Week 1 (Sept 13) Overview of Research/Science, Design Alternatives, & Measurement & Sampling

a. General class information
b. Research as a creative process
c. Research for decision making
d. Science as a method for knowing
e. Conceptual foundation of scientific inquiry
f. Scientific Method
g. Theory
h. Basic concepts
i. Types of designs
j. Decision making process in design selection
k. Variables & relationship
l. Problems of inference
m. Ethics - rights & obligations

n. Research Problems
o. Types of research
p. Secondary data
q. Levels of measurement
r. Error - reliability & validity
s. Operational definitions
t. Indices, scales, topologies
u. Strategy for measurement
v. Instrument development
x. Probability/Non-probability samples
y. Sampling distribution
z. Sample size/sampling error

Readings:  Babbie  Chapters 1 thru 3 - read as an overview
            Chapters 4 thru 7 - read for content - be prepared with questions for clarification as needed.
            Chapters 14 and 16 - will be assigned as part of initial reading for 8018

Assignments:  Complete “Literature Research Assignment” (bring completed work to class)

Activities:  (1) Student objectives for course (written )
            (2) Introduction of class members, backgrounds, interests, and objectives
            (3) Review of Literature Research Assignments in class presentations/discussions
            (4) Sampling exercise
Week 2 (Oct 11) Data Preparation/setup, Research Designs

a. Code building
b. Coding
c. Data Entry
d. Error checks
e. Observation/Questioning
f. Experiments
g. Surveys
h. Interviews
i. Questionnaires

Readings: Babbie Chapters 8 - 9
Assignments: First Draft of Project - Phase 1
Jay Walking assignment
Activities: In-class summary of Phase 1
Review of Data collection instruments
Code building/coding/data entry/error checks

Week 3 (Nov 8) Strategies continued - Analysis of data & Report preparation

a. Field Studies
d. Report Preparation
b. Content analysis
e. Presentation of findings
c. Secondary data analysis f. Discussion of results

Readings: Babbie Chapters 10 thru 12 and Chapter 17
Assignments: Submit draft(s) of Project thru experiment and survey design
Activities: Review of Jay Walking assignment

Week 4 (Dec 13) - Final Project draft - Working Session

Readings: Review Chapters 5, 6, 10, 11, 16 & 17
Assignments: Submit draft(s) of Project thru field study and secondary data
Activities: Work on revising project draft in preparation for final submission

Jan. XX Class Projects due - Date to be Determined

The following Grading Criteria are provided in order to place course activities/products in perspective - to the
course overall and between criteria. I expect that each student will strive to take full benefit of the material and the
learning opportunities provided in the course and that performances will meet expectations for advanced study -
thus making the assignment of grades a straight-forward and uncomplicated task 😊. Thanks waf

Grading Criteria:

(1) Literature Research Assignment 35
(2) Project Work
   A. Research Question 20
   B. Project Proposal Draft 50
   C. Project Design/Measurement 75
   D. Data Setup/Preparation/Analysis 75
   E. Completed Project Report 50
   (3) Class discussion/contribution 100

TOTAL POINTS 405

Final grades will be based on the following:

A = 94 - 100 %        A - = 90 - 93 %
B + = 88 - 89 %       B - = 80 - 81 %
C + = 78 - 79 %       C - = 70 - 71 %
D + = 68 - 69 %       F = LESS THAN 65 %
Students are expected to use Internet to:

(1) KEEP UP WITH CHANGES IN THE COURSE SYLLABUS, (2) RECEIVE ADDITIONAL INFORMATION ABOUT LECTURES/DISCUSSIONS, (3) DO SEARCHES RELATED TO ASSIGNMENTS, AND (4) INTERACT WITH ME AND OTHER STUDENTS IN ORDER TO RECEIVE CLARIFICATION AND ADDITIONAL INFORMATION ABOUT ASSIGNMENTS.

SPECIAL FACILITIES AND/OR ARRANGEMENTS:

If you have a physical or cultural condition which you believe makes it difficult for you to participate in and/or complete the requirements of this course in the time and manner prescribed, please let me know by the end of the first week of instruction. Adaptation of methods, materials, or testing may be made as required. It is your responsibility to contact the Access Center for advice regarding adaptations.

ENJOY THE OPPORTUNITY TO EXPAND YOUR UNDERSTANDING OF THE VALUE OF SCIENTIFIC RIGOR.

The Sea horse

Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far he met an Eel, who said,

“Psst. Hey, bud. Where ‘ya goin’?”
“I’m going out to find my fortune,” replied the Sea Horse, proudly.
“You’re in luck,” said the Eel. “For four pieces of eight you can have this speedy flipper, and then you’ll be able to get there a lot faster.”
“Gee, that’s swell,” said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed.
Soon he came upon a Sponge, who said,
“Psst. Hey, bud. Where ‘ya goin’?”
“I’m going out to find my fortune,” replied the Sea Horse.
“You’re in luck,” said the Sponge. “For a small fee I will let you have this jet propelled scooter so that you will be able to travel a lot faster.”

So the Sea Horse bought the scooter with his remaining money and went zooming through the sea five times as fast. Soon he came upon a Shark, who said,

“Psst. Hey, bud. Where ‘ya goin’?”
“I’m going out to find my fortune,” replied the Sea Horse.
“You’re in luck. If you’ll take this short cut,” said the Shark, pointing to his open mouth, “You’ll save yourself a lot of time.”
“Gee, thanks,” said the Sea Horse, and zoomed off into the interior of the Shark, there to be devoured. The moral of this fable is that if you’re not sure where you’re going, you’re liable to end up someplace else—and not even know it.

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