



COURSE TITLE: HSP 2218 10 Social Research Methods

DESCRIPTION: This course is an introduction to Social Research Methods

PREREQUISITES: None.

SEMESTER: Spring, 2019, Term I – Tracy Campus

COURSE START: January 8, 2019

CLASS HOURS: 6:00-10:15 p.m.

COURSE MATERIAL: Required: Patten, M.L. & Newhart, M. (2018). *Understanding Research Methods: An Overview of the Essentials (10th edition)*. New York: Routledge. ISBN 978-0-415-79052-9
Resource Book (Optional): American Psychological Association. Publication manual of the American psychological association. (Current edition.) Washington, DC: Author. (This is optional).

Assigned reading from text for the first night of class:
Part 1, Topics 1 through 11. .

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OFFICE HOURS: 30 minutes prior to the start of each class or by prearranged appointment.

INSTRUCTOR: Dr. Patrick Arbore is a Senior Lecturer at Notre Dame de Namur University. He has been with NDNU since the creation of the Intensive Human Services Department in 1989. Dr. Arbore is also the Founder and the Director of the Center for Elderly Suicide Prevention & Grief Related Services, which is a program of Institute on Aging in San Francisco. Dr. Arbore has worked in the field of aging, suicide prevention, and traumatic loss for approximately 40 years. He is a sought after speaker on a variety of topics relevant to the field of Human Services both locally and nationally



COURSE OBJECTIVE: The main objective is to demystify the research process by encouraging the student's ability to systematically investigate interesting ideas. Through a series of written assignments, an exam, a paper, and in-class discussions, proficiency in the subject matter will be demonstrated.

ACADEMIC HONESTY: Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

PRIVACY and CONFIDENTIALITY: One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

LEARNING and OTHER DISABILITIES: If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Program for Academic Support and Services (PASS) to arrange for possible accommodations (650-508-3670).

SYLLABUS UPDATES: Refer to this syllabus for course assignments. However, the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified of any changes made to the syllabus. In all circumstances University policies will be strictly adhered to.

CLASS ATTENDANCE: Intensive courses have a maximum of 28 contact hours as opposed to the traditional 45 to 48 contact hours in a 15-week course. Therefore, all in-class time is utilized. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class. The nature of accelerated classes requires a stringent absence policy since even one absence may significantly affect achievement of course learning objectives. A student who misses more than one class period or the equivalent (four accumulated hours) **must withdraw** from the class and will be assigned a failing grade for the course **unless officially dropping the class**. It is the student's responsibility to initiate the drop or withdrawal. **There are no exceptions.**

Notice regarding a missed class should be communicated to the instructor in advance whenever possible. Make arrangements to have a colleague collect the materials for the night that you missed. There is also make-up work for the four hours that were missed.



WRITTEN ASSIGNMENTS: The School of Business and Management requires the use of the American Psychology Association (APA) publication guidelines as a standard for all papers.

PARTICIPATION: Your active participation in this course is anticipated. Your participation will be evaluated through your comprehension of the material as well as your ability to discuss critical issues, ideas, and controversies regarding research in a professional manner.

WORKLOAD: In addition to class attendance, every Intensive class at NDNU includes assignments estimated to take approximately three (or more) hours per week per unit outside of class (14 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equating a total of 18 hours a week generally in accordance with the following:

<u>Average Weekly Hours of Instruction/Study for this class = Total of 18 per week</u>	
Class Contact Hours:	4
Text Readings and Note Taking	4
Research and Writing Assignments	6
Term Projects Research	4
TOTAL NUMBER OF HOURS PER COURSE	126

WRITTEN ASSIGNMENTS: The School of Business and Management requires the use of the American Psychology Association (APA) publication guidelines as a standard for all papers. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper; both are required. Papers must be typed with a 12-point font, double-spaced. Please do not use a cover sheet. In the upper right hand corner of the first page, type your name, assignment identification, course number, and date.

Paragraphs are to be indented with a tab or by indenting five spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points may be deducted for not following these instructions. If you need help with your writing or need more information about writing in the APA format, please make an appointment at the NDNU Writing Center. You can also visit the APA Style webpage at www.apastyle.org/previoustips.html.



GRADING FOR PAPERS: All assignments will be evaluated using the following criteria:

- The student demonstrates a solid comprehension of the concepts described in the text and discussed in class and integrates these concepts with his or her own ideas and experiences.
- The written documents are appropriately sourced, integrating source material smoothly into the paper while maintaining the writer's critical voice rather than being overpowered by source material.
- The paper has a central point that is sustained and developed throughout the paper.
- The paper has a logical, clear organization and transitions between sections help the reader follow the writer's logic.
- **Grammar and spelling do count. Please proofread your papers carefully. Points will be deducted for poor grammar and misspellings.**

LATE HOMEWORK: All assignments are due on time. I prefer hard/paper copies of assignments, but will accept assignments as attachments via email. Late assignments will incur a reduction of 10% of point value. This policy is not intended to be punitive, but to facilitate your success within an intensive schedule, which allows little room for putting off assignments.

CLASS FORMAT: Because the purpose of this class is to stimulate student interest in research, opportunities will be presented for students to discuss their ideas in both large as well as small groups. One of the highlights of the NDNU academic experience is that students often use real world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Both lecture and classroom activities (both in-class and online) are organized to maximize student involvement in the learning process. You will be evaluated on your comprehension of the material as well as your ability to discuss the relevancy (i.e., research pros and cons) of what was noteworthy in the context of this class. **Active participation is essential.** The textbook, lectures, and assigned articles or other readings will be the framework for the discussions. A Library tour may be scheduled to introduce students to the scientific literature and the mechanics of computer searches.

GRADING CRITERIA FOR PRESENTATIONS: Each student will be graded individually. The grading criteria for any presentation will include:

- Organization of material presented and use of time.
- Logical thought process, in-depth analysis, and persuasiveness.
- Vocal variety – volume, inflection, enunciation, rhythm, and enthusiasm.
- Eye contact – class involvement and interaction



- Using gestures – body language, movement, posture.
- Use of audio/visual aids, including PowerPoint or similar equivalent, which is designed to help you develop analytical and presentation skills. Note: That while having these aids is required, students should also be prepared to present without them in case of technology failure.

EXTRA CREDIT: None specified, though the opportunity to introduce it will be at the discretion of the instructor.

COURSE MATERIAL: Published Textbook Information in accordance with the federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part of its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors, and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett.

LEARNING OBJECTIVES: Students will

- recognize the importance of ethical codes as they relate to research
- learn time management skills in order to complete the assignment
- identify research articles that investigate the behaviors of diverse populations
- choose research topics that are meaningful to them (with Instructor's permission)
- learn skills to clearly discuss their research topics and write their reports

HUMAN SERVICES PROGRAM LEARNING OUTCOMES:

1. Students will develop the ability to understand and demonstrate adherence to ethical principles.
2. Students will demonstrate analytical, problem solving, and project management skills.
3. Students will develop critical thinking abilities and a foundation of ethical understanding that will allow them to serve people of diverse ethnic, cultural, gender, and other backgrounds
4. Students will demonstrate a love of the pursuit of continuous learning and an ability to inspire others with that love.
5. Students will be able to communicate effectively, in writing and orally, and will be able to do so with clarity, correctness, and conviction.



Grading System:

The course grade will be based upon the following distribution:

1. Attendance/Participation	10%
2. Homework Assignments	20%
3. Exam	25%
4. Final Paper	45%

An "A" grade is attained when the student demonstrates **outstanding** comprehension of the issues studied in the course. .A+ 100-97; A 96-94; A- 93-90

A "B" grade is attained when the student demonstrates a **good understanding** of the issues studied in the course. B+ 89-87; B 86-84; B- 83-80

A "C" grade is attained when the student demonstrates an **adequate understanding** of the issues studied in the course. C+ 79-77; C 76-74; C- 73-70

A "D" grade represents a **minimal (but passing) understanding** of the issues studied in the course. D+ 69-67; D 66-64; D- 63-60

A "F" grade represents a failure to meet even minimal understanding of the issues studied in the course. F 59 or <

Assigned reading from text for the first night of class:

Part 1, Topics 1 through 11.

OTHER:

Class content will vary depending upon the number of students and the research topics. **Begin the assigned reading now.** The **paper:** will be a 10-15 page **proposal** for a survey research paper on an area of interest that you select with the approval of the instructor. You will be investigating the **attitudes** of a target sample from a population. The instructor reserves the right to assign a topic if the student is experiencing difficulty with this process. The purpose of survey research is to describe the attitudes, beliefs, and behaviors of a population. Start thinking of issues that interest you, e.g., adolescents and self-esteem; people's attitudes about firearms; career choice and parental support; people's attitudes about euthanasia; etc. The APA format will be used in the writing of the paper. *You will have 14 weeks to complete the paper.* Five points will be **subtracted** from the score on the paper each day that the paper is late. All papers must be submitted to the instructor (**not** placed in my campus mailbox) a minimum of two weeks prior to the grade due date at the Registrar's Office. Papers can be sent electronically or papers can be sent through US mail to an address that will be given to you in class. **Do not send papers certified return receipt requested or any way other than general US mail. PAPERS ARE DUE: MONDAY, APRIL 29, 2018.** Student's wishing to have their papers returned must include a self-addressed, stamped envelope when they submit their final project.



SCHEDULE: The weekly schedule may be changed depending upon the numbers of students who are enrolled in this class

Class 1, January 8, 2019:

Introduction to the Course; Review of the Syllabus; Expectations—Students are expected to have read Part 1, which comprises 11 topics

Lecture: Learning the language of research – Identify and define terms – Describe the parts of the research proposal. Emphasis will be on *survey research* (see Topic 6, page 19)

Homework for class 2: Students will be prepared to discuss and have available at least one example of a scientific article and one example of a theory article. Details will be discussed in class.

Class 2, January 15, 2019:

Prior to class, read Part 2 -- Students will describe why the article they chose is a good example of a scientific article or a good example of a theory article. How do we identify a scientific article? What are the key ingredients? If you have a scientific article: How do we cite the article? Author(s)? Date? Title? Publication? Volume? Number? Pages? What is the General Research Topic? What is the Hypothesis? Is there more than one Hypotheses? What is the dependent variable? The independent variable? How did the author(s) measure the dependent variable? Describe the results. What did you learn from this article? Is the dependent variable studied by the authors of interest to you? Would you like to study this variable? Homework: Bring at least three scientific articles on a dependent study that you are interested in researching to class 3. Read Part 3 and Part 4

Class 3, January 22, 2019

Prior to class, the instructor will send examples of introductions based upon the work of prior students to you. Please review and be prepared to discuss. During class we will identify the elements that must be included in your Introduction. Students will have made a commitment to the survey research that they will develop into their introduction. Homework: Students will prepare a draft of their introduction. Each student should have at least 6 scientific articles on their topic.

Class 4, January 29, 2019

Read Part 5 and Part 6. Students will share their drafts of the introduction. Each introduction will be analyzed. Students will have citations prepared for at least 6 scientific articles. During class students will summarize important parts of their 6 articles based upon a handout distributed in class 3. These summaries will be essential in the development of the review of the literature.



Class 5, February 5, 2019

Read Part 7 and Part 8. Writing a review of the literature. Based upon the work from class 4, we will continue developing the literature review. Students will describe the information that a reader of research has a right to know. This section is the heart of the paper. Each article will be exploring the same dependent variable that you indeed are choosing to study. Examples of the Methodology Section of the proposal will be distributed in class. Students will continue with their literature review. Also, students will write a draft of the Methodology Section of the paper. By class 6, students will have a total of 10 scientific articles

Class 6, February 12, 2019

Read Part 10. The reviews of the literature will be discussed. While the expectation is that each student will have a good draft of a review of at least 2 scientific articles, the remaining articles will be written during the second 7 weeks of the class. A draft of the Methodology Section will be discussed. Corrections will be made to the document and returned as a good draft in class 7.

Class 7, February 19, 2019

Students will present their proposals. Each student will describe their research topic, highlighting the dependent and independent variables. The alternative hypothesis will be discussed. Students will emphasize the knowledge section of their paper by synthesizing trends and commonalities among their 10 scientific papers. Where they need to go with the development of the paper will also be part of this presentation.

Exam

Date for Submission of Final Paper: **Monday, April 29, 2019** (INCLUDES THE PAPER AND THE 10 SCIENTIFIC ARTICLES USED FOR YOUR REVIEW OF THE LITERATURE).

Please remember that I am your ally. I will do all that I can to make this research class an exciting and stimulating experience for you.

REVISED: 12.1.19

