (Follow-up)</b>	<p>After submitting your initial entry (worth up to 50 points), read through the entries provided by your fellow students (and the instructor). Provide <b>substantive, research-related</b> follow-up feedback on at least <b>one (1)</b> other entry (worth up to 50 points), offering constructive feedback (questions, concerns, suggestions, and so forth). Please address the following questions in order to earn full credit:</p> <ul style="list-style-type: none"> <li>• To what extent does the entry respond to the questions posed in the blog prompt?</li> <li>• To what extent does the entry demonstrate an understanding of the evaluation techniques presented in the textbook?</li> <li>• Are the citations complete and properly/consistently formatted (in APA style), including quotation marks and page numbers for direct quotations?</li> <li>• Is the post well written, including proper in-text citations where applicable?</li> </ul>
<b>3 (Initial)</b>	<p><b>Chapters 6-9:</b> This blog forum will incorporate concepts drawn from Chapters 6-9 in the textbook, and will use sources from the bibliography you created for Blog 1 (and additional sources, if needed). Specifically, examine your bibliographic sources, and answer the following questions, using the guidelines provided in the textbook (**Reminder: <i>There's a great resource on page 12 that will help you throughout the semester, so keep that handy, and the chapter exercises also have great checklist-type questions you can use to respond to blog prompts.</i>**):</p> <ol style="list-style-type: none"> <li>1. Which of your sources provides the best example of an attempt to generalize from a sample to a population?</li> <li>2. Overall, how well do the authors/researchers justify generalizations beyond the study sample, based on the evaluation questions included in Chapter 6? (Provide examples, but you do not need to address EVERY evaluation question in this blog entry.)</li> <li>3. Which of your sources provides the best example of a study NOT directly concerned with generalizing from a sample to a population?</li> <li>4. Overall, how well does this source address the evaluation questions presented in Chapter 7? (Provide examples, but you do not need to address EVERY evaluation question in this blog entry.)</li> <li>5. Which of your sources provides the best description of the instrumentation used for the research?</li> <li>6. Overall, how well does this source address the evaluation questions presented in Chapter 8? (Provide examples, but you do not need to address EVERY evaluation question in this blog entry.)</li> <li>7. Which of your sources provides the best example of experimental design?</li> </ol>

	<p>8. Overall, how well does this source address the evaluation questions presented in Chapter 9? (Provide examples, but you do not need to address EVERY evaluation question in this blog entry.)</p> <p>If for some reason, you are unable to answer these questions based on the articles you have chosen, you may need to select some more to add to your bibliography. For instance, if you don't have a source that uses experimental design, you may need to search for articles using your keywords AND the words "experimental design." Does that make sense? Also, be sure to cite your sources properly and completely, <b>**including quotation marks AND page numbers for all direct quotations.**</b></p>
<b>3 (Follow-up)</b>	<p>After submitting your initial entry (worth up to 50 points), read through the entries provided by your fellow students (and the instructor). Provide <b>substantive, research-related</b> follow-up feedback on at least <b>one (1)</b> other entry (worth up to 50 points), offering constructive feedback (questions, concerns, suggestions, and so forth). Please address the following questions to earn full credit:</p> <ul style="list-style-type: none"> <li>• To what extent, and how well, does the entry respond to the questions posed in the blog prompt?</li> <li>• To what extent, and how well, does the entry demonstrate an understanding of the evaluation techniques presented in the textbook?</li> <li>• Are the citations complete and properly/consistently formatted (in APA style), including quotation marks AND page numbers for direct quotes?</li> <li>• Is the post well written, including proper in-text citations where applicable?</li> </ul>
<b>4 (Initial)</b>	<p><b>Chapters 10-13:</b> This blog forum will incorporate concepts drawn from Chapters 10-13 in the textbook, and will use sources from the bibliography you created for Blog 1 (and additional sources, if needed). Specifically, examine your bibliographic sources, and answer the following questions, using the guidelines provided in the textbook (<b>**Reminder: There's a great resource on page 12 that will help you throughout the semester, so keep that handy, and the chapter exercises also have great checklist-type questions you can use to respond to blog prompts.**</b>):</p> <ol style="list-style-type: none"> <li>1. Which of your <b>quantitative</b> sources provides the best description of results?</li> <li>2. Overall, how well do the authors/researchers describe the results obtained, based on the evaluation questions included in Chapter 10, Appendix A, and Appendix C? (Provide examples, but you do not need to address EVERY evaluation question in this blog entry.)</li> <li>3. Which of your <b>qualitative</b> sources provides the best description of results?</li> <li>4. Overall, how well does this source address the evaluation questions presented in Chapter 11, Appendix A, and Appendix B? (Provide examples, but you do not need to address EVERY evaluation question in this blog entry.)</li> <li>5. Which of your sources offers the best discussion section?</li> <li>6. Overall, how well does this source address the evaluation questions presented in Chapter 12? (Provide examples, but you do not need to address EVERY evaluation question in this blog entry.)</li> <li>7. In looking over Chapter 13 and Appendix D, and thinking back over the rest of the textbook, how comfortable do YOU feel evaluating the quality of</li> </ol>

	<p>research presented in academic journal articles that you read? Are there any specific areas where you still struggle?</p> <p>If for some reason, you are unable to answer these questions based on the articles you have chosen, you may need to select some more to add to your bibliography. Also, be sure to cite your sources properly and completely, <b>**including BOTH quotation marks AND page numbers for direct quotes.**</b></p>
<b>4 (follow-up)</b>	<p>After submitting your initial entry (worth up to 50 points), read through the entries provided by your fellow students (and the instructor). Provide <b>substantive, research-related</b> follow-up feedback on at least <b>one (1)</b> other entry (worth up to 50 points), offering constructive feedback (questions, concerns, suggestions, and so forth). Please address the following questions to earn full credit:</p> <ul style="list-style-type: none"> <li>• To what extent, and how well, does the entry respond to the questions posed in the blog prompt?</li> <li>• To what extent, and how well, does the entry demonstrate an understanding of the evaluation techniques presented in the textbook?</li> <li>• Are the citations complete and properly/consistently formatted (in APA style), including quotation marks and page numbers for all direct quotes?</li> <li>• Is the post well written, including proper in-text citations where applicable?</li> <li>• Can you offer any insight into struggles that the student may still be having in some area(s) of evaluation?</li> </ul>
<b>5 (Initial)</b>	<p><b>Research in the Media:</b> Find and share an example of “research” in the media (news, current events, movies, TV, radio, social media, etc.). Post your example as a new blog entry with a link to the story, article, video, etc. (if a link is available). If you aren’t sure how to activate a hyperlink, you can find instructions here for how to do that: <a href="https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student/040_In_Your_Course/020_Content_Editor#using_links">https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student/040_In_Your_Course/020_Content_Editor#using_links</a> –You can also contact the DELTA helpdesk if you need further assistance. It is extremely helpful if you set up the link to “Open in a new window.”</p> <p>In your post, along with the link to your example, briefly summarize the example <b>and critically evaluate the research methods used</b>, discussing the study’s strengths and weaknesses. Bring up questions or concerns on the basis of what you’ve learned during the semester. Students have had some trouble with this in the past, so let me clarify what is expected. Many popular articles reporting on scientific research will (and should) reference the study upon which they are based. <b>It is that referenced study that I want you to find and evaluate.</b> You <i>may</i> also comment on how well or poorly the popular article reflects the research that was conducted, but <b>I want your focus to be on the scholarly, academic, research study, NOT the popular study.</b> Please let me know if you have questions about how this should be done. Also, see my own examples in the blog forum for additional guidance.</p>
<b>5 (Follow-up)</b>	<p>Once you’ve contributed an initial entry sharing your example of research in the media (worth up to 50 points), offer a <b>substantive</b> comment on at least one other initial entry (worth up to 50 points). Remember, you should comment on the</p>

	<b>quality of the research, and on <i>research-related points</i> that the initial entry does or does not address. <i>Please</i></b> do not simply comment on the topic of the research presented. Doing so will cause you to lose points for your submission.
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Course Calendar		
Week	Assignments	Due Dates
1	Download, read, save, and print the syllabus from Blackboard <b>Complete the Syllabus Quiz</b> Read Textbook Chapters 1-5 Facebook Participation #1-INITIAL due	Sunday, January 28 <b>Sunday, January 28</b> Sunday, January 28 Sunday, January 28
2	Submit Extra Credit Review Questions by 11:59 pm <b>Reading Quiz #1</b> (Covers Chapters 1-5; Open Thursday) Facebook Participation #1-FOLLOW-UP due Complete Newton Grisham Library tutorials (see To-Do list) Review YouTube “scholarly vs. non-scholarly sources” videos	Wednesday, January 31 <b>Sunday, February 4</b> Sunday, February 4 Sunday, February 4 Sunday, February 4
3	Submit Learning Styles Assessment by 11:59 pm BLOG 1: Research Questions & Bibliography: INITIAL	Sunday, February 11 Sunday, February 11
4	BLOG 1: Research Questions & Bibliography: FOLLOW-UP Research opt-in/opt-out assignment due	Sunday, February 18 Sunday, February 18
5	Read Chapters 6-9 and Appendices A-C in the textbook Facebook Participation #2- INITIAL due	Sunday, February 25 Sunday, February 25
6	Submit Extra Credit Review Questions by 11:59 pm <b>Reading Quiz #2</b> (Covers Chapters 6-9, A-C; Open Thursday) Facebook Participation #2- FOLLOW-UP due	Wednesday, February 28 <b>Sunday, March 4</b> Sunday, March 4
7	Blog 2: Chapters 1-5: INITIAL entry due	Sunday, March 11
	<b>Spring Break</b> Blog 2: Chapters 1-5: FOLLOW-UP entry due	Sunday, March 18
8	Blog 3: Chapters 6-9: INITIAL entry due Facebook Participation #3- INITIAL due	Sunday, March 25 Sunday, March 25
9	Blog 3: Chapters 6-9: FOLLOW-UP entry due Facebook Participation #3- FOLLOW-UP due	Sunday, April 1 Sunday, April 1
10	Read Chapters 10-13 and Appendix D in the textbook	Sunday, April 8
11	Submit Extra Credit Review Questions by 11:59 pm <b>Reading Quiz #3</b> (Covers Chapters 10-13; Open Thursday)	Wednesday, April 11 <b>Sunday, April 15</b>
12	Blog 4: Chapters 10-13: INITIAL entry due Facebook Participation #4- INITIAL due	Sunday, April 22 Sunday, April 22
13	Blog 4: Chapters 10-13: FOLLOW-UP due Facebook Participation #4- FOLLOW-UP due	Sunday, April 29 Sunday, April 29
14	Blog 5: Research in the Media: INITIAL entry due Course reactions and impressions assignment due	Sunday, May 6 Sunday, May 6
15	Blog 5: Research in the Media: FOLLOW-UP comments due	Thursday, May 10
Note: Assignments and due dates are color coded. Quiz due dates are in bold.		