

SOCI 4316
CRN: 10466
Methods of Social Research
Spring 2019

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Thursdays 10:00am to 4:00pm

And by appointment

E-mail: dietert1@tamuct.edu

Class Time and Location - Online (16 weeks)

Use this link to access this course: *This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System* [<https://tamuct.instructure.com/>].

Required Texts

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

Smith-Lovin, Lynn, and Cary Moskovitz. 2016. *Writing in Sociology: A Brief Guide*. Oxford University Press. (ISBN: 9780190203924).

American Sociological Association. 2014. *American Sociological Association Style Guide* (5th). American Sociological Association Publisher. (978-0912764214)

The student study website for your textbook (Schutt 2017) can be found at <https://edge.sagepub.com/schuttusw>. Here you will find helpful tools to increase your knowledge of research methods, concepts etc.

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.
6. Students will learn and practice writing within the discipline of sociology.

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.
6. **Discipline style writing:** The student will learn how to link the thinking and writing dimensions of the research process within the discipline of sociology.

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, they must be uploaded at the specified due date and time in Canvas. 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 or we can talk via email. Since this is an online class and you may not be in the area, email and/or talking on the phone may be the best solution. I am available equally to all of my students.

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.

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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 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

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.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion at (254) 519-5797. 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) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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.

Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

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 Academic 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. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru

Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

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](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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](#) [<http://tamuct.libguides.com/index>].

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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Other Technology Support

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

24 hours a day, 7 days a week:

Email: 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.

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. But the main goal is to construct an outline for what will become your final project. For the questions posed below, do not simply provide a one sentence answer. Provide dialog to support your answers. The grading rubrics for each draft are also located at the end of your syllabus. In addition to your textbook (Schutt 2017), you will also find helpful *Writing in Sociology: A Brief Guide* by Smith-Lovin and Moskovitz (2017). This short guide book will help in the writing of your design drafts as well as your final proposal paper.

Part 1: Research Question Development (50 total points) – Due Saturday February 16 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 Saturday March 9 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. If you do, you will not earn points in your final paper proposal for your literature review section.** 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 Saturday April 6 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? This will depend on the methods that you choose (i.e. Qualitative vs. Quantitative) (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 May 6 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 for each section of your paper
- Your literature review should include no less than 10 scholarly research articles.
- Please double space your paper.
- 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:

- **Abstract**
- **Introduction**
- **Review of the literature**
 - Your annotated bibliography is NOT your review of the literature. You want to write a literature review as you would for any social science research paper. Your annotated bibliography is used to help construct your final literature review section of this final paper proposal, but that is all. If you have questions, please let me know.
- **Methods/Research Design**
 - **Measurement of concepts and variables**
 - **Data Collection Method**
 - **Selection of Subjects – Sample**
- **Discussion/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 what is 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. However, keep in mind that you may not understand everything that you read but the goal is to study each article and do your best to determine the correct answers.
- 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) **Postings (14 Postings x 13 points each = 182 total points):**

- You will have 14 postings for this course. You will receive a total of 13 points for providing a substantive post, responding to three classmates, presenting good writing skills and adhering to deadlines.
- In your tentative schedule below, you will find that each week corresponds to a particular posting. **Weekly posts will open up on Mondays at 8:00am and close on Fridays at 11:59pm. Your main posting will be due by Wednesday evening at midnight. If your main posting is not submitted on time, you will not earn all points. Additionally, you will have until Friday at midnight to complete all replies to at least three classmates.**
- Your postings will cover material from your readings and various topics that we discuss in this class. Since the postings cover your readings, I would like you all to use your books as a reference. Some weekly postings will cover material from **BOTH** books which include your textbook by Schutt (2017) and the book by Smith-Lovin and Moskovitz (2016) on *Writing in Sociology*.
- **I do not want information cut/pasted from the internet** such as Wikipedia. If you do so, you will not earn points for that posting.
- Whenever you post, I also want you to reference using ASA. Remember that anytime you take information from a source (either directly quoting or paraphrasing), you must reference even if you are doing so in a posting.
- All posts must be substantive and demonstrate to me that you have done all the reading associated with the discussion. In order to get full credit for your individual post, you must choose a topic from your readings for that week. In order to get the points in responding to your classmates, you must put thought and effort into your response. A thin answer such as “I totally agree with you” or “That was a really cool post” will not be considered for credit.
- When posting, please describe your topics in enough detail to get other classmates to engage in conversation. **From your textbook**, you may want to discuss a particular concept in order to get more clarity of what it means. You can be creative but I want you to put thought into what you post. I want to know that you have not only read the material but have something engaging to contribute to the discussion.
- In your ***Writing in Sociology handbook***, the goal is to learn how to write within the discipline of sociology. This book will be very helpful to you throughout this course. Please provide to your classmates something important that you have learned in your readings from this book as well.
- Finally, your postings and your written assignments are two different assessments. Do not copy your assignments into the discussion board. If you do, you will not earn discussion points for that particular week.
- **At the end of each week, I will make overall comments to the topics covered that week. Please make sure to look for my replies back to the class so that you may learn something new. Feel free to reply to me for more conversation on the materials that you are learning about.**

****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 = 686 – 762 (Excellent)
- B = 548 – 685 (Better than Average)
- C = 383 – 547 (Average)
- D = 229 – 382 (Below Average)
- F = 228 and below (Failing)

Tentative Course Schedule

WEEK 1: Course Introduction

Monday January 14 - Sunday January 20

- Go to the Student Study Site to explore all of the tools provided by the textbook (*Understanding the Social World*) to enhance your learning of the material:
<https://edge.sagepub.com/schuttusw>.
- **Posting 1 – Self-Introductions to the Class**

WEEK 2: Science, Society and Social Research; Writing in Sociology

Monday January 21 – Sunday January 27

Readings:

- *Understanding the Social World*
 - Chapter 1: Science, Society, and Social Research
- *Writing in Sociology*
 - Chapter 1 (Sociologists as Writers) and Chapter 2 (Succeeding at Common Sociology Writing Assignments)
- **Posting 2**

WEEK 3: The Process and Problems of Social Research

Monday January 28 - Sunday February 3

Readings:

- *Understanding the Social World*
 - 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
- **Posting 3**

WEEK 4: Research Ethics; Writing in Sociology

Monday February 4 – Sunday February 10

Readings:

- *Understanding the Social World*
 - Chapter 3: Research Ethics
- *Writing in Sociology*
 - Chapter 3 (Strategies for Writing the Library Research Paper)
- **Posting 4**

❖ **Research Article Critique Paper 1 Due Saturday February 9 by midnight**

WEEK 5: Conceptualization and Measurement; Writing in Sociology

Monday February 11 – Sunday February 17

Readings:

- *Understanding the Social World*
 - Chapter 4: Conceptualization and Measurement
- *Writing in Sociology*
 - Chapter 4 (Starting Your Original Research Project)
- **Posting 5**

❖ **Part 1: Research Question Development (50 total points) – Due Saturday February 16 by midnight**

WEEK 6: Sampling and Generalizability; Writing in Sociology

Monday February 18 – Sunday February 24

Readings:

- *Understanding the Social World*
 - Chapter 5: Sampling and Generalizability
- *Writing in Sociology*
 - Chapter 5 (Writing About Your Original Research: Before you Have Data)
- **Posting 6**

❖ **Research Article Critique Paper 2 Due Saturday February 23 by midnight**

WEEK 7: Causation and Experimental Design; Writing in Sociology

Monday February 25 – Sunday March 3

Readings:

- *Understanding the Social World*
 - Chapter 6: Causation and Experimental Design
- *Writing in Sociology*
 - Chapter 6 (Writing About Your Original Research: After You Have Data)
- **Posting 7**

❖ **Work on your Annotated Bibliography Due Next Week**

WEEK 8: Survey Research

Monday March 4 – Sunday March 10

Readings:

- *Understanding the Social World*
 - Chapter 7: Survey Research
- **Posting 8**

❖ **Part 2: Review of the Literature – Annotated Bibliography (110 total points) – Due Saturday March 9 by midnight**

WEEK 9: SPRING BREAK

Monday March 11 – Sunday March 17

WEEK 10: Qualitative Methods; Writing in Sociology

Monday March 18 - Sunday March 24

Readings:

- *Understanding the Social World*
 - Chapter 8: Qualitative Methods
- *Writing in Sociology*
 - Chapter 7 (Choosing and Using Sources)
- **Posting 9**

❖ **Research Article Critique Paper 3 Due Saturday March 23 by midnight**

WEEK 11: Unobtrusive Methods; Writing in Sociology

Monday March 25 – Sunday March 31

Readings:

- *Understanding the Social World*
 - Chapter 9: Unobtrusive Methods
- *Writing in Sociology*
 - Chapter 8 (Citing Sources and Avoiding Plagiarism)
- **Posting 10**

WEEK 12: Evaluation and Mixed-Methods Research

Monday April 1 - Sunday April 7

Readings:

- *Understanding the Social World*
 - Chapter 10: Evaluation and Mixed-Methods Research
- **Posting 11**

❖ **Part 3: Research Design (40 total points) – Due Saturday April 6 by midnight**

WEEK 13: Quantitative Data Analysis

Monday April 8 – Sunday April 14

Readings:

- *Understanding the Social World*
 - Chapter 11: Quantitative Data Analysis
- **Posting 12**

WEEK 14: Qualitative Data Analysis

Monday April 15 – Sunday April 21

Readings:

- *Understanding the Social World*
 - Chapter 12: Qualitative Data Analysis
- **Posting 13**

❖ **Research Article Critique Paper 4 Due Saturday April 20 by midnight**

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

Monday April 22 – Sunday April 28

- *Understanding the Social World*
 - Chapter 13: Summarizing and Reporting Research
- **Posting 14 – Talk about your final research proposal**

❖ No assignments due this week. Use this time to work on your final research proposal.

WEEK 16: Finals Week

Monday April 29 – May 5

- Work on final research proposal

WEEK 17

Monday May 6 – Sunday May 12 – Finals Week

- **Final Research Proposal Due on Monday May 6 by 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
1. Bibliographic citation you are critiquing – Should be cited in ASA format with all required information	0 Points Not included	3 points Listed but does not include all of the relevant information	5 points Full citation correctly included in ASA format
2. Theoretical Orientation	0 Points Theoretical orientation not included or is completely incorrect	3 Points Has included a theoretical orientation but does not have a clear grasp of theory	5 Points Has included correct theoretical orientation and comprehends theoretical orientation of article
3. Measurement	0 Points Measurement not included or is incorrect measurement	3 Points Has included the measurement utilized but does not have a clear grasp of the meaning	5 Points Has included correct measurement and comprehends measurement used in the article
4. Sampling	0 Points Type of sampling not included or incorrect sampling included	3 Points Has included sampling utilized in the article but does not have a clear grasp of the sampling methods used	5 Points Has included correct sampling methods and comprehends sampling used in the article
5. Research Design (Methods)	0 Points Research design not included or incorrect design included	3 Points Has included a research design utilized in the article but does not have a clear grasp of design	5 Points Has included correct research design and comprehends the design utilized in the article.

6. Data Analysis	0 Points Type of data analysis not included or is incorrect	3 points Has included data analysis utilized in the article but does not have a clear grasp of what it means	5 Points Has included correct data analysis and comprehends analysis utilized in the article
7. Final Conclusions of Research	0 Points Findings not included or is incorrect	3 Points Has included findings but does not have a clear grasp of the material	5 Points Has included correct findings and comprehends the meaning behind them
8. Spelling, Grammar, & Sentence Structure	0 - 4 Points <i>Many</i> spelling, grammar, or sentence structure errors	5 - 9 Points <i>Some</i> spelling, grammar, or sentence structure errors	10 points <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
State your topic	0 - 4 points No topic included or topic is not specific	5 - 9 points Your topic needs more clarity.	10 points Your chosen topic is clear
State Research Question	0 - 4 points No research question included or unclear	5 - 9 points Research question needs more clarity	10 points Research question is clearly stated
Theoretical Perspective (inductive or deductive)	0 - 4 points Not included or unclear	5 - 9 points Needs more clarity	10 points Stated clearly
Importance of topic	0 - 4 points Importance not included or unclear	5 - 9 points Needs more clarity	10 points Stated clearly
Spelling, Grammar, & Sentence Structure	0 - 4 points <i>Many</i> spelling, grammar, or sentence structure errors	5 - 9 points <i>Some</i> spelling, grammar, or sentence structure errors	10 points <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
Article 1	0 - 4 points Does not provide a clear summary or none included	5 - 9 points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 2	0 -4 points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 3	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 4	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 5	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 6	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article

Article 7	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 8	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 9	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 10	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Spelling, Grammar, & Sentence Structure	0 - 4 Points <i>Many</i> spelling, grammar, or sentence structure errors	5 - 9 Points <i>Some</i> spelling, grammar, or sentence structure errors	10 Points <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
Research Design	0 - 4 point Research design is not stated or unclear	5 - 9 points Research design needs more clarity	10 points Research design is clear and concise
Data collection, sample	0 - 4 points Data collection is not stated or unclear	5 - 9 points Data collection needs more clarity	10 points Data collection is clear and concise
Possible limitations of the study	0 - 4 points Limitations are not stated or unclear	5 - 9 points Limitations need more clarity	10 points Limitations are clear and concise
Spelling, Grammar, & Sentence Structure	0 - 4 <i>Many</i> spelling, grammar, or sentence structure errors	5 - 9 Points <i>Some</i> spelling, grammar, or sentence structure errors	10 points <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
Writing Mechanics - 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
Proper Referencing Format (ASA) - 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
Introduction - 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
Literature Review - 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
Methods - 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?				
Conclusion - 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

Discussion Rubric

Worth 13 total points

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
Substantive Response	<p>0-1 point</p> <p>Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered</p>	<p>2 - 4 points</p> <p>Response too short. Not a clear indication of an understanding of the readings</p>	<p>5 points</p> <p>A substantive response, citing the textbook and demonstrating full understanding of the course content</p>
Replies to Classmates	<p>0-1 points</p> <p>No or just one response, with no significant comments to improve the conversation</p>	<p>2 points</p> <p>Only two responses to others' entries</p>	<p>3 points</p> <p>Three substantive posts were responded to, with comments advancing the conversation</p>
Adhering to Deadlines	<p>0 points</p> <p>Substantive response OR replies to others do not meet deadline</p>	<p>0 points</p> <p>Substantive response OR replies to others do not meet deadline</p>	<p>2 points</p> <p>All entries posted by the deadline.</p>
Writing Skills	<p>0-1 points</p> <p><i>Many</i> spelling, grammar, or sentence structure errors</p>	<p>2 points</p> <p><i>Some</i> spelling, grammar, or sentence structure errors</p>	<p>3 points</p> <p><i>No</i> spelling, grammar, or sentence structure errors</p>

