

SOC 352 Research Methods (Hybrid)
Fall 2021

Instructor: M. David Chunyu, Ph.D., Associate Professor of Sociology
Classroom: Mo We, 12:00PM – 12:50PM, Science Building (SCI) D223 (for the “Quantitative Data Analysis” units we shall meet in a computer lab SCI B308 instead of SCI D223)
My Office: Science Building (SCI) B335
Office Hours: Mo, 1:00PM – 3:00PM
We, 1:00PM – 2:00PM
or by appointment for meeting in my office/on Zoom
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Course Overview

This course provides a general introduction to the methodology in the social sciences. In this course students will acquire knowledge and skills as more informed and critical readers of social science research; at the same time, students will also gain hands-on experience and develop the skills necessary to initiate, design, and administer their own social science research projects that address specific and testable questions.

Even for those who never do social science professionally, this course teaches universally useful skills: asking good questions, avoiding logical fallacies, finding relevant literature, and careful marshalling of evidence. These are powerful tools for anyone who is curious about any aspect of the social world.

The major topics of this course include: the logic of scientific inquiry, problem formulation, variables, operationalization and measurement, reliability and validity, sampling, data collection, data analysis and interpretation, and the ethics of social research.

This course is work-intensive. Students will be required to complete a series of assignments and research tasks. Part of this course is designed to complement the lectures by letting students gain hands-on experience using a computer and statistical software. Students will learn how to use SPSS Statistics, a widely used statistical software for social scientists. We will be mainly using SPSS to analyze data from the General Social Survey (GSS). The time and location of the SPSS learning sessions will be announced in advance.

For Social Work majors, this course also provides them with an opportunity to engage in practice-informed research and research-informed practice, which is one of the Social Work core competencies.

Social Work Competency

All aspects of this course help students work toward the Council on Social Work Education (CSWE) competency of “**practice-informed research and research-informed practice**” for accredited social work programs:

➤ *Engage in practice-informed research and research-informed practice.*

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Define the basic steps in social science research;
2. Describe and compare various research techniques used in the social sciences;
3. Evaluate and critique published research literature on the basis of methodological merits;
4. Initiate, design, and administer research projects of their own;
5. Analyze and interpret social science data;
6. Use the library database more effectively;
7. Recognize the ethical issues involved in social research and practice ethical research standards;
8. Use practice experience to inform social science inquiry and research;
9. Use and translate research evidence to inform and improve practice, policy, and service delivery;
10. Compose articulate, thoughtful, grammatically correct, and logically organized papers with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience;
11. Compose and deliver articulate, grammatically correct, and organized oral assignments using appropriate communication technologies as well as properly documented and supported ideas, evidence, and information suitable to the topic, purpose, oral communication activity/genre, and audience;
12. Apply your understanding of elements that shape successful written and oral communications to critique and improve your own and others' writing and oral delivery through effective and useful feedback.

Course Prerequisites:

Students must have taken both SOC 350 (Sociological Theory) and SOC 351 (Social Statistics)/PSYC 300 (Statistics for Psychologists); or have instructor consent.

Course Structure

This course will be delivered in a hybrid format, i.e., partly in-person and partly online.

The in-person class meetings are mandatory and are used mainly for face-to-face lectures, class discussions, and student presentations.

The online portion of this course is used mainly to deliver additional class materials and let students complete various tasks online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

This course consists of 12 units of substantive learning. Basically for the first 12 weeks of the semester students are expected to complete one unit per week. For each unit students are expected to complete various kinds of tasks and earn the respective grade points. For the last 3 regular weeks of the semester students shall focus on research project oral presentation, peer review, participating in the sociology program assessment, and finishing up their research papers.

There are no exams in this course.

Student Expectations

In this course you will be expected to complete the following types of tasks.

- Participate in face-to-face class meetings
- Read the assigned textbook chapters
- Download and read documents from Canvas
- View online videos
- Submit written assignments to Canvas
- Communicate both in-person and online

Additional communication expectations for students:

1. Professional and respectful tone and civility are used in communicating with fellow learners and the instructor.

2. Online written communication, both formal and informal, uses Standard English rather than popular online abbreviations and regional colloquialisms.
3. Spelling and grammar are correct.

Textbook

The following book is required and has been ordered at the university store (please visit <https://www.uwsp.edu/centers/store/Pages/default.aspx> to get the fall 2021 text rental information):

Earl R. Babbie. 2016. *The Practice of Social Research*. 14th Edition. Cengage Learning.

Additional Course Materials

Additional course materials (the instructor's lecture slides, videos, datasets and related documentation, review exercises, assignments, exams, etc.) will be made available in Canvas.

Additional Software

The SPSS software is accessible on all campus computers, so in order to use the software students can either go to a campus computer lab in person or use their own computers to get connected to the UWSP remote computer lab virtually at remotelab.uwsp.edu.

- ❖ ***Special note:*** In case students want to use the UWSP remote computer lab remotelab.uwsp.edu, they are recommended to use a PC (with a Windows operating system) rather than a Mac/iPad (with an Apple operating system), because there has been reports that sometimes Mac/iPad users may have difficulty getting access to the UWSP remote lab.

Grading

A student's final course grade is based entirely on the "TOTAL POINTS" they have earned over the semester. The "TOTAL POINTS" are simply the total crude points a student has accumulated from assignments and research project related tasks, plus optional bonus points if applicable, and **summation** is the only mathematical operation used for calculating a student's "TOTAL POINTS". Thus, no percentage, proportion, division, or any "out of (a base number)" concept is involved in the "TOTAL POINTS" calculation. (***Important note:*** *The "Total" column or other automatically generated columns in the "Grades" area of Canvas will NOT be used, because they reflect some sort of percentage calculation,*

which is inconsistent with the grading system of this course. Also see the “Grading Scale” section below.)

A student’s max total points consist of the following:

➤ <i>Research Project</i>	<i>50 Points</i>
❖ <i>Research paper drafts</i>	<i>8 points</i>
❖ <i>Research paper draft peer review</i>	<i>2 points</i>
❖ <i>Research project discussion</i>	<i>5 points</i>
❖ <i>Research project oral presentation</i>	<i>10 points</i>
❖ <i>Research project oral presentation peer review</i>	<i>5 points</i>
❖ <i>Complete research paper</i>	<i>20 points</i>
➤ <i>Miscellaneous Assignments</i>	<i>50 Points</i>
❖ <i>Quantitative data analysis</i>	<i>10 points</i>
❖ <i>Human subjects protections training</i>	<i>5 points</i>
❖ <i>Sociology program assessment</i>	<i>5 points</i>
❖ <i>Other chapter-specific assignments</i>	<i>30 points</i>

Max Total = 100 Points

Research Project (50 Points)

The culminating experience in this course is a student research project on a topic of their own choice. This way you will put your learning from this course into practice. The final product of the student research project is a research paper, which can be either a research proposal or a research report, depending upon the student’s preference.

- If you choose to write a research *PROPOSAL*, you will *NOT* actually conduct the research (i.e., collecting and analyzing real-world data and reporting the results); instead, you should specify a detailed *HYPOTHETICAL PLAN* on how you would carry out the research.

OR

- If you choose to do a research *REPORT*, you will actually carry out the research by analyzing a *REAL* dataset and then writing up the results of your analysis.

Detailed instructions about how to write the research paper will be provided separately.

Students are encouraged to join teams to work on the research project. Each team shall consist of up to four (4) members. The research paper will be the collective responsibility of the work team. Although each of you should work all elements of the paper, the team will submit one single copy of the completed

work. All members of the team will therefore receive the same grade. However, in case there is a significant work imbalance within a team, the instructor may give the team members different grades based on the instructor's own assessment and/or the team members' peer evaluation. You may elect not to participate in a work team if you prefer to work alone. However, once you have made the decision to work alone or to join a team, you can't change your mind. If you choose to work alone, you must still accomplish the same objectives as a team does.

The research project work consists of the following six components:

- (1) Research paper drafts = 8 points
- (2) Research paper draft peer review = 2 points
- (3) Research project discussion = 5 points
- (4) Research project oral presentation = 10 points
- (5) Research project oral presentation peer review = 5 points
- (6) Complete research paper = 20 points

(1) Research Paper Drafts = 8 Points

Before students submit their complete research paper, they shall write several drafts of portions of this paper. This allows the instructor to monitor students' progress in their research projects, and more importantly, to offer constructive feedback to students before they submit the entire complete paper. Just like the complete research paper, these research paper drafts will be the collective responsibility of the work team if a student chooses to join one. For each draft, just like the complete research paper, each team will submit one single copy and all members of the team will receive the same grade unless extenuating circumstances occur.

(2) Research Paper Draft Peer Review = 2 Points

In addition to writing their own paper drafts, students shall also conduct peer review of other students' written work. Instructions on peer review of the written work will be provided separately.

(3) Research Project Discussion = 5 Points

Students will participate in a series of class discussions about their research projects. Through these discussions students can share their preliminary thoughts and ideas about their research projects and at the same time can also provide feedback on other students' work.

(4) Research Project Oral Presentation = 10 Points

By the end of the semester students will showcase their research projects through oral presentations. ***The presenter/speaker must prepare a presentation file to share with the class, such as a Powerpoint, Prezi, or the like, that shows the text and graphics related to the research project.*** This can help the classmates follow and digest the content of the project. In addition, the presenter/speaker should also make sure to use good body language, eye contact, and vocal expression for effective delivery of the content.

Just like the written working drafts and the complete research paper, the research project oral presentation

will be the collective responsibility of the work team if a student chooses to join one, and so all members of the team will receive the same score unless extenuating circumstances occur.

More detailed instructions about the research project oral presentation will be provided separately.

(5) Research Project Oral Presentation Peer Review = 5 Points

Besides giving an oral presentation, students shall also conduct peer review and provide oral feedback to other students' oral presentations by evaluating the presenters/speakers' research projects as well as their presentation performance. ***For each original oral presentation, the designated student peer reviewer(s) will also come to the podium and comment on the various dimensions of the research presentation (the rubric will be distributed separately).*** The peer reviewer(s) should show that they have carefully listened to and thought about the presentation and also offer meaningful in-depth feedback. The presenter(s) and their designated peer reviewer(s) can also use this opportunity to have further exchange of responses and thoughts in front of the class.

This oral peer review will also be the collective responsibility of the work team if a student joins one.

More detailed instructions about the research project oral presentation peer review will be provided separately.

(6) Complete Research Paper = 20 Points

This is the final product of the student research project. It shall be a more complete and much improved version compared to students' earlier drafts based on the instructor's feedback and peer review. The complete research paper shall be submitted as a WORD document (PDF NOT acceptable) to Canvas. ***The complete research paper is due on December 17 (Friday). The complete research paper itself is worth 20 points.***

For students who need writing support at any point in the writing process, they can seek help from the Writing Lab in the Tutoring-Learning Center (TLC). The Writing Lab is located in the basement of the library—Albertson Hall (ALB) 018. Students can also contact the TLC Writing Lab by phone (715) 346-3568 or email tlctutor@uwsp.edu for an appointment.

Miscellaneous Assignments (50 Points)

Throughout the semester students will complete a series of other types of assignments:

- (7) Quantitative data analysis = 10 points;
- (8) Human subjects protections training = 5 points;
- (9) Sociology program assessment = 5 points;
- (10) Other chapter-specific assignments = 30 points.

(7) Quantitative Data Analysis = 10 Points

To some extent this part is like a continuation of SOC 351 Social Statistics/PSYC 300 Statistics for Psychologists (that's why SOC 351/PSYC 300 is part of the prerequisites for this course). Quantitative data analysis typically involves using a computer and statistical software to process and analyze social science data. We will be mainly using the SPSS software to analyze data from the General Social Survey (GSS). Again, in order to use the SPSS software students can either go to a campus computer lab in person or use their own computers to get connected to the UWSP remote computer lab virtually at remotelab.uwsp.edu; and in case students want to use the UWSP remote lab they are recommended to use a PC rather than a Mac/iPad. The GSS datasets will be made available for download from Canvas. The quantitative data analysis assignments are entirely individual work and completely separate from students' research projects, and therefore will all be evaluated individually.

(8) Human Subjects Protections Training = 5 Points

Students are required to complete the UWSP human subjects protections training through an online program by Collaborative Institutional Training Initiative (CITI) and receive both a CITI training Completion Certificate and a CITI training Completion Report.

To begin the certification with CITI, students shall go to the CITI program website at <https://www.citiprogram.org/index.cfm?pageID=154>. Students shall register an account on that website and select University of Wisconsin-Stevens Point as the organization affiliation (it would be better to use "University of Wisconsin" as the search keywords to trigger a drop-down menu and then select from there). When completing their registration, for "Role in Research" students shall select "Student Researcher – Undergraduate/Graduate" from the drop-down menu; when selecting curriculum, students shall choose "Human Subjects Research (interpersonal)" under "Human Subjects Research" as the appropriate course, , and this will direct you to take the Social-Behavioral-Educational Researchers (SBE) Basic Course.

The SBE Basic Course requires the learner to satisfactorily complete all the required modules **and** a certain number of elective modules along with the associated quizzes. Upon satisfactory completion of the entire SBE Basic Course, students will receive a course Completion Certificate (valid for 3 years) and a course Completion Report in their CITI program account. The Completion Report, which is like a transcript (**not** the Completion Certificate) is a two-part transcript of the learner's course work and **includes all quiz scores.**

Students shall download that course Completion Report (again, the transcript, **not** the Completion Certificate) in PDF and ***submit that PDF report to Canvas by October 3 (Sunday). Students who submit the Completion Certificate instead of the Completion Report will receive penalty.*** This assignment is entirely individual work and is worth 5 points.

(9) Sociology Program Assessment = 5 Points

Students shall participate in the sociology program assessment near the end of the semester. This will provide valuable data on the curriculum design and teaching of the overall sociology program at UWSP and can help the Department of Sociology and Social Work and the faculty to make the pertinent

improvements in the future. Detailed instructions on how to participate in the assessment will be provided separately.

(10) Other Chapter-Specific Assignments = 30 Points

Students shall also complete a series of chapter-specific assignments, which are designed to help students digest and reinforce the main learning from each chapter. All these chapter-specific assignments are to be done in Canvas and usually students will have one week to complete them. (**Important tip:** When working on these assignments students are recommended to refer to the multiple-choice review exercises for each chapter, which the instructor will post in Canvas. Some of these multiple-choice questions can be the basis of the chapter-specific assignment problems.)

Bonus Points (Optional)

There might be opportunities for students to earn extra credits/bonus points.

Grading Scale

Again, a student's final course grade is based entirely on the "TOTAL POINTS" they have accumulated over the semester. Thus, for calculating a student's "TOTAL POINTS", **summation** is the only mathematical operation used; that is, the instructor will simply add up all the points a student has earned from assignments and research project related tasks, plus optional bonus points if applicable. No percentage, proportion, division, or any "out of (a base number)" concept is involved in the "TOTAL POINTS" calculation. (**Important note:** Again, the "Total" column or other automatically generated columns in the "Grades" area of Canvas will **NOT** be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course.)

A student's "TOTAL POINTS" will then be converted into their final course grade according to the following scale:

A	93.00 – 100.00 points	C	73.00 – 76.99 points
A-.....	90.00 – 92.99 points	C-.....	70.00 – 72.99 points
B+.....	87.00 – 89.99 points	D+.....	67.00 – 69.99 points
B.....	83.00 – 86.99 points	D.....	60.00 – 66.99 points
B-.....	80.00 – 82.99 points	F.....	0.00 – 59.99 points
C+.....	77.00 – 79.99 points		

Grade Posting

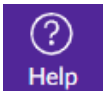
Students' grade points from assignments, presentations, research project, and class discussions, plus optional bonus points if applicable, will be posted in Canvas → "Grades" area as soon as they become available. A distinct grade item will also be created in Canvas → "Grades" area to show a student's "TOTAL POINTS" they have accumulated over the semester. (**Important note:** One last time, the "Total" column or other automatically generated columns in the "Grades" area of Canvas will **NOT** be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course. Please also see the preceding "Grading Scale" section for explanation.) It is a student's own

responsibility to check Canvas regularly and to be kept informed of their own grade status.

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Canvas Support

Click on the  button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
<p>Ask Your Instructor a Question Submit a question to your instructor</p>	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<p>Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!</p>	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<p>Contact Canvas Support via email Canvas support will email a response</p>	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
<p>Contact Canvas Support via phone Find the phone number for your institution</p>	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
<p>Search the Canvas Guides Find answers to common questions</p>	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .
<p>Submit a Feature Idea Have an idea to improve Canvas?</p>	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

All options are available 24/7; however, if you opt to email your instructor, your instructor may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Expected Instructor Response Times

The instructor will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please re-send your email.

Note: If you have a general course question (not confidential or personal in nature), please post it to the Course Q & A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

The instructor will attempt to grade assignments within a week, however longer assignments may take me longer to read and assess.

Classroom Etiquette

The classroom, both in-person and online, is a learning environment and an academic community. All members of this community, students and instructor alike, have a special obligation to preserve an atmosphere conducive to the freedom to teach and to learn. What is essential to preserve such freedom is a culture of respect that honors the rights, safety, dignity, and worth of every individual. For that reason, all members of this community are expected to show courtesy, civility, and respect for one another.

Part of that obligation to maintain a positive learning environment is to ensure that the behavior of any individual does not disrupt the process of teaching and learning. Accordingly, students shall do their best to minimize disruptions that can distract from their own learning and that of their peers. Students are expected to come to class on time and not to leave early except in the case of emergency situations. Please plan your bathroom breaks, food/beverage needs, cell phone calls/texts, work schedules, and other socialization activities around class times to minimize classroom distractions and disruptions. The rule of thumb is that at any moment there should be only one center of attention in the classroom, should it be the instructor, a student, an object, an artifact, a device, or an activity. ***Students with repeated disruptive behavior/causing repeated distractions will receive point deduction to their "TOTAL POINTS" and therefore will get a lower final course grade.***

The instructor reserves the right to restrict a student's participation in class activities, both in-person and online, should the student behave in a way that interferes with the academic or administrative functions of the class.

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. It is these very differences among us that enrich our learning environment and make us strong. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disabilities/Special Needs

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and/or special needs. If you have disabilities/special needs affecting your participation in the course and wish to have special accommodations, please contact the Disability and Assistive Technology Center (DATC) on the 6th floor of Albertson Hall (library) as soon as possible. DATC will then coordinate with me in helping you receive the proper accommodations and auxiliary aids. DATC can be reached at 715-346-3365 or datctr@uwsp.edu. You can also find more information here: <http://www.uwsp.edu/datc>.

Academic Support

If a student finds it difficult to keep up with the class progress at any point during the semester, they are

recommended to seek help immediately from the instructor.

In addition, students may also use help from the tutor(s) at the Tutoring-Learning Center (TLC), depending on the availability of the tutor(s). TLC can be reached at 715-346-3568 or tlctutor@uwsp.edu. You can also find more information here: <http://www.uwsp.edu/tlc>. The tutoring support arrangement is to be made strictly between a student and TLC staff and does not necessarily involve the instructor.

Academic Integrity

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed.

Emergency Preparedness

It is important you familiarize yourself with the UWSP emergency plan and procedures prior to the occurrence of an emergency. Please go to www.uwsp.edu/rmgt for details on all emergency responses at UWSP.

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COURSE OUTLINE

DATES	TOPICS/ACTIVITIES	READING
An Introduction to Inquiry and Data Analysis		
09/02 – 09/05	<p><i>Human Inquiry and Science</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. Errors in human inquiry 2. Foundations of social science 3. Purposes of social research 4. Social work and research 5. Some dialectics of social research 6. Variables <p>*** Students begin to work on their research topics ***</p>	Babbie Ch. 1.
09/06	NO CLASS! HAPPY LABOR DAY!	
09/07 – 09/12	<p><i>Quantitative Data Analysis (Part I)</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. Univariate analysis 2. General Social Survey (GSS) <p>*** Quantitative data analysis assignment #1 ***</p>	Babbie Ch. 14,
09/13 – 09/19	<p><i>Quantitative Data Analysis (Part II)</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. Bivariate analysis 2. Introduction to multivariate analysis <p>*** Quantitative data analysis assignment #2 ***</p>	Babbie Ch. 14. Babbie Ch. 15

09/20 – 09/26 *Theory and Social Research* Babbie Ch. 2.

Key Topics:

1. Deductive method: The traditional model of science
2. Literature review
3. Inductive method

*** Students begin to work on research paper draft #1 ***

09/27 – 10/03 *The Ethics of Social Research* Babbie Ch. 3.

Key Topics:

1. Ethical principles in social research
2. The Belmont report
3. The Stanford prison experiment
4. The Milgram experiment
5. UWSP human subjects protections training

*** Human subjects protections training ***

The Structuring of Inquiry

10/04 – 10/10 *Research Design* Babbie Ch. 4.

Key Topics:

1. Nomothetic causality
2. Necessary and sufficient causes
3. Units of analysis
4. The time dimension

*** Research paper draft peer review begins ***

10/11 – 10/17 *Conceptualization, Operationalization, and Measurement* Babbie Ch. 5.

Key Topics:

1. Progression of measurement
2. Operationalization choices
3. Reliability
4. Validity

*** Students begin to work on research paper draft #2 ***

10/18 – 10/24

Indexes and Scales

Babbie Ch. 6.

Key Topics:

1. Index construction
2. Scale construction

10/25 – 10/31

The Logic of Sampling

Babbie Ch. 7.

Key Topics:

1. A brief history of sampling
2. Nonprobability sampling
3. Probability theory and sampling error
4. Probability sampling

*** Students begin to work on research paper draft #3 ***

Modes of Observation

11/01 – 11/07

Experiments

Babbie Ch. 8.

Key Topics:

1. The classical experiment
2. Post-test only control-group design
3. Selecting subjects
4. Validity issues in experimental research
5. Strengths and weaknesses of experimental research

11/08 – 11/14

Survey Research

Babbie Ch. 9.

Key Topics:

1. Guidelines for asking questions
2. Questionnaire construction
3. Different survey methods
4. Secondary analysis
5. Strengths and weaknesses of survey research

11/15 – 11/21

Qualitative Field Research

Babbie Ch. 10.

Key Topics:

1. Special considerations in qualitative field research
2. Paradigms in qualitative field research
3. Conducting qualitative field research
4. Strengths and weaknesses of qualitative field research

Course Wrap-Up

11/22 – 12/10

Research Project Presentations and Discussions

Sociology Program Assessment

12/17

***** Complete Research Paper Due *** (Friday, in Canvas)**

*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules.
Any changes will be announced in advance.*
