

**SOCI 3315**  
**Methods of Social Research**  
**Fall 2023**

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Available by appointment. Contact me through email and I will respond within 24 hours.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online from August 28 – December 15 (16 weeks)

Use this link to access this course: ***This course is a 100% online course and uses the TAMUCT Canvas Learning Management System:*** [<https://tamuct.instructure.com>]

**Required Texts**

Schutt, Russell K. 2021. *Understanding the Social World: Research Methods for the 21<sup>st</sup> Century*. Los Angeles: Sage. (ISBN 978-1-5443-3468-4).

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

American Sociological Association. 2022. *American Sociological Association Style Guide (7<sup>th</sup>)*. American Sociological Association Publisher. (978-0-912764-58-0)

The student study website for your textbook (Schutt 2021) can be found at <https://edge.sagepub.com/schuttusw2e>. Here you will find helpful tools to increase your knowledge of research methods, concepts etc. I would highly suggest that you use the website.

**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.

**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. This skill outcome will be accomplished by completing a final research proposal paper (with three drafts), and critique scholarly research articles.

### **Writing Instructive (WI) Course:**

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills.

**1. Assignment Revisions:** For this course, you will be completing a Final Research Paper Proposal. You will have three drafts which will help you to develop your final paper. Once you turn in your drafts, if I believe that you need to revise that assignment, I will ask that you do so. It is very important that you complete and submit revisions as specified so that you will have a complete final research proposal.

**2. Posting of Grades:** Normally, I grade on most weekends. My goal is to grade your assignments the same week that they are turned in, if possible. If I am running behind, I will send out an email letting students know the status of their assignments. Because I expect all students to improve on each writing assignment as they progress through the semester, I strive to get your grades with comments to you as soon as I can.

**3. Grade Turnaround:** In this course, you can expect that I will provide feedback on all assignments in one week or less.

## 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:** When 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. However, if you are having an issue with an assignment, let me know ahead of time and I will do what I can to accommodate you.

**Additional Help:** If you need additional help on assignments, papers, or any materials covered in class, please do not hesitate to contact me. The best way to get in touch with me is through email.

**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

### **Emergency Warning System for Texas A&M University-Central Texas**

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)  
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information,** please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

### **Warrior Center for Student Success**

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

**ADA Access and Accommodations:** Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

**Success Coaching and Peer Mentoring:** Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate

their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach [bit.ly/3q7uB50](https://bit.ly/3q7uB50) or visit WH, 111.

**Testing Services:** We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

**Tutoring and Supplemental Instruction Services:** Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability [bit.ly/43Q6wNz](https://bit.ly/43Q6wNz). You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

### 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. 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://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

### Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must

be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

### **Pregnant and/or Parenting Students Rights and Accommodations**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. 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>].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

### **Title IX Rights and Reporting Responsibilities**

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the

options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or [swacc@tamuct.edu](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto:ssa@tamuct.edu), located in founder Hall Room 317D.

### **University Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[https://tamuct.libcal.com/appointments]. 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 workspaces, 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/index]

### **University Writing Center**

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

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-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## **OTHER POLICY STATEMENTS**

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

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/] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

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



## **Canvas Support**

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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

## **Online Proctored Testing**

Texas A&M University-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

## **Other Technology Support**

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week.

Email: [helpdesk@tam.u.edu](mailto:helpdesk@tam.u.edu)

Phone: (254) 519-5466

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

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

## **Important University Dates**

Important university dates can be found at: <https://www.tamuct.edu/registrar/academic-calendar.html>

## **The Use of Artificial Intelligence (AI)**

**The use of artificial intelligence (AI) to create, develop, or inspire any work is considered an act of plagiarism and is prohibited. Although AI technology is constantly advancing and exciting, it has no place in education and learning. This is because relying on AI prevents us from learning from our experiences and each other, exercising our creativity, solving problems, and contributing our ideas in an authentic manner. In essence, college is a place for learning, and this particular course is dedicated to enhancing our writing skills, a task that AI is simply incapable of performing.**

**Embedded in Canvas is turnitin, which detects plagiarism and AI text. If AI is detected for any assignment, you will initially receive a zero. However, I will allow you to resubmit the assignment to earn all possible points. To avoid any issues, I suggest not using AI because doing so will save us both time. If you have any questions, please let me know.**

### 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. Also, take a look at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5037942/> or the pdf. file located under the Research Proposal Paper assignment tab in Canvas. This is an excellent resource, providing what your actual research proposal paper should contain.

**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 2021), you will also find helpful *Writing in Sociology: A Brief Guide* by Smith-Lovin and Moskovitz (2017). This short guidebook 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 September 30 by midnight**

1. State the topic in which you want to write your research proposal. Provide detailed information about your topic, enough that the reader understands the social problem. Remember that the topic must be **narrow** in scope. (10pts)
2. What is your research question? Is it exploratory, explanatory, or descriptive in nature? (You will find this information in Chapters 1 and 2 of your textbook) (10pts)
3. What theoretical perspective drives your research question and your research? (i.e. inductive or deductive found in Chapter 2) (10pts)
4. Why are you investigating this topic? Why is this social problem important to investigate? (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 October 21 by midnight**

1. To begin your exploration of the topic, provide an annotated bibliography of 10 scholarly research articles on your topic. You should write up to **no less than 100 words** (double-spaced) for each article summary. You can certainly write more. **You are NOT cut/pasting directly from the article.** It is your summary regarding the important details about the research that you find essential. For each citation, list your citation in ASA. Right below that, provide your summary.

2. Each article in your annotated bibliography is worth 10 points for a total of 100 possible points. You will also be graded on spelling, grammar and sentence structure (10pts) = 110 total points.
3. Please list your citations in ASA. If you do not, I will take off up to 3 points per article. If you list them correctly the first time, it will make less work for you when submitting your final theory research paper.
4. Also, when you write the actual summary of each citation, practice using ASA in text. Make use of your ASA guide and ask questions if you have them. **Your summaries should be no less than 100 words but you can provide more dialog as you see appropriate.**
5. 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 the final paper proposal for your literature review section.** The summaries are needed to help you construct your final review of the literature. Let me know if you have any questions.

### **Part 3: Research Design (40 total points) – Due Saturday November 11 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 will you collect your sample? This will depend on the methods that you choose (i.e. Qualitative vs. Quantitative) Please be specific about your sampling method. (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 11:59pm:**

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. **Keep in mind that you are not doing the actual research.**

### **The Format and Organization of Paper**

- 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)
- Your literature review should include no less than 10 scholarly research articles.
- Please double space your paper.
- 10 - 15 pages of written text (2500 to 3750 words). All items in the appendices, your abstract and reference page 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.** The website <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5037942/> OR the .pdf located under the research proposal submission tab in Canvas, should be used to help you understand what sections need to be included in your proposal. Below are the sections that you will want to include in your final research proposal paper:

- 1. Abstract – 200 words**
  - 2. Introduction, Background and Significance**
  - 3. 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.
  - 4. Aims and Objectives**
  - 5. Research Design and Methods**
    - In this section, you want to tell the reader what kinds of methods you would use if you were going to conduct your research project. You might include some of the following (depending on your chosen methodology):
      - **Measurement of concepts and variables**
      - **Data Collection Method/Analysis**
      - **Selection of Subjects – Sample**
  - 6. Final Conclusions/thoughts** - The conclusion should highlight why the student's research is needed, ethical issues, budget considerations, limitations, and the implications that can be anticipated from your study. You can use what you have learned from your textbook to help formulate your dialog.
  - 7. References (in ASA format)**
  - 8. Appendices (if applicable)**
- 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 an act of 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 301 (Appendix A) of your textbook, you can review “Questions to Ask about a Research Article.” On page 303 (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:

### **Critique Paper Assignments Outline**

1. List citation of the article that you are reading (using American Sociological Association – ASA Reference style). Page 57 of your ASA guide goes over how to list a journal article.
  2. Theoretical orientation (Chapter 2 covers inductive, deductive etc).
  3. Measurement (Chapter 4 covers measurement)
  4. Sampling (Chapter 5 cover 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 (How was the data analyzed (SPSS, Statistics, Qual software etc.)
  7. Reporting (conclusions)
- 4. Postings (13 Postings x 13 points each = 169 total points):**
- You will have 13 postings for this course. You will be required to comment on a question (s) that I post and then respond to three of your classmates. 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 the dates and times when postings open for discussion and when they are no longer available. “No longer available” means that once the discussion is closed, you will not be able to make up those points.
  - **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.**
  - You will post to questions that 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 book as a reference. 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 answer each question that I pose to you. 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.

**\*\*GRADING RUBRICS FOR COURSE REQUIREMENTS ARE LOCATED AT THE END OF YOUR SYLLABUS.**

### **Grading Scale**

- A = 581 – 645 (Excellent)
- B = 464 – 580 (Better than Average)
- C = 324 – 463 (Average)
- D = 194 – 323 (Below Average)
- F = 193 and below (Failing)

### **The Use of Artificial Intelligence (AI)**

**The use of artificial intelligence (AI) to create, develop, or inspire any work is considered an act of plagiarism and is prohibited. Although AI technology is constantly advancing and exciting, it has no place in education and learning. This is because relying on AI prevents us from learning from our experiences and each other, exercising our creativity, solving problems, and contributing our ideas in an authentic manner. In essence, college is a place for learning, and this particular course is dedicated to enhancing our writing skills, a task that AI is simply incapable of performing.**

**Embedded in Canvas is turnitin, which detects plagiarism and AI text. If AI is detected for any assignment, you will initially receive a zero. However, I will allow you to resubmit the assignment to earn all possible points. To avoid any issues, I suggest not using AI because doing so will save us both time. If you have any questions, please let me know.**

## Tentative Course Schedule

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

Monday August 28 – Sunday September 3

- **Course Introductions and syllabus**
- 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. This website provides study quizzes, flashcards and videos: <https://edge.sagepub.com/schuttusw2e>

#### **Posting 1**

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

Monday September 4 – Sunday September 10

#### **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 September 11 – Sunday September 17

#### **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 September 18 – Sunday September 24

#### **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 September 23 by midnight**

**WEEK 5: Conceptualization and Measurement; Writing in Sociology**Monday September 25 – Sunday October 1**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 September 30 by midnight**

**WEEK 6: Generalizability and Sampling; Writing in Sociology**Monday October 2 – Sunday October 8**Readings:**

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

**Posting 6**

- ❖ **Research Article Critique Paper 2 Due Saturday October 7 by midnight**

**WEEK 7: Causation and Experimental Design; Writing in Sociology**Monday October 9 – Sunday October 15**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 October 16 – Sunday October 22**Readings:**

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

**Posting 8**

- ❖ **Part 2: Review of the Literature – Annotated Bibliography (110 total points) – Due Saturday October 21 by midnight**



**WEEK 9: Qualitative Methods; Writing in Sociology**Monday October 23 – Sunday October 29**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 October 28 by midnight****WEEK 10: Unobtrusive Methods; Writing in Sociology**Monday October 30 – Sunday November 5**Readings:**

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

**Posting 10****WEEK 11: Quantitative Data Analysis**Monday November 6 – Sunday November 12**Readings:**

- *Understanding the Social World*
  - Chapter 10: Quantitative Data Analysis

**Posting 11**❖ **Part 3: Research Design (40 total points) – Due Saturday November 11 by midnight****WEEK 12: Quantitative and Qualitative Data Analysis**Monday November 13 – Sunday November 19**Readings:**

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

**Posting 12**❖ **Research Article Critique Paper 4 Due Saturday November 18 by midnight****WEEK 13: Holiday Week – ☺**Monday November 20 – Sunday November 26

**WEEK 14: Summarizing and Reporting Research/Class Research Proposal Discussion**

Monday November 27 – Sunday December 3

**Readings:**

- *Understanding the Social World*
  - Chapter 13: Summarizing and Reporting Research

**Posting 13****WEEK 15: Work on your final paper**

Monday December 4 – Sunday December 10

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

**WEEK 16: Finals Week**

Monday December 11 – Friday December 15

**Final Research Proposal Due on Monday December 11 at midnight**

**\*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 – Inductive or deductive (Chapter 2 of your textbook)</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 – Chapter 4 goes over measurement (levels)</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) – Qual, Quan etc.</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 – how was the data analyzed? (Using statistics, SPSS, Qualitative Software, etc.)</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 – Chapter 2)</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

**\*Up to 3 points will be deducted for not listing the citation in ASA.**

**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

<p>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?</p>				
<p><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</p>	<p>(0 – 7 pts)  Does not clearly develop conclusion</p>	<p>(8 – 16 pts)  Minimal development of conclusion</p>	<p>(17- 24 pts)  Average development of conclusion</p>	<p>(25 pts)  Accurate development of conclusion</p>

**Grading Scale:**

A= 180 – 200 (90-100%)

B= 160 – 179 (80-89%)

C= 140 – 159 (70-79%)

D= 120 – 139 (60-69%)

F ≤ 119

