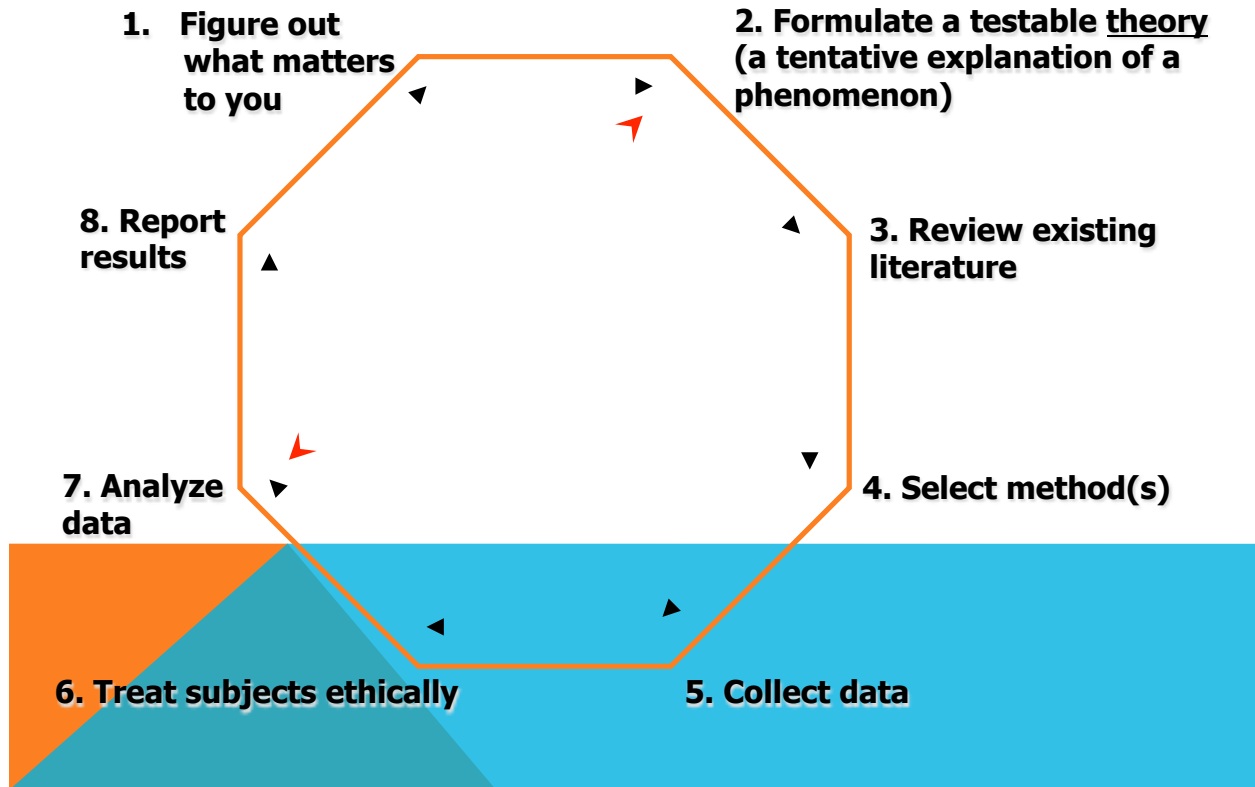


THE RESEARCH CYCLE



Join Zoom Meeting



Meeting ID: [REDACTED]

Passcode: [REDACTED]

Course Delivery: On-line OLL via UOG Moodle Course Page and Zoom

Enrollment Key: [REDACTED]

Instructor: Dr. Angeline Ames

Office Hours: M/T/F 2:00 – 4:00pm

Email: aames@triton.uog.edu

Office/Phone: HSS220D/671-735-2881

Course Catalog Description

This course gives undergraduate students experience in conducting quantitative and qualitative research on social issues relevant to the region. The course covers a wide range of topics dealing with processes, trends and approaches to basic research methodologies and design found in the social sciences. The course examines the basic research methods of the social sciences, including causation, research design, experimental designs, sampling, data gathering techniques, data analysis and interpretation of research results. The course covers the structuring of social inquiry, conceptualization, operationalization, measurement, evaluation and presentation of first hand research. This course introduces students to the necessary tools needed for designing and implementing basic social science research. The rationale of this course is to introduce quantitative and qualitative empirical science to undergraduate students. Prerequisites: EN111, MA110, SO101 with a grade C or better or instructor's consent.

Course Content and Objectives

The objective of this course will be to aid students in their understanding and development of an introductory level research paper. The course is designed to provide students' with the tools and abilities to select a research topic, access methods of inquiry, review applicable literature and theoretical perspectives, formulate statement problems, construct research questions, design interview schedules, implement and analyze data, and address ethical issues and concerns involved in social science research. The main objective throughout the course is for students to conduct all stages of a research project, applying the basic concepts essential to examination and evaluation of argumentative discourse by using investigative and analytical skills to explore complex questions and solve challenging problems.

Course SLOs	Program LOs	University ILOs	Assessment Methods
With the completion of this course the students will be able to:			
<p>SLO1)</p> <p>Design the methodology for an empirical research project; applying new and prior information to the planning and creation of a particular product</p> <p>Collect data to address a thesis, hypothesis, and research questions; using investigative and analytical skills to explore complex questions and solve challenging problems</p> <p>Analyze quantitative and qualitative data; interpreting and representing information in mathematical and graphical form; evaluating the assumptions used in analyzing quantitative data.</p>	<p><u>PLO1</u>: The discipline of Sociology and its role in contributing to our understanding of social reality such that the student can apply the Sociological imagination and Sociological principles and concepts to any social topic, including to her or his own life</p> <p><u>PLO3</u>: The role of empirical evidence and the application of qualitative and quantitative research methodologies in collecting data, the ability to design a research study, collect and analyze data, and present the findings in research paper format</p>	<p>ILO1. Mastery of critical thinking and problem solving</p> <p>ILO2. Mastery of quantitative analysis</p> <p>ILO3. Effective oral and written communication</p> <p>ILO4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context</p> <p>ILO5. Responsible use of knowledge, natural resources, and technology</p>	<p>Data Analysis Assignments</p> <p>Mid-term</p> <p>Final</p> <p>Final research paper</p>
<p>SLO 2)</p> <p>To learn to write a comprehensive theoretical overview; analyzing and comparing perspective, meaning, and style in different texts and contexts including those that reflect multicultural values so as to construct supported and reasoned writing</p>	<p><u>PLO2</u>: The role of theory in research, such that the student will be able to define theory and describe its role in generating sociological knowledge, and be able to compare and contrast basic theoretical perspectives</p>	<p>ILO1. Mastery of critical thinking and problem solving</p> <p>ILO3. Effective oral and written communication</p>	<p>Mid-term</p> <p>Final</p> <p>Final research paper</p>
<p>SLO3)</p> <p>To learn to write a comprehensive literature review; using the process of writing to enhance intellectual discovery and unravel complexities of thought</p>	<p><u>PLO5</u>: Scientific technical writing that accurately conveys the data findings. An understanding of the issues and the ability to apply the principles of ethics</p>	<p>ILO4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context</p> <p>ILO6. An appreciation of the arts and sciences</p>	<p>Mid-term</p> <p>Final</p> <p>Final research paper</p>
<p>SLO 4)</p> <p>To improve technical skills through the written research paper and interaction with Moodle and Zoom; evaluating information and its sources critically</p> <p>To improve articulation skills and oral communication; demonstrating acceptable ethical standards in research and presentation of materials, including proper verbal citation</p>	<p><u>PLO4</u>: Technical skill in retrieving information and data from archival sources, the internet and other data storage formats, and the use of computers for data analysis</p> <p><u>PLO6</u>: Demonstrate a significant improvement in the student's abilities and skills in observation, reading, listening, and articulation both verbally and in writing</p>	<p>ILO1. Mastery of critical thinking and problem solving</p> <p>ILO2. Mastery of quantitative analysis</p> <p>ILO3. Effective oral and written communication</p>	<p>Data Analysis Paper</p> <p>Presentation</p>

Required Text: Course Reader: *Introduction to Quantitative and Qualitative Methods*
PdF files via Moodle

Recommended Text: *Qualitative Research Methods for The Social Sciences, 9th Ed.*
 Howard Lune and Bruce L. Berg
 Pearson Education Inc. (2009)
PdF files via Moodle

Other lectures, readings, tutorials, and materials posted on Moodle course page for the week
 ***** if links are no longer active, please send me an email*****

This is a writing intensive and web-based class and as such, you are to submit your assignments on-line via Moodle Assignments.

Access Statement

Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Moodle System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.

Grading

Final grades are based on the percentage scale of total possible points:

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

Grades for the course will be awarded on the following basis:

Final Exam	20%
Final Research Paper	25%
Final Research Paper Presentation	15%
Final Paper Assignments #1-5 (5 pts. each)	25%
Class Attendance (via Zoom)	15%

Students' evaluations are based on 1) final exam, 2) final research paper, 3) final term paper presentation, 4) final paper assignments #1-5, and 6) class attendance/participation (via zoom).

Assignment Descriptions

Weekly assignments (25%) When scheduled, assignments are due, via Moodle Assignments posted on the course page (see syllabus for due dates). Do not turn in a first draft. Print out your first draft and read it carefully for grammatical errors, awkward word choice, phrasing and punctuation. There are 9 written assignments due throughout the semester. Each assignment is worth 5 points and will serve as the foundation for your final research paper.

Class attendance (15%) is central to the course. Arrive at Wednesday's seminar sessions prepared to discuss, question, and critique weekly assignments. The seminar is student-led and class time will be used to iron out details and challenges in the process of designing and implementing your the research project. For each class, students are expected to share their experiences, challenges, and possible solutions to those challenges as they engage in the research process. Active participation in discussions is essential in learning critical thinking skills. All readings for the week should be completed before the seminar meetings. Attendance is required at all classes, discussion groups and class presentations. Students who do not attend Seminar Discussion Groups will not receive a grade for that session. Students who arrive late or leave early and miss more than 1/3 of the session will not receive the full grade points for that session. Final letter grades will be based on the CLASS Grading Policies.

Final research papers (25%) The research paper should be ten pages in length, typed, and double-spaced. The paper needs to include a cover sheet and abstract, plus have full bibliographic citations. Students are required to have a primary data source (2 interviews/ 25 surveys) and a secondary data source (2 existing data sources).

Final research papers need to include the following: 1) proposed topic in relation to concepts and topics presented throughout this class, 2) one primary research question (secondary research questions if applicable), 3) methods of evaluation, 4) theoretical applications, 5) research findings, and 6) conclusions. Each of these six parts need to include a discussion utilizing the various research concepts, methods and/or theoretical applications found in class readings or discussed in discussion units along with other outside cited works. Papers are assessed via the rubric posted on the Moodle course page.

Final research paper presentations (15%) Research projects allow you to demonstrate your ability to not only process the concepts being presented in this course, but also to explain those concepts to others. Students are required to do a PowerPoint presentation of their term papers at the end of the semester (see syllabus for dates). You should have at least 2 ppt slides for each of the 6 subheadings listed above for a total of 12-15 slides. Presentations should be in power point and limited to 15 minutes to allow for class discussion. Presentations are assessed via the rubric posted on the Moodle course page.

General Discussion Forums (GDF): If you are asking a general question about the course and assignments that affects other students, you should ask the question via GDF, through the appropriate Moodle Forum.

Technical Assistance Statement

Students needing technical assistance from the Center for Online Learning can reach them at the following contacts.

Location: Dean's Circle, House #6

Tel: (671) 735-2620

Help Desk: helpdesk@uog.edu

Moodle Help: moodlehelp@triton.uog.edu

Hours: 8 a.m. – Noon and 1 p.m. – 5 p.m., Monday – Friday

Each Assignment for the course will require the student to verify the originality of their work when submitting the assignment using the following statement:

Certificate of Original Work: I certify that the attached assignment is my original work. I am familiar with, and acknowledged my responsibilities which are part of the University of Guam Student Code of Academic Integrity. I affirm that any sections of the assignment which has been submitted is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, other intellectual property laws and is not generated using ChatGPT or other forms of chatbot/AI. I further agree that the submission of my assignment or paper as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

NO RECORDING POLICY

Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights.

Unauthorized recording and distribution of online courses may violate federal law.

Using computers not phones. Many teleconferencing features, like screen sharing do not work if you are on a phone. Moreover the screen may be too small to see the materials being shared. I urge you to connect via a computer if you have access to one. If you do not, please let me know.

Netiquette. This is a set of rules for behaving properly online. Cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be various cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.

- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text-messaging shortcuts.

Communication Policy

Use of gotritons/triton email accounts are the preferred method of communication, the course will also be using ZOOM and instructor course mail on the Moodle Site for messages and assignments.

EEO/ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu.

DSS (Disability Support Services) Accommodation

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

Research Path

RESEARCH PATH	KEY QUESTIONS
Research Topic	What exactly is the problem?
↓	↑
Research Objective	What do you want to “solve” with the research?
↓	↑
Research Question	What knowledge is necessary to achieve the research objective?
↓	↑
Data Sources and Data Collection	Where (from whom) do you get the required information? How do you collect the data?
↓	↑
Objective of the interview	Which information do you want to get ?
↓	↑
Topics of the interview	About what do you have to talk with that person? Which initial questions do you pose?
↓	↑
Topic Aspects	Which auxiliary questions do you pose?
↓	↑
Interview Questions	How do you deliver the interview questions?

SYLLABUS: SO203: Introduction to Quantitative and Qualitative Research Methods
Fanuchanan/Fall Semester (2024)

Topics and Required Readings

August 15: Week 1

[TH]

Overview of Course and Requirements: *** Synchronous Zoom Meeting 4:00pm

Access Moodle site, download syllabus, and discuss course texts, assignments, exams, and OLL policies.

TOPIC 1: APPROACHES TO SOCIAL SCIENCE AND ETHICAL CONCERNS

August 22-22: Week 2

Introduction to the Research Process (triangulation, inductive, deductive, theory, statement of the problem, research questions, hypothesis, operationalization, data collection, empirical observation, and data analysis)

Readings:

[T] Chapter One: Introduction in Quantitative Approaches to Social Research (Singleton & Straits) *** Asynchronous (Target SLO 1)

[TH] Chapter One: Introduction in Qualitative Research Methods in the Social Sciences (Berg) *** Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

August 27 - 29: Week 3

Narrowing Your Topic and Ethical Concerns (common ethical concerns, informed consent, ethical principles, debriefing, bias-free writing, institutional review board - IRB)

Readings:

[T] Narrowing the Topic (Weidenborner & Caaruso) *** Asynchronous (Target SLO 1)

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

[TH] Chapter Three: Ethical Issues in Qualitative Research Methods in the Social Sciences (Berg)
General Discussion on Chapter 1 and Chapter 3. *** Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, 3, & 4)

TOPIC 2: CHOOSING A TOPIC AND REVIEWING LITERATURE

September 3 - 5: Week 4

Selecting a Suitable Topic and Literature Reviews (guidelines for topic selection, topics to research questions, narrowing of topics, generating researchable questions, accessing literature for review, and critiquing literature)

Readings:

[T] Ethical Concerns

[TH] Overview of assignment #1, 2, & 3: Introduction (Narrowing the Topic), Short Literature Review, and IRB Application *** Synchronous Zoom Meeting 4:00pm (Target SLOs 3 & 4)

TOPIC 3: QUANTITATIVE APPROACHES AND THEORITICAL MODELS

September 10 - 12: Week 5

Quantitative Approaches (theoretical and empirical levels, quantitative methods, statistical methods, experimental research, implications of quantitative research, reliability and validity)

Readings:

[T] **Assignment #1 Due via Moodle Assignments: Introduction**

Research topic

1 thesis and 2 hypotheses

1 general overall research question

Chapter Three: Elements of Quantitative Research Design in Quantitative Approaches to Social Research (Singleton & Straits) and *SPSS Survival Manual* (Pallant) *** Asynchronous (Target SLOs 1)

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

[TH] General Discussion on Chapter 3 and *SPSS Survival Manual* *** Synchronous Zoom Meeting 4:00pm (Target SLOs 1 & 4)

TOPIC 4: QUALITATIVE APPROACHES AND THEORITICAL MODELS

September 17 - 19: Week 6

Qualitative Approaches (theoretical and empirical levels, qualitative methods, the inductive approach, ethnographic inquiry, implications of qualitative research, reliability and validity)

Readings:

[T] Chapter Two: Designing Qualitative Research in Qualitative Research Methods in the Social Sciences (Berg) *** Asynchronous (Target SLOs 1 & 2)

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

[TH] General discussion on Chapter 2 and How to Conduct A Literature Review ***
Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

TOPIC 5: METHODS OF DATA COLLECTION

September 24 - 26: Week 7

Methods of data collection (method design, research tools and instruments, interviews, questionnaires, sample design, locating subjects, number of subjects, limitations of research)

[T] **Assignment #2 Due via Moodle Assignments: Short Literature Review *****
Asynchronous (Target SLO 3)

1 journal article which cover the same research topic you have chosen

1 theoretical application in relation to your research topic

2 methods of data collection (interviewing/survey and unobtrusive measures) in relation to your topic

1 technique of data analysis in relation to your research topic

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

[TH] Chapter Four: Interviewing in Qualitative Research Methods in the Social Sciences (Berg)

How to design surveys with *Likert* Scales *** Synchronous Zoom Meeting 4:00pm
(Target SLOs 1 & 4)

October 2 - 3: Week 8

[T] Chapter Five: Sampling in Quantitative Approaches to Social Research (Singleton & Straits) *** Asynchronous (Target SLO 1)

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

[TH] IRB application (e-copy), consent forms, interview questions, and surveys
General discussion on Chapter 5: Sampling *** Synchronous Zoom Meeting 4:00pm
(Target SLOs 1 & 4)

October 7 - 12: Week 9 *****Fall Break (no classes or assignments)*****

October 15 - 17: Week 10

[T] Chapter Eight: Unobtrusive Measures in Qualitative Research Methods in the Social Sciences (Berg) *** Asynchronous (Target SLO 1)

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

[TH] Chapter Eight: Unobtrusive Measures in Qualitative Research Methods in the Social Sciences (Berg) *** Synchronous Zoom Meeting 4:00pm (Target SLOs 1 & 4)

Assignment #3 Due via Moodle Assignments: Ethical Concerns

TOPIC 6: THE ROLE OF THEORY IN RESEARCH

October 22 - 24: Week 11

Theory and research (characteristics of theory, function, how to evaluate a theory, what is theory, theory vs. hypothesis, micro/meso/macro levels, and theory in research)

[T] Why is Theory Important in Qualitative Research (Berg)*** Asynchronous (Target SLO 2)

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

[TH] Lectures: The Role of Theory in Research *** Synchronous Zoom Meeting 4:00pm (Target SLO 2)

Methods of Data Collection *** Synchronous Zoom Meeting 4:00pm (Target SLO 1)

TOPIC 7: METHODS OF DATA COLLECTION

October 29 - 31: Week 12

[T] Methods of Data Collection *** Asynchronous (Target SLOs 1 & 4)

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

[TH] Holiday

November 5 - 7: Week 13

Presenting the Results of Empirical Studies (addressing research questions and hypothesis, describing quantitative results, presenting tables and graphs, preparing the data for analysis, grouping the data, summarizing the information in a table)

- [T] **Assignment #4 Due via Moodle Assignments: Methods of Data Collection**
methods of qualitative and quantitative data collection
sample design
1 primary data set (interviews/surveys)
1 secondary data set (unobtrusive measures)
1 theoretical application

Chapter Fourteen: Data Analysis in Quantitative Approaches to Social Research
(Singleton & Straits) *** Asynchronous (Target SLOs 1 & 4)

Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

- [TH] General Discussion on Research Papers *** Synchronous Zoom Meeting 4:00pm
(Target SLOs 1 & 4)
-

November 12 - 14: Week 14

- [T] Coding your Data for Analysis *** Asynchronous (Target SLOs 1 & 4)
Other lectures, readings, tutorials, and materials posted on Moodle course page for this week
-

- [TH] Lecture: Qualitative Coding and Data Analysis

General Discussion on Chapter 14 *** Synchronous Zoom Meeting 4:00pm
(Target SLOs 1 & 4)

November 19 - 21: Week 15

- [T] **Assignment #5 Due via Moodle Assignments: Qualitative and Quantitative Data Analysis**
techniques of qualitative and quantitative data analysis *** Asynchronous
(Target SLOs 1 & 4)
Other lectures, readings, tutorials, and materials posted on Moodle course page for this week

- [TH] Holiday
-

TOPIC 9: **FINAL RESEARCH PAPERS AND REVIEW FOR FINAL**

November 26 - 28: Week 16

[T] Work on term papers and presentations *** Asynchronous

[TH] Holiday

December 3 - 5: Week 17

[T] Work on term papers and presentations *** Asynchronous

[TH] Term paper presentations *** Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, 3 & 4)
REVIEW FOR FINAL

Final research paper due (Final research papers assignments #1-5 plus cover page, abstract, table of contents, research findings and conclusions, appendix, and bibliography – see paper examples via moodle) (Target SLOs 1, 2, 3 & 4)

FINAL PAPERS DUE December 5th, uploaded via Moodle by 4:00pm*****

FINAL WILL BE HELD WEDNESDAY DECEMBER 11TH FROM 4:00-5:50pm ***

*** (Target SLOs 1, 2, 3 & 4)

Plagiarism will be dealt with in accordance to the Student Handbook: “The term “plagiarism” includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.”