

**SOCK 4316**  
**Methods of Social Research**  
**Fall 2017**

**Professor:** Michelle Dietert, PhD

**Office Location:** Founders Hall Room 217-J

**Office Hours:** Thursdays from 11:00am to 5:00pm (Please email to schedule an appointment during my office hours)

**E-mail:** dietert1@tamuct.edu

**Class Time and Location** – Face to Face course (August 28 – October 20)

Use this link to access this course: *This course uses the TAMUCT Canvas Learning Management System:* [<https://tamuct.instructure.com>]

**Required Text**

Schutt, Russell K. 2017. *Understanding the Social World: Research Methods for the 21<sup>st</sup> Century*. Los Angeles: Sage. (ISBN 978-1-5063-0601-8).

The student study website for your textbook can be found at <https://edge.sagepub.com/schuttusw>. Here you will find helpful tools to increase your knowledge of research methods.

**Course Description**

Principles and methods of social research, including research design, methods of observation, questionnaires, interviews and other sources of social data; qualitative and quantitative techniques of inference; analysis and research report writing. Limited research studies and projects will be undertaken by the students.

**Course Objectives**

**Knowledge Outcomes:**

1. Students will know the nature of scientific inquiry.
2. Students will understand the process of forming research questions.
3. Students will know the techniques of conducting sociological research and critiques of these techniques.
4. Students will understand issues of measurement and sampling.
5. Students will understand the ethical considerations of research.

**Skills Outcomes:**

1. **Critical thinking:** Students must have “sociological insight” in order to see through official explanations of social life, common sense conclusions, and conclusions based solely on personal experience. Using the tools of the discipline, sociologists analyze social life that entails using their sociological imaginations.
2. **Abstract thinking:** Sociology is a discipline of theory testing. Research techniques and statistics help us describe social phenomena and allow us to evaluate theoretical statements.

3. **Persistence:** Just because we live in a society does not mean we automatically know everything about it. Hard study is required, and thinking is mandatory! Research methods help us see through the veneer of official accounting of the world around us. Research is about persistent curiosity.

4. **Flexibility:** Students will learn the discovery of hidden social processes. It is imperative that we become flexible in our thinking and willing to process what we already know. Students should be active agents in their own learning.

5. **Expansion of knowledge:** This course aims to expand students' breadth of knowledge of social behavior, organization, and diversity within populations. Research techniques help us see how social processes affect individual development and life chances.

#### **Value Outcomes:**

1. Students will value scientific inquiry.
2. Students will be able to discern false information from factual information.
3. Students will understand the appropriate method to utilize given the scientific question.

#### **Class/Instructor Policies**

**Taking a Sociological Perspective:** I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – qualitative and quantitative research techniques are used to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you will be challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor's role to tell the student what to think. The student's responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

**Late Work: I will NOT be accepting late work under any circumstances. If you are turning in assignments, your work must be uploaded in Canvas at the specified due date**

**and time. I will not accept that assignment through email. You will earn a zero for the assignment and/or paper.**

**Additional Help:** If you need additional help on assignments, papers, or any materials covered in class, you are more than welcome to set up an appointment with me during my office hours or at a time that we can both agree on. The best way to get in touch with me is through email. I no longer have an office phone.

**Incomplete Grades:** I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

### **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

**In addition, the professor does not allow students to record lectures on any device. If you have any questions, please let me know.**

Copyright. 2017 by Dr. Michelle Dietert at Texas A&M University-Central Texas, Arts and Sciences; 1001 Leadership Place, Killeen, TX 76549; 254-519-5441; Fax 254-519-5781; [dietert1@tamuct.edu](mailto:dietert1@tamuct.edu).

### **Attendance and Participation**

Attendance and participation are very important. One of the goals for this class will be to stimulate creative and critical thinking which requires being involved in the analysis and discussion of various topics. Participation means being prepared by doing the readings before class and offering substantive insights and comments during class discussions. I will hand out an attendance sheet before each class. Please make sure that you sign in – you will not be allowed to sign in after the fact. You will earn points for attendance so please see specific details under the Course Requirements section of this syllabus.

### **Other Relevant Issues**

- If you have to leave early, please let me know before class begins.
- Please do not come to class late. Not only does this cause disruption but coming in late is disrespectful to the professor and your classmates.
- If you do not sign in for a particular day, I will not allow you to come back later to sign the attendance sheet. It is your responsibility to sign in when you attend class.
- No texting or playing on social media while class is in session. No Facebook or other forms of social media during class time. If so, I will ask you to leave the class and you will not earn attendance credit.

## University Policies/Services

### 911 Cellular

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**If you do plagiarize, I will 1) fail you for the assignment and/or the course, and 2) initiate an Academic Dishonesty action against you.**

### Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

### **Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](#) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lmdavis@tamuct.edu](mailto:lmdavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### **Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

### **Course Requirements**

- 1) **Research Design Drafts for Final Proposal Paper (200 total points):** You will complete three drafts (assignments). These drafts are designed to help in the development of your final proposal paper.

**Instructions:** There are three parts to this assignment with each having a different due date. The goal is to complete each draft which will culminate into your Final Research Proposal Paper. The more work you put into these assignments, the less you should have to complete at the end of the semester when writing the final paper proposal. For the questions posed below, do not simply provide a one sentence answer. Provide dialog to support your answers.

#### **Part 1: Research Question Development (50 total points) – Due Wednesday September 27<sup>th</sup> by midnight**

1. State the topic in which you want to write your research proposal. (10pts)
2. What is your research question? Is it exploratory, explanatory, or descriptive in nature? (10pts)
3. What theoretical perspective drives your research question and your research (i.e. inductive or deductive) (10pts)
4. Why are you investigating this topic? (10pts)
5. You will earn points for spelling, grammar and sentence structure (10pts)

#### **Part 2: Review of the Literature – Annotated Bibliography (110 total points) – Due Wednesday October 25 by midnight**

1. To begin your exploration of the topic, provide an annotated bibliography of 10 scholarly research articles on your topic. An annotated bibliography is basically a summary of each article. You want to summarize the important details about the research. The abstract of any research article and conclusion are very good places to start but you want to read the entire article. You can find a detailed outline regarding how to write an annotated bibliography by going to <https://owl.english.purdue.edu/owl/resource/614/01/>. Use the

*summarize, assess and reflect* sections on the purdue owl webpage to help develop the overall dialog on each research article.

2. Each article is worth 10 points for a total of 100 possible points. You will also be graded on spelling, grammar and sentence structure (10pts).
3. You will use the annotated bibliography to *construct* your literature review in the final research proposal due at the end of the semester. This means that you will not cut/paste the annotated bibliography into the final paper. You will write a cohesive literature review for the final paper. Let me know if you have any questions.

### **Part 3: Research Design (40 total points) – Due Wednesday November 15 by midnight**

1. Choose your research design. Depending on what method you choose, you will need to discuss how you will collect your data, state hypotheses, define concepts, variables etc. (10pts)
  2. How you will you collect your sample? (10pts)
  3. What might be some of the limitations of your proposed study? (10pts)
  4. You will earn points for spelling, grammar and sentence structure (10pts)
- 2) **Final Research Proposal Paper (200 points) – Due Monday December 11 at 8:00am:**  
Your final paper will include the sections that are contained in a research proposal paper (except for the results since you will not actually conduct the research). Your assignments/drafts leading up to the final paper should be utilized for the final project.

### **The Format**

- Font: Times New Roman 12
- Margins: 1” (inch) top and bottom, 1 (inch) left and right
- Pages should be numbered (page # centered at the bottom of the page)
- Section breaks/headings (labeled, underlined or in bold print)
- Your literature review should include no less than 7 – 10 scholarly research articles.
- Only double-space between section breaks and paragraphs.
- 10 - 15 pages of written text (3750 words). All items in the appendices are not included in the page totals.
- You should use American Sociological Association (ASA) Reference style.

**Please organize your final paper by using the following sections:**

- **Introduction**
- **Review of the literature (use your annotated bibliography to construct your literature review)**
- **Methods/Research Design**
  - **Measurement of concepts and variables**

- **Data Collection Method**
- **Selection of Subjects - Sample**
- **Conclusion**  
**Even though you are not conducting an actual study, include a conclusion and answer the following:** Summarize your findings. Are any other interpretations possible? Are your results substantively important? Do you think your findings would have been different under different methodological restraints (e.g., different size sample or different research design)? What light did the study shed on the theoretical frame? How do your results relate to social policy or the greater world beyond academia? What additional research questions and hypotheses are suggested or could be posed by your results?
- **References (in ASA format)**
  - ❖ At the end of your syllabus, you will find some information regarding information normally included in these sections of the paper. This will help you with your final research proposal.
  - ❖ Also note that your final proposal paper will not include a findings section because you are not actually conducting research. If you had conducted the research, this section would have been included.

- 3) Research Article Critique Papers (4 papers x 45pts/each = 180 total points):** For your Research Article Critique Papers, I will provide you with an article to critique. In your tentative course syllabus, you will find the due dates for these papers. I will specify which article to critique for that week. **The link to each article is located in Canvas under each assignment tab.**

**Just a word of warning, I do not want you all to copy/paste your information directly from the articles to fill in the information. Please provide your own analysis. If you do need to directly quote, use proper referencing. If all of your information is copy/pasted into your final assignment, this will be considered plagiarism.**

**Directions:**

- For your Research Article Critique Papers, I will provide you with an article to critique. In your tentative course syllabus, you will find the due dates for these papers. I will specify which article to critique for that week. Your articles are located under each assignment link in Canvas.
- Read the article and fill out the following information below, providing some detail regarding each section. My goal is to provide you with an article that is relevant to the course information you are learning about for that week OR material we have already covered.
- On page 216 (Appendix A) of your textbook, you can review “Questions to Ask about a Research Article.” On page 218 (Appendix B) of your textbook, you will also find an outline detailing “How to Read a Research Article.”
- Please make sure that you practice good spelling, grammar and sentence structure. This is a senior level class and you will earn points for your writing skills.
- You will find your grading rubric at the end of your syllabus. Do not leave any of your sections blank. If you are unsure of your answer, provide some dialog. I would prefer that you at least try. Sections of your critique include:

### Assignment Outline

1. List citation that you are critiquing (using American Sociological Association – ASA Reference style). Page 49 of your ASA guide goes over how to list a journal article.
  2. Theoretical orientation
  3. Measurement
  4. Sampling
  5. Research design - Specify type of method (examples below):
    - Experiments
    - Survey Research
    - Field Research
    - Content Analysis
    - Analyzing Existing Statistics
    - Comparative or History Research
    - Evaluation Research
  6. Data analysis
  7. Reporting (conclusions)
- 4) **Attendance (70 points):** Starting the first week of classes, I will take attendance using a sign-in sheet. The class will meet approximately 14 times. You will earn 5 points per day. Therefore, total number of attendance points that you can earn is  $14 \times 5 = 70$  points. I consider all absences legitimate so I do not differentiate by labeling some types as excused and others unexcused; all absences are counted the same way. Please note: If you miss a class, you are responsible for getting notes or other materials from other students in the class. **If you come in late to class, you will not be allowed to sign in at the end of class. No exceptions.**
- ❖ **Please make note that VeriCite has been enabled for all assignments. This system is much like turnitin where you can see what text from your assignment is taken from other sources. Use this embedded tool to help with your writing and referencing.**

**\*\*GRADING RUBRICS FOR COURSE REQUIREMENTS CAN BE FOUND AT THE END OF YOUR SYLLABUS.**

### Grading Scale

- A = 585 – 650 (Excellent)
- B = 467 – 584 (Better than Average)
- C = 326 – 466 (Average)
- D = 195 – 325 (Below Average)
- F = 194 and below (Failing)

## Tentative Course Schedule

### **WEEK 1: Course Introduction**

Monday August 28

- Course Introduction
- Syllabus
- Referencing

### **WEEK 2: Schutt (2017) Student Study Site**

Monday September 4

- No Class – Labor Day
- Use this week to get caught up on your readings. Also, go to the Student Study Site to explore all of the tools provided by the textbook to enhance your learning of the material:  
<https://edge.sagepub.com/schuttusw>.

### **WEEK 3: Science, Society and Social Research**

Monday September 11

#### **Readings:**

- Chapter 1: Science, Society, and Social Research

### **WEEK 4: The Process and Problems of Social Research**

Monday September 18

#### **Readings:**

- Chapter 2: The Process and Problems of Social Research
- Appendix A: Questions to Ask About a Research Article
- Appendix B: How to Read a Research Article

❖ **Research Article Critique Paper 1 Due Wednesday September 20 by midnight**

### **WEEK 5: Research Ethics**

Monday September 25

#### **Readings:**

- Chapter 3: Research Ethics

❖ **Part 1: Research Question Development (50 total points) – Due Wednesday September 27<sup>th</sup> by midnight**

### **WEEK 6: Conceptualization and Measurement**

Monday October 2

#### **Readings:**

- Chapter 4: Conceptualization and Measurement

❖ **Research Article Critique Paper 2 Due Wednesday October 4 by midnight**

## **WEEK 7: Sampling and Generalizability**

Monday October 9

### **Readings:**

- Chapter 5: Sampling and Generalizability

❖ **Research Article Critique Paper 3 Due Wednesday October 11 by midnight**

## **WEEK 8: Causation and Experimental Design**

Monday October 16

### **Readings:**

- Chapter 6: Causation and Experimental Design

## **WEEK 9: Survey Research**

Monday October 23

### **Readings:**

- Chapter 7: Survey Research

❖ **Part 2: Review of the Literature – Annotated Bibliography (110 total points) – Due Wednesday October 25 by midnight**

## **WEEK 10: Qualitative Methods**

Monday October 30

### **Readings:**

- Chapter 8: Qualitative Methods

❖ **Research Article Critique Paper 4 Due Wednesday November 1 by midnight**

## **WEEK 11: Unobtrusive Methods**

Monday November 6

### **Readings:**

- Chapter 9: Unobtrusive Methods

## **WEEK 12: Evaluation and Mixed-Methods Research**

Monday November 13

### **Readings:**

- Chapter 10: Evaluation and Mixed-Methods Research

❖ **Part 3: Research Design (40 total points) – Due Wednesday November 15 by midnight**

## **WEEK 13: Quantitative Data Analysis**

Monday November 20

### **Readings:**

- Chapter 11: Quantitative Data Analysis

## **WEEK 14: Qualitative Data Analysis**

Monday November 27

### **Readings:**

- Chapter 12: Qualitative Data Analysis

## **WEEK 15: Summarizing and Reporting Research/Class Research Proposal Discussion**

Monday December 4

- Chapter 13: Summarizing and Reporting Research
- Be prepared to tell the class about your research proposal.
- Final questions/concerns as we wrap up the semester.

❖ No assignments due this week. Use this time to work on your final research proposal due on Monday December 11 at 8:00am.

## **WEEK 16: Finals Week**

Monday December 11 – Finals Week

- Final Research Proposal Due on Monday December 11 at 8:00am.

**\*Professor reserves the right to amend this syllabus at any time.**

**Research Article Critique Paper Rubric**  
**45 total possible points**

Name:

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
<b>1. Bibliographic citation you are critiquing – Should be cited in ASA format with all required information</b>	<b>0 Points</b> Not included	<b>3 points</b> Listed but does not include all of the relevant information	<b>5 points</b> Full citation correctly included in ASA format
<b>2. Theoretical Orientation</b>	<b>0 Points</b> Theoretical orientation not included or is completely incorrect	<b>3 Points</b> Has included a theoretical orientation but does not have a clear grasp of theory	<b>5 Points</b> Has included correct theoretical orientation and comprehends theoretical orientation of article
<b>3. Measurement</b>	<b>0 Points</b> Measurement not included or is incorrect measurement	<b>3 Points</b> Has included the measurement utilized but does not have a clear grasp of the meaning	<b>5 Points</b> Has included correct measurement and comprehends measurement used in the article
<b>4. Sampling</b>	<b>0 Points</b> Type of sampling not included or incorrect sampling included	<b>3 Points</b> Has included sampling utilized in the article but does not have a clear grasp of the sampling methods used	<b>5 Points</b> Has included correct sampling methods and comprehends sampling used in the article
<b>5. Research Design (Methods)</b>	<b>0 Points</b> Research design not included or incorrect design included	<b>3 Points</b> Has included a research design utilized in the article but does not have a clear grasp of design	<b>5 Points</b> Has included correct research design and comprehends the design utilized in the article.

<b>6. Data Analysis</b>	<b>0 Points</b> Type of data analysis not included or is incorrect	<b>3 points</b> Has included data analysis utilized in the article but does not have a clear grasp of what it means	<b>5 Points</b> Has included correct data analysis and comprehends analysis utilized in the article
<b>7. Final Conclusions of Research</b>	<b>0 Points</b> Findings not included or is incorrect	<b>3 Points</b> Has included findings but does not have a clear grasp of the material	<b>5 Points</b> Has included correct findings and comprehends the meaning behind them
<b>8. Spelling, Grammar, &amp; Sentence Structure</b>	<b>0 - 4 Points</b> <i>Many</i> spelling, grammar, or sentence structure errors	<b>5 - 9 Points</b> <i>Some</i> spelling, grammar, or sentence structure errors	<b>10 points</b> <i>No</i> spelling, grammar, or sentence structure errors

**Research Design Drafts for Final Proposal Paper (200 total points)**  
**Research Question Development**  
**Part 1 Rubric**  
**50 total points**

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
<b>State your topic</b>	<b>0 - 4 points</b> No topic included or topic is not specific	<b>5 - 9 points</b> Your topic needs more clarity.	<b>10 points</b> Your chosen topic is clear
<b>State Research Question</b>	<b>0 - 4 points</b> No research question included or unclear	<b>5 - 9 points</b> Research question needs more clarity	<b>10 points</b> Research question is clearly stated
<b>Theoretical Perspective (inductive or deductive)</b>	<b>0 - 4 points</b> Not included or unclear	<b>5 - 9 points</b> Needs more clarity	<b>10 points</b> Stated clearly
<b>Importance of topic</b>	<b>0 - 4 points</b> Importance not included or unclear	<b>5 - 9 points</b> Needs more clarity	<b>10 points</b> Stated clearly
<b>Spelling, Grammar, &amp; Sentence Structure</b>	<b>0 - 4 points</b> <i>Many</i> spelling, grammar, or sentence structure errors	<b>5 - 9 points</b> <i>Some</i> spelling, grammar, or sentence structure errors	<b>10 points</b> <i>No</i> spelling, grammar, or sentence structure errors

**Review of the Literature – Annotated Bibliography**  
**Part 2 Rubric**  
**110 total points**

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
<b>Article 1</b>	<b>0 - 4 points</b> Does not provide a clear summary or none included	<b>5 - 9 points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 2</b>	<b>0 -4 points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 3</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 4</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 5</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 6</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article

<b>Article 7</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 8</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 9</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 10</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Spelling, Grammar, &amp; Sentence Structure</b>	<b>0 - 4 Points</b> <i>Many</i> spelling, grammar, or sentence structure errors	<b>5 - 9 Points</b> <i>Some</i> spelling, grammar, or sentence structure errors	<b>10 Points</b> <i>No</i> spelling, grammar, or sentence structure errors

**Research Design  
Part 3 Rubric  
40 total points**

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
<b>Research Design</b>	<b>0 - 4 point</b> Research design is not stated or unclear	<b>5 - 9 points</b> Research design needs more clarity	<b>10 points</b> Research design is clear and concise
<b>Data collection, sample</b>	<b>0 - 4 points</b> Data collection is not stated or unclear	<b>5 - 9 points</b> Data collection needs more clarity	<b>10 points</b> Data collection is clear and concise
<b>Possible limitations of the study</b>	<b>0 - 4 points</b> Limitations are not stated or unclear	<b>5 - 9 points</b> Limitations need more clarity	<b>10 points</b> Limitations are clear and concise
<b>Spelling, Grammar, &amp; Sentence Structure</b>	<b>0 - 4</b> <i>Many</i> spelling, grammar, or sentence structure errors	<b>5 - 9 Points</b> <i>Some</i> spelling, grammar, or sentence structure errors	<b>10 points</b> <i>No</i> spelling, grammar, or sentence structure errors

## Grading Rubric for Methods Final Research Proposal Paper – 200 pts

Name:

Date:

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Writing Mechanics</b> - length, format, clarity in grammar and spelling, do not write in the first-person	(0 - 5 pts)  <i>Many</i> spelling, grammar, or sentence structure errors	(6 – 12 pts)  <i>Some</i> spelling, grammar, or sentence structure errors	(13 - 19 pts)  <i>Few</i> spelling, grammar, or sentence structure errors	(20 pts)  <i>No</i> spelling, grammar, or sentence structure errors
<b>Proper Referencing Format (ASA)</b> - sources cited correctly using ASA style in reference page and in text	(0 - 5 pts)  Not used in text and reference page	(6 - 12 pts)  Used in text but not in reference page or used in reference page but not in text of paper	(13 – 19 pts)  ASA style utilized with few errors both within the text of the paper and in reference page	(20 pts)  No errors in reference page and in text citation
<b>Introduction</b> - Does the reader know exactly what the study is about and why it is important? Are the hypotheses/research question(s) and problem statement clearly stated?	(0 - 7 pts)  Does not clearly develop an introduction	(8 -16 pts)  Minimal development of the introduction	(17 – 24 pts)  Average development of the introduction	(25 pts)  Accurate development of the introduction
<b>Literature Review</b> - Is the required number of studies reviewed? If not, what is the justification? Does the literature reviewed outline how the literature fits with the current project?	(0 - 17 pts)  Does not clearly develop the literature review	(18 - 35 pts)  Minimal development of the literature review	(36 - 54 pts)  Average development of the literature review	(55 pts)  Accurate development of the literature review
<b>Methods</b> - Are measures appropriate to the research question/hypothesis?	(0 – 17 pts)  Does not clearly develop the methods	(18 – 35 pts)  Minimal development of the methods	(36 – 54 pts)  Average development of the methods	(55 pts)  Accurate development of the methods

Are the procedures clear, easy to follow, and comprehensive? Is the overall design adequate? Is the study feasible? Are research concepts accurately defined and applied?				
<b>Conclusion</b> - The conclusion should highlight why the student's research is needed, ethical issues, limitations, and the implications that can be anticipated from your study	(0 – 7 pts) Does not clearly develop conclusion	(8 – 16 pts) Minimal development of conclusion	(17- 24 pts) Average development of conclusion	(25 pts) Accurate development of conclusion

**Grading Scale:**

A= 180 – 200 (90-100%)

B= 160 – 179 (80-89%)

C= 140 – 159 (70-79%)

D= 120 – 139 (60-69%)

F ≤ 119

## General Sections of a Research Paper:

- Introduction
  - Research Problem (Research Question)
- Literature Review (Past Theoretical Explanations)
- Theoretical Framework
- Research Design (Research Methods)
  - Choose a method – qualitative, quantitative, survey research, evaluation, unobtrusive, etc.
  - Data collection
  - Sample selection
  - Measurement of concepts and variables (dependent Variables, independent variables, if appropriate).
  - Hypothesis (Hypotheses) - Utilized in quantitative research more often than qualitative research
  - Limitations to the study
- Findings (Analysis and Interpretation)
  - Statistics:
    - Descriptive (or Univariate) Statistics
    - Bivariate Statistics
    - Multivariate Statistics
  - Qualitative (will depend on what method used)
    - Interviews
    - Secondary data
    - Ethnography
    - Participant observation
- Summary and Conclusions
- References
- Appendices
  - Tables, Graphs, Charts
  - Endnotes and other written text
  - Printout of data

## Detailed Sections

### 1. Introduction –

- a. Your introduction to the paper should open by getting your reader's attention with a striking fact or quotation, a general statement, or a relevant anecdote. Basically, tell me why I am reading this, that is, why should I care about your topic. Sometimes the intro is the hardest thing to write, so I don't usually write it until after the first draft of the paper is complete. It is simple enough to start with the research problem.
- b. **Research Problem (Research Question)** – What is the basic problem/question? What is the issue that we do not know or fully understand? What are the consequences for leaving this problem/question unresolved? What is the purpose of your research: exploratory, descriptive, or explanatory?

2. **Literature Review (Past Theoretical Explanations)** – What literature was reviewed that is relevant to the research problem, research design (methods), or your hypothesis directly or indirectly (i.e., by introducing a theoretical framework)?

3. **Theoretical Framework**

“In quantitative studies, one uses theory deductively and places it toward the beginning of the plan for a study. The objective is to test or verify theory. One thus begins the study advancing a theory, collects data to test it, and reflects on whether the theory was confirmed or disconfirmed by the results in the study. The theory becomes a framework for the entire study, an organizing model for the research questions or hypotheses for the data collection procedure” (Creswell 1994:87-88).

In qualitative inquiry, the use of theory and of a line of inquiry depends on the nature of the investigation. In studies aiming at “grounded theory,” for example, theory and theoretical tenets emerge from findings. Much qualitative inquiry, however, also aims to test or verify theory, hence in these cases the theoretical framework, as in quantitative efforts, should be identified and discussed early on (Pajaras 2007)

4. **Research Design (Research Methods)**

- Research design involves developing strategies for executing scientific inquiry. It involves specifying precisely what you want to find out and determining the most efficient and effective strategies for doing so. Appropriate designs enable the social scientist to make observations and interpret the results.
  - a. **Hypothesis (Hypotheses)**
    - Is there a stated hypothesis for your study, and if so what is it? What are the independent and dependent variables are in the hypothesis? What direction of association is hypothesized? Were any other variables identified as potentially important that are not included in the hypothesis? Justify your hypothesis in terms of a theoretical framework, prior research, or a logical self-developed guess. If using a logical self-developed guess, present evidence or an argument to support the hypothesis. Make certain the independent and dependent variables are in the hypothesis.
  - b. **Conceptualization and Operationalization**
    - Conceptualization involves specifying what is meant by a concept, while operationalization yields the specific measures.
    - Conception reflects the mental images we have of something. Coming to an agreement about what terms mean reflects conceptualization and results in a concept. Conceptualization is the process through which we specify what we mean when we use particular terms. Concepts themselves are not real or measurable; the indicators of a concept provide this function. Indicators are signs of the presence or absence of whatever concept we are studying.
    - **Conceptual or Nominal Definitions of Dependent Variable(s)** – How are YOU defining /what do YOU mean by “Y” concept? (E.G., if your concept is love, then

what conceptual or nominal definition of (i.e., what kind of/type of/) love are YOU using?

- **Conceptual or Nominal Definitions of Independent Variable(s)** - How are YOU defining /what do YOU mean by “X” concept? (E.G., if your concept is confidence, then what conceptual or nominal definition of (i.e., what kind of/type of/) confidence are YOU using?
- **Operational Definitions of Dependent Variable(s)** – What indicators are used to measure the “Y” concept? Do these variables reflect the concept as indicators? Establish the validity and reliability of these measures / indicators. Could the study have been improved by using a different indicator?
- **Operational Definitions of Independent (or explanatory) Variable(s)** - What indicators are used to measure the “X” concept? Do these variables reflect the concept as indicators? Establish the validity and reliability of these measures /indicators. Could anything more in the study be done to establish measurement validity?

**c. Unit of Analysis and Sample:**

What is the unit of analysis? How is this unit of analysis appropriate for the research question? In your final draft, make certain your statements reflect the unit of analysis, in other words avoid the ecological fallacy. Was a sample or the entire population of elements used in the study? What type of sample was selected? Was a probability sampling method used? Is the sample generally representative of the population from which it was drawn? How likely is it that your findings will be generalizable to other populations?

**5. Findings (Analysis and Interpretation)**

- **Quantitative Data Collection**
  - Quantitative analysis employs techniques whereby researchers convert data to a numerical form and subject it to statistical analysis. Social scientists perform a variety of analysis strategies on their data. There are three basic strategies: univariate analysis, bivariate analysis, and multivariate analysis.
- **Qualitative Data Collection**
  - Qualitative data analysis includes methods for examining and making sense of social research data without converting them to a numerical format. Data collection, analysis, and theory are more closely connected. For instance, one might conduct interviews and then record and transcribe them. After doing so, one might use a qualitative software package such as NVivo to organize your data. Basically, you upload your transcribed Word documents to the software and as you read through them, you can organize your data into themes which are your findings. How you talk about your data will most often be tied to your theory or theories.

**6. Conclusion**

Summarize your findings. Are any other interpretations possible? Are your results substantively important? Do you think your findings would have been different under different methodological restraints (e.g., different size sample or different research design)? What light did the study shed on the theoretical frame? How do your results relate to social policy or the

greater world beyond academia? What additional research questions and hypotheses are suggested or could be posed by your results?

### **Bibliography (Reference List)**

#### **Appendices**

- **Tables, Graphs, Charts**
- **Endnotes and other written text**
- **Printout of data**

#### References

Creswell, J. W. 1994. *Research Design: Qualitative & Quantitative Approaches*. Thousand Oaks, CA: Sage.

Pajares, F. 2007. *Elements of A proposal*. Retrieved August 19, 2017  
(<https://www.uky.edu/~eushe2/Pajares/proposal.html>)