



Prerequisite(s): Math 30 (Pure or Applied), PS 121, and SO 121

Class Information		Instructor Information		First day of classes:	Wed, Sept 7, 2016
Days	Tues/Thurs	Instructor:	Brianne M. Collins, MSc PhD Candidate	Last day to add/drop, or change to audit:	Sun, Sept 18, 2016
Time:	2:30-3:45pm	Email:	bcollins@ambrose.edu	Last day to request revised exam:	Mon, Oct 24, 2016
Room:	A2131	Phone:	403-410-2000 (ext. 6904)	Last day to withdraw from course:	Mon, Nov 14, 2016
Final Exam day		Office:	L2107	Last day to apply for time extension for coursework:	Mon, Nov 21, 2016
Take Home Finale Exam Due on Friday, December 16		Office Hrs:	Tuesdays 1:00-2:00pm, or by appointment	Last day of classes:	Mon, Dec 12, 2016

Textbook: Bouma, G. D., Ling, R., & Wilkinson, L. (2016). *The Research Process* (3rd Canadian Ed.). Don Mills, ON: Oxford University Press.

Additional Required Readings: See below (pg. 3) for list of additional required readings for the course.

Course Description:

This course is an introduction to the concepts and processes of quantitative and qualitative research. Research processes include problem definition, designing a study, selection and development of theory, literature review, data collection, interpretation and analysis of data, and writing the research report. Students will develop research skills through the practical application of material covered in class, in the text readings, and through completion of laboratory style assignments.

Expected Learning Outcomes:

By the end of this course, students will have the necessary knowledge and skills to be able to:

- Articulate the stages of social research and the logic behind the various steps in the research process.
- Discriminate between quantitative and qualitative research designs.
- Develop data collection instruments for a variety of research designs.
- Design a feasible, collaborative research study that accounts for theory, method, and ethics.

Course Schedule:

All handouts will be posted on Moodle and most will be distributed in class. PDF copies of PowerPoints will be posted on Moodle at the end of each topic.

Week	Date	Lecture Topic	Readings	Deadlines
1	Thurs, Sept 8	Course Introduction	Syllabus	
2	Tues, Sept 13	Social Sciences: A Way of Knowing	Chapter 1	Syllabus Quiz Due On Moodle by 11:55pm on Monday, Sept 12
	Thurs, Sept 15	Research: A Quest for Truth?		
3	Tues, Sept 20	Research: Linking Theory and Method	Chapter 2	Complete CATME Team-Maker Survey by Tuesday, Sep 20 at 11:55pm via Email Link
	Thurs, Sept 22	Research as a Process; Introduction to Group Project	Chapter 2 Project Handout	
4	Tues, Sept 27	Research Questions	Chapter 3	
	Thurs, Sept 29	No Class (Spiritual Emphasis Days)		
5	Tues, Oct 4	Reviewing the Literature; Writing Literature Reviews	Resources Posted on Moodle	
	Thurs, Oct 6			
6	Tues, Oct 11	Literature Reviews: Writing Centre Feedback		Lab #1 Due on Tuesday, October 11 (in class): Literature Review Intros (in hardcopy)
	Thurs, Oct 13	Research Design	Chapters 2 (p. 38-48), 3, 4, & 7	
7	Tues, Oct 18			
	Thurs, Oct 20	Variables and Measurement; Sampling	Chapter 5, 6, & 8	
8	Tues, Oct 25			
	Thurs, Oct 27			
9	Tues, Nov 1	Ethics	Chapter 9	Lab #3 Due on Monday, October 31 on Moodle by 11:55pm (Group Lit Review)
	Thurs, Nov 3	Surveys	Chapter 5 in Del Balso & Lewis (2012)	
10	Tues, Nov 8			

10	Thurs, Nov 10	Mid-Semester Break (No Class)		
11	Tues, Nov 15	Experiments	Chapter 9 in Neuman & Robson (2015)	Lab #4 Due on Monday, November 14 on Moodle by 11:55pm (Ethics Application)
	Thurs, Nov 17			
12	Tues, Nov 22	Interviews	Chapter 4 in Braun & Clarke (2013)	Lab #5 Due on Monday, November 21 on Moodle by 11:55pm (Survey)
	Thurs, Nov 24			
13	Tues, Nov 29	Ethnography	Chapter 9 in Bryman, Bell, & Teevan (2012)	
	Thurs, Dec 1			
14	Tues, Dec 6	Writing a Research Report (Literature Review and Methods Sections)	Chapter 14 & Appendix (p. 275-289)	Lab #6 Due on Monday, December 5 on Moodle by 11:55pm (Observation)
	Thurs, Dec 8	Collecting Data for Next Semester; Take Home Final Exam handed out		
15	Mon, Dec 12	<p style="text-align: center;">Group Research Project Due on Moodle by 11:55pm; Peer Evaluations Due on CATME System (via email link) by 11:55pm</p> <p style="text-align: center;">Engagement and Civility Self-Assessment Due on Moodle by 11:55pm</p>		
	Friday, Dec 16	Take Home Final Exam Due on Moodle by 11:55pm		

Note: The above course schedule is always subject to change and is at the discretion of the instructor. It is important therefore to attend all classes and to check your Ambrose email account and Moodle for updates and/or changes.

Additional Required Reading (PDF copy posted on Moodle and on reserve in the library):

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage [Chapter 4 – Interactive Data Collection 1: Interviews, p. 77-106]

Bryman, A., Bell, E., & Teevan, J. J. (2012). *Social research methods* (3rd Canadian Ed). Don Mills, ON: Oxford University Press. [Chapter 9 – Ethnography and Participant Observation, p. 147-163]

Del Balso, M., & Lewis, A. D. (2012). *First steps: A guide to social research* (5th Ed). Toronto, ON: Nelson Education. [Chapter 5 – Social Survey, p. 97-129]

Neuman, W. L., & Robson, K. (2015). *Basics of social research: Qualitative and quantitative approaches* (3rd Canadian Ed). Toronto, ON: Pearson. [Chapter 9 – Experimental Research, p. 193-215]

Course Requirements:

Component	Date/Deadline	% of Final Grade
Syllabus Quiz	Monday, September 12	2%
Lab Assignments	See Schedule Below	38%
Group Research Project	Monday, December 12	25%
Take Home Final Exam	Friday, December 16	20%
Engagement and Civility	Ongoing	15%
TOTAL		100%

Note: Failure to complete and submit all assignments/exams will result in an automatic failing grade in the course.

Syllabus Quiz (2%) – Due: Monday, September 12, 2016 by 11:55pm on Moodle

Given that a syllabus is a contract between instructors and students, it is very important you are familiar with the contents of this document. Knowing key details will ensure your success in the course since you will be familiar with assignment guidelines, submission deadlines, late policies, required readings, etc. As a way to encourage familiarity with the syllabus, you will complete a quiz electronically via Moodle by the deadline noted above.

While you will only have one chance to complete the quiz online, there will be no time limit so you can take your time ensuring the accuracy of your answers. Please note that late quizzes will not be accepted (see 'Late Assignment Policy').

Lab Assignments (38%) – Due: Throughout semester (see schedule below) on Moodle by 11:55pm

There are six lab assignments required in this course. Handouts with specific details for each lab assignment will be provided and reviewed in class as well as posted on Moodle. Assignments are due on Moodle by 11:55pm on the dates specified below (exception: lab assignment #1 due in hardcopy in class). Late lab assignments will receive 10% off per day (see 'Late Assignment Policy').

Lab	Topic	Deadline	% of Lab Grade
1	Literature Review Introductions	Tuesday, October 11	3
2	Mini Literature Review	Monday, October 17	4
3	Group Literature Review	Monday, October 31	10
4	Ethics Application	Monday, November 14	8
5	Survey	Monday, November 21	8
6	Participant Observation	Monday, December 5	5
TOTAL			38%

Please note that this course has been assigned a marker for the lab assignments. Dr. Jennifer Bazar will be grading all lab assignments and providing feedback electronically via Moodle. Any questions and concerns with grading should be directed to Brianne who will communicate, as necessary, with the marker.

Take Home Final Exam (20%) – Date: Friday, December 16, 2016 by 11:55pm on Moodle

In order to evaluate conceptual and practical comprehension of course material, you will complete a written take home final exam. You will be required to integrate course content from throughout the semester in order to be successful on the exam. The quality of writing and use of APA style will also be evaluated. The final exam will be distributed at the end of the last class on Thursday, December 8.

Students are required to work independently and will need to submit individual final exams—evidence to the contrary will be considered an act of intellectual dishonesty and will be dealt with accordingly. While late exams will be accepted for up to five days, 10% will be deducted per day late (see 'Late Assignment Policy').

Group Research Project (25%) – Due: Monday, December 12, 2016 by 11:55pm on Moodle

This is a collaborative learning project that is intended to foster collegiality, encourage practical engagement with course content, and allow for an opportunity to design a research project. This project will continue next semester in BHS 310 with data collection, analysis, and presentation of findings to the Ambrose Research Conference in March. Thus, the quality of work and effort put forth this semester will impact next semester as well.

Group Membership. For this project, you will be assigned to groups of roughly four students (depending on enrolment) using an online tool called CATME (for more information: <http://info.catme.org>). Within the first week of the semester, you will receive an email (sent to your Ambrose email account) with a link to create a CATME account. You will then receive a second email inviting you to complete the team-maker questionnaire. You must complete the questionnaire by Tuesday, September 20 at 11:55pm. Once data from all members in the class has been received, groups will be generated by the system and you will be informed of the names of your group members.

Written Research Proposal (20%). Once groups have been assigned, students will work throughout the semester (in class and on their own time) to prepare a seven page research proposal (not including title page, table of contents, references, or appendices) articulating the research project developed throughout the course. The proposal will consist of an introduction, literature review, hypothesis, methods section, and plan for data collection next semester. You will also be required to include recruitment materials, informed consent forms, data collection instruments, etc. Detailed instructions on requirements, formatting, and submission will be provided in a handout posted in Moodle and discussed in class. Proposals will be graded on grammar, writing, social scientific content, the accuracy and quality of methodological detail, APA style, and their ability to fulfill the various objectives provided in the detailed assignment handout. Grading will also take into account feedback received on lab assignments and the incorporation of this relevant feedback into the group's combined proposal. Proposals are due on Moodle by 11:55pm on Monday, December 12.

Peer Evaluation (5%). On the same day that the group proposal is due (i.e., Monday, December 12), each group member will also be required to submit peer evaluations via the CATME system (using the link emailed to you). In order to complete your peer evaluations, you will be required to practice rating fictional team members. This rating practice will provide you with guidance that will enable you to fairly and effectively evaluate your peers. In the event that you do not complete the peer evaluations (including rater practice) within the time allotted, you will receive 0 on this component of the project. Groups are expected to work collaboratively (thus you will not be graded individually on any components you contribute to the whole). Withstanding extreme circumstances as determined in consultation with the instructor, all members of the group will receive the same grade on the proposal. In the case of any disputes, groups will be dealt with on a case-by-case basis using the information gathered by peer evaluation and groups may be required to meet with the instructor in person.

Late proposals will lose 10% per day (see 'Late Assignment Policy'). One group member will be responsible for submitting the entire proposal in accordance with the submission guidelines (see handout). The responsible group member should be sure to submit the proposal with ample time to ensure no late penalties are incurred.

Engagement and Civility (15%) – Due: Self-Assessment due Monday, December 12 on Moodle by 11:55pm

Given the nature of this course, discussion and active participation in the course is central. Thus, as a member of the BHS 240 learning environment, you will be assessed on both your engagement and civility in the classroom. Engagement includes participation in class and small group discussions, classroom activities, and in class group work. Engagement can also be seen when students demonstrate initiative, ask questions, question their own assumptions, and meet with the instructor to discuss course content and requirements. The civility component concerns your attitude and behaviour in the classroom context. Students demonstrate civility when they respect the opinions of others, arrive on time, attend classes regularly, avoid using social media during class time, refrain from side conversations with peers during lecture times, and take ownership for their learning. Please note that bullying in any form (e.g., intimidation, harassment, demoralizing) will not be tolerated and will result in an automatic zero on this component of the course.

In order to assess engagement and civility, half of the grade will be contributed by you via self-assessment (7.5%). Your self-assessment will consist of evaluating yourself on the rubric provided on Moodle and must include specific anecdotal evidence that supports your evaluation. The second half of the grade (7.5%) will be contributed by the instructor using the same rubric. Please note that failing to include adequate (or any) anecdotal evidence will mean that you will only be eligible to receive 3% of the 7.5% for your self-evaluation, and the instructor's assessment grade will increase to 12%. If you do not submit the self-evaluation form at all, you will receive 0 on your portion of the grade.

Self-assessments are to be submitted electronically using the form provided on Moodle and will be due on Monday, December 12 by 11:55pm. Late self-assessments will not be accepted (see 'Late Assignment Policy').

Instructor Policies

Attendance Policy

Students are expected to regularly attend lectures. Missing class regularly without adequate rationale will not only impact your ability to successfully complete the course, in extreme cases the instructor reserves the right to ask the student to withdraw from the course. Failure to attend classes regularly will also significantly impact your Engagement and Civility grade.

You are not required to inform the instructor if you miss a class, but you should coordinate with a friend in the class to obtain any notes and instructions missed. Failure to communicate with the instructor regarding multiple absences or extenuating circumstances severely limits your ability to receive any accommodation or leniency should the situation normally support such a solution.

Late Assignment Policy

Assignments/exams are considered late when they are submitted six or more minutes late on Moodle (i.e., 12:01am and beyond). Be sure to plan ahead for timely completion *and* give yourself ample time to upload your assignments to ensure there are no technical difficulties encountered at the last minute. In the case of extenuating circumstances, appropriate documentation (e.g., a doctor's note) must be provided in order to submit an assignment/exam past the deadline.

It is your responsibility to ensure all assignments can be opened for marking, so be sure to check your file(s) on an additional computer prior to submitting (you can also double-check once you have uploaded your assignment to Moodle). Consequently, any assignment that cannot be opened for marking (e.g., file error, corrupted file, format not as requested) will be marked as received. Thus, if the assignment cannot be opened, it will be considered as having no content and will be given a grade of 0. Alternatively, if the instructor is able to open the document, whatever is visible in the file will be marked as it is presented.

Regrading Policy

Once your graded work has been returned to you, you have one week (i.e., 7 days) to submit a request for regrading. Regrading is not for negotiating a higher grade, but is intended to correct grading errors (e.g., miscalculation).

For work graded electronically, your request should be submitted by email to the instructor with a written request (in the body of the email) indicating why you are seeking regrading. For work graded by hand, you must resubmit the graded assignment and provide your rationale for your request on a separate sheet attached. In both instances, requests for regrading must indicate where and why you believe there was an error. Generic statements such as, but not limited to, “my explanation was close,” “I worked hard on this,” or “I deserve partial credit” are not considered adequate rationale for regrading. Failure to be respectful in your request will result in the immediate refusal of your request.

Please note, when work is submitted for regrading, the entire work will be subject to review, regardless of the rationale provided in the request. It is important to note that regrading may result in a lower grade, which will not be eligible for a second request for regrading.

Electronic Communication Policy

Whenever possible, the instructor will respond to all emails within 48 hours during the week (Monday to Friday). In most cases, emails received on weekends will be responded to on Monday. Although the instructor may respond to occasional emails on a weekend, please remember that responses on the weekend cannot be guaranteed.

In addition, as email is not always a practical means to address questions or concerns regarding course content or requirements, the instructor may email students back with a request to meet to discuss the email in person.

When sending an email, please address the instructor by name (not ‘hey’ or with no salutation), keep your tone professional and respectful, and please end the email with your name. Failure to follow these guidelines may result in an email not being returned.

Grade Summary

The available letters and percentages for course grades are as follows:

Letter Grade	Percentage	GPA	Description
A	96% and above	4.0	
A	91 – 95%	4.0	Excellent
A-	86 – 90%	3.7	
B+	82 – 85%	3.3	
B	75 – 81%	3.0	Good
B-	72 – 74%	2.7	
C+	68 – 71%	2.3	
C	63 – 67%	2.0	Satisfactory
C-	60 – 62%	1.7	
D+	56 – 59%	1.3	
D	50 – 55%	1.0	Minimal Pass
F	Below 50%		Failure

The BHS grading chart will be posted on Moodle to provide detailed information as to the quality of work needed to attain a given letter grade. Please note that it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examination is between two letter grades.

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Resources for Students

Accessibility and Support Services (formerly Learning Services)

The primary mission of Ambrose University's Accessibility and Support Services Centre is to assist students in achieving academic success. It accomplishes this through a wide variety of services and programs. Accessibility and Support Services are available to all students who wish to improve their academic skills and ability to learn, thereby maximizing their academic experience and allowing them to achieve greater academic performance and personal fulfillment. The centre also has as its mandate, the specific and complementary responsibility of providing support for students with learning and/or physical disabilities, and ensure for them equal academic opportunities.

What if I have a Learning Disability or think that I might have one?

If you are already diagnosed with a learning disability then we will work one-on-one with you. This could include any number of accommodations and is specific to each individual. If you are wondering if you do have a learning disability we can work with you to pursue testing and to try different strategies to see if it helps with the challenges you are encountering. It is important to remember that we cannot help you if you do not tell us you are experiencing difficulties. All information is kept confidential and any accommodations are handled discreetly.

What if I have a Physical Disability?

If you have a physical disability we will work with you to determine what we can do to help.

Contact Information

Feel free to drop in to room A2018, Monday through Friday from 8:30am to 4:30pm.

Contact by phone (403-410-2937) or email (accessibility@ambrose.edu).

For more information, please visit: https://ambrose.edu/student_life/learning-services

Counselling Services

Confidential, personal, pastoral, and vocational counseling is available to all students through the Student Development Department. Ambrose substantially subsidizes counseling services; however, there is still a nominal fee of \$30 per appointment that will be charged to your student account at the end of each month, for each scheduled appointment. There is a \$75 fee that will be charged to your student account if you cancel or miss your appointment within 24 hours of your scheduled time. Under extenuating circumstances, if you need to change or cancel your appointment within the 24 hour period, contact Liz Jantzen (ejantzen@ambrose.edu).

How do I book an appointment?

Appointments can be booked online here: <https://my.ambrose.edu/content/counselling-services>.

To book in person visit Liz Jantzen in Student Development (room A2018, Monday through Friday from 8:30am to 4:30pm).

Contact Information

For additional information, please visit: https://ambrose.edu/student_life/counselling-services.

Drop by Student Development in room A2018 (Monday through Friday, 8:30am-4:30pm) and speak to Liz Jantzen if you have any additional questions or concerns.



Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4)

extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change

of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.