

Course ID:	Course Title:	Fall 2021	
BHS 240 - 1	Research Methods	Prerequisite:	PS 121 or SO 121
		Credits:	3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Garrett Halas, MA	First Day of Classes:	September 8, 2021
Days:	Wednesday & Friday	Email:	Garrett.Halas@ambrose.edu	Last Day to Add/Drop:	September 19, 2021
Time:	11:45 am – 1:00 pm	Phone:	(403) 410 2000 ext. 6938	Last Day to Withdraw:	November 22, 2021
Room:	A1085-1	Office:	L2092	Last Day to Apply for Extension:	November 23, 2021
Lab/Tutorial:	Monday 8:15 - 10:15 am	Office Hours:	Wed/Fri 9:30 am – 11:45 am (or by appointment)	Last Day of Classes:	December 13, 2021
Final Exam:	N/A				

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 in weekly labs.

Expected Learning Outcomes	Assignments
Students are required to have a grasp on quantitative research design, methods, and analysis, and to understand what types of questions that quantitative methodologies are able to develop answers.	Midterm Exam
Students are expected to grasp the methodological and theoretical foundations of how to conduct qualitative design and how it is distinguishable from quantitative research, as well as understand the development and constitution of historical sociology.	Discourse analysis on media representation.
Students are required to engage ethical considerations and will learn how to conduct ethical research involving participants.	Creation of an ethics proposal
Students will learn how to plan, design, and conduct an observational field study, as well as compile data and present findings in a final research project. Students are expected to have grasped the processual, methodological, ethical, and theoretical foundations of qualitative research.	Final Research Project: Observational Field Study

Required Reading

Michael Del Balso, Alan D. Lewis. "Social Survey." *First Steps: A Guide to Social Research*. 5th ed. Toronto: Nelson. P. 97-128.

Philip Abrams. 1982. "Introduction: Sociology as History." *Historical Sociology*. New York: Cornell University Press. P. 1-17.

Rebecca Bevans. 2021. "A Guide to Experimental Design." *Scribbr*. Retrieved on September 6, 2021 (<https://www.scribbr.com/methodology/experimental-design/>)

Salvadore Babones. 2016. "Interpretive Quantitative Methods for the Social Sciences." *Sage Publications*. DOI: 10.1177/0038038515583637

Sharon M. Ravitch & Nicole Mittenfelner Carl. 2021. *Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological*. 2nd ed. Thousand Oaks, CA: Sage.

W. Lawrence Neuman & Karen Robson. 2012. "Qualitative and Quantitative Sampling." *Basics of Social Research*. 3rd Canadian Ed. Toronto: Pearson. P. 133-159.

William Outhwaite. 2015. "Positivism: Sociological." *International Encyclopedia of the Social and Behavioural Sciences*. Newcastle University. Retrieved September 1, 2021 (https://www.researchgate.net/publication/304193463_Positivism_Sociological).

Note: Sharon M. Ravitch et al. (2021) is available in the bookstore. All other texts will be uploaded to Moodle.

Course Schedule

Date	Topic	Student Obligations
Week 1: Introduction		
September 8	Introduction to the Course	
September 10	Introduction to Qualitative Research Methods and Design	Chapter 1
Week 2: Quantitative Research Methods and Design		
September 13	History of the Scientific Method and Positivism	Outhwaite (2015)
September 15	Methods of Sociological Positivism	
September 17	Limits to Positivism & Intro to Interpretivism	
Week 3: Experiments and Quantitative Measurements		
September 20	Bevans (2021) "A Guide to Experimental Design"	Bevans (2021)
September 22	Quantitative modes of measurement	
September 24	Babones (2016). "Interpretive Quantitative Methods"	Babones (2016)
Week 4: Sampling and Surveying		
September 27	Neuman et al. (2012) "Qualitative and Quantitative Sampling"	Neuman et al. (2012)
October 29	Balso et al. (2012). "Social Survey"	Balso et al. (2012)
October 1	Review of Quantitative Methods	

Week 5: Exam & Library Tour		
October 4	Library Tutorial – Literature Review	Guest Speaker
October 6	Deeper Life Conference – No Classes	
October 8	Exam: Chapter 1, Outhwaite, Bevans, Neuman, Balso	
Week 6: Research Conceptualization & Design		
October 11	Thanksgiving – No Classes	
October 13	Ravitch et al. (2021) Conceptual Frameworks in Research	Chapter 2
October 15	Ravitch et al. (2021) Research Design	Chapter 3
Week 7: Research Methods		
October 18	Ravitch et al. (2021). Methods of Data Collection	Chapter 5
October 20	Interpretivist and Mixed Methods	
October 22	Historical Sociology	Abrams (1982)
Week 8: Discourse Analysis		
October 25	Sut Jhally's <i>Codes of Gender</i>	In-class video
October 27	Sut Jhally's <i>Codes of Gender</i>	In-class video
October 29	Discourse Analysis Assignment Details	In-class instruction
Week 9: Reflexivity and Validity		
November 1	Reflexivity in Data Collection	Chapter 4
November 3	Validity in Data Collection	Chapter 6
November 5	Data Analysis	
Week 10: Ethics		
November 15	Ethics in Data Collection	Chapter 7
November 17	Zimbardo & Milgram Experiments	
November 19	Ethics in qualitative research	Discourse Analysis Due
Week 11: Proposals		
November 22	Qualitative Research Proposals	Chapter 11
November 24	The purpose and format of a proposal	
November 26	Proposal exchange exercise	
Week 12: Writing Process		
November 29	Writing a research paper	Chapter 10 Research Proposals Due
December 1	Basic tips on writing a research paper	
December 3	Presentations on Final Research Projects	Attendance & Participation
Week 13: Presentations		
December 6	Presentations on Final Research Projects	Attendance & Participation
December 8	Presentations on Final Research Projects	Attendance & Participation
December 10	Presentations on Final Research Projects	Attendance & Participation
Week 14: Final Class		
December 13	Presentations on Final Research Projects	Attendance & Participation Final Research Papers Due

Requirements:

Mid-Term Exam (15%) October 1, 2021: This exam will be based off Outhwaite (2015), Bevans (2021), Babones (2016), Neuman (2012) and Balso (2012). The purpose of this course is to clarify students' conception of quantitative research

design, methods, and limitations. The exam will be based on 20 – 30 multiple choice questions, 2-3 short answer and 1-2 long answer questions.

Discourse Analysis (25%) – Due November 5, 2021 on Moodle: Students are required to conduct a discourse analysis of gender representations in print media such as magazines, newspapers, billboards, or product labels and design. I encourage students to consider gender-based objects of analysis (i.e. gendered products, gendered magazines, books etc.). The only major restriction on the forms of media, is that I would like students to focus on print media, rather than motion picture (i.e. film). When conducting your analysis keep in mind two key questions: “how is gender being represented within this discourse?” and “what is excluded from this discourse?” Students are also encouraged to include race, class, religion, or other discourse into their gender analysis when such aspects become apparent in the discourse you are analyzing. Students are expected to produce a 5–7-page paper following ASA guidelines regarding formatting and citing their papers, meaning title page, 1-inch margins, 12-point font double spaced, left-aligned, citations and references. More detailed regarding the specifics of the assignment and tips on how to conduct a discourse analysis will be provided in class on **October 18, 2021**.

Research and Ethics Proposal (10%) November 29 2021, on Moodle: Students are required to submit a 3–4-page research proposal that will outline the design, method, and conceptual framework for an observational research study. This study is intended to be non-obtrusive field work, meaning that students are prohibited from interacting with their research subjects. Students are required to settle into a social environment in order to observe people in their everyday life. A key factor to this type of analysis is to understand how the material and social world is constituted through micro interactions: the rituals of particular social spaces. What does the music of a particular environment communicate? What does the fast-paced work of fast-food workers indicate about the value-system of the workplace? How do people interact in public spaces (parks, restaurants, transit etc)? In short, how is the micro-world under your analysis constituted or is constituted by the social norms, beliefs, values, rituals, performances, etc. of society. Students are required to include an ethics proposal that will present critical reflections regarding the ethical conduct of their observational research project. How will students conduct their research in an ethical way? This “mock” exercise is for students to demonstrate how ethical considerations are concretely applied to qualitative research and for students to reflect on their own positionality within the research design and process. More information about this assignment will be provided in class on **November 5, 2021**. Please follow ASA guidelines regarding formatting and citing their papers, meaning title page, 1-inch margins, 12-point font double spaced, left-aligned, citations and references More direction on how to conduct an observational research study will be provided in class on **November 22, 2021**.

Presentations (15%) December 1 – 13 2021: Students are expected to have their research projects near completion so that they can deliver a 4–6-minute presentation on their research question, design, method, findings, interpretation, ethical considerations, practical problems, concerns, and learning experiences. Students will be graded on the depth of their considerations as well as their adherence to the methodological guidelines of qualitative research.

Final Research Project (35%) Due December 13, 2021 on Moodle: Students are required to produce a 6-9 page research project based on an observational field study of a social setting of their choice. The report should follow the standard formatting of qualitative research design (although a literature review is not necessary) and focus on explaining what you discovered and the process by which you came to discover it. A section of your paper should also explain how you interpreted your data through a particular lens. Your conclusion should reflect on the significance of your findings as well as limitations to your research, where more research may be needed. Please follow ASA guidelines regarding

formatting and citing their papers, meaning title page, 1-inch margins, 12-point font double spaced, left-aligned, citations and references

Evaluation

Students will be graded on the following: (a) appropriate breadth and depth of description related to research findings; (b) suitable selection of sociological concepts/theories relative to the research conducted and discussed, and sufficient breadth and depth of analysis; (c) logical and coherent organization and presentation of ideas; and (d) ability to clearly, confidently, and creatively communicate ideas throughout.

Students must complete all components of the course in order to receive a final grade for the class. It is the responsibility of the student to let the professor know if there is a concern with the class requirements.

Students are required to submit their assignments via Moodle on the due date. Late assignments will lose 2 marks per day. It is the responsibility of the student to ensure that their documents are correctly uploaded to Moodle in a format that can be accessed by the professor.

Your written assignments must be submitted in a word document or PDF format.

Grading rubric

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations/ Discussions: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and advance analysis and application of the course material Student is able to move beyond demonstrating an understanding of course material to incorporate real life application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation. Establishes order to ideas and points out relationships between them. Number and quality of main points are sufficient

						<p>Presentation of ideas develops to a logical conclusion and/or summary</p> <p>Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.</p>
B 72- 85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	<p>Clear central thesis</p> <p>Appropriate details/synthesis most of the time.</p> <p>Sentences/paragraph generally flow logically together</p>	<p>Some spelling, grammar, and writing errors</p> <p>Some awkward transitions between words, sentences, and paragraphs</p>	Mostly achieved	<p>Communicates to some degree the main theme, thesis, or primary focus of presentation.</p> <p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60- 71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p>

						Number and quality of main points are lacking in sufficiency
						Weak conclusion and/or summary
						Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact

Grade Summary:

The available letters for course grades are as follows:

Grade	Percent grade	Interpretation	Grade Points
A+	96% and above	Excellent	4.00
A	91-95%		4.00
A-	86-90%		3.70
B+	82-85%	Good	3.30
B	75-81%		3.00
B-	72-74%		2.70
C+	68-71%	Satisfactory	2.30
C	63-67%		2.00
C-	60-62%		1.70
D+	56-59%	Poor	1.30
D	50-55%	Minimal Pass	1.0
F	Below 50%	Failure	0.00
P	-	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-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.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic 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.

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.

Exam Scheduling

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. 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.