ITT Technical Institute

EG371P

Research Methods

Onsite Course

SYLLABUS

Credit hours: 4

Contact/Instructional hours: 56 (56 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: GE117P Composition I or equivalent

Course Description:

This course offers a step-by-step, systematic approach to conducting research.

Emphasis is on using critical thinking, efficient research techniques and the ITT Tech

Virtual Library to produce an in-depth white paper

Where Does This Course Belong?

This course follows MA3110 Statistics and is the second course in most ITT Tech bachelor's degree programs. It is included in the General Education Social Sciences curriculum.

Course Summary

Major Instructional Areas

1. Fundamentals of qualitative research
2. Designing and implementing a qualitative research paper
3. Reporting the results of a qualitative research paper
4. Evaluating a qualitative study
5. Ethics and designing and implementing research papers

Course Objectives

1. Define the systematic process of scientific inquiry and social research.
2. Describe different types of research terms and methodologies and their purposes.
3. Compare and contrast the methods and contributions of quantitative and qualitative research.
4. Use the ITT Tech Virtual Library to review current qualitative research in an area of interest.
5. Evaluate the methodology, evidence, and conclusions of others' qualitative research.
6. Gather research data from indirect sources of data.
7. Analyze the challenges and ethical issues involved with social research.
8. Write an original qualitative research question to prepare to draw valid conclusions about a socially relevant topic.
9. Define types of data sources used in social research.
10. Analyze and develop an appropriate method for collecting data for qualitative research.
11. Synthesize data, research findings, and potential ethical considerations by designing and writing a qualitative research project.
12. Make an oral and visual presentation of research design and data collection methods.

Learning Materials and References

Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Dorsten, L. E. & Hotchkiss, L. (2014). *Research methods and society: Foundations of social inquiry (2nd ed.).* Boston, MA: Pearson.			

Recommended Resources

<u>Internal</u>

- ITT Tech Virtual Library

  http://library.itt-tech.edu/Pages/default.aspx

  - o ITT Tech Virtual Library > Basic Search
    - **International Journal of Social Research Methodology**

      Focuses on current & emerging methodological debates across a wide range of social science disciplines & substantive interests.

    - **Qualitative Inquiry**

Articles, review articles and commentary providing a forum for qualitative methodology and related issues in the human sciences.

- **Qualitative Research Reports in Communication**

Academic journal including a variety of research reports

- **Social Work Research**

Articles, review articles and commentary focusing on social work and practice-based research, evaluation and research studies contributing to knowledge about social work issues and problems.

- **Society in Transition**

The official journal of the South African Sociological Association, this journal publishes peer-reviewed articles based on original research and theoretical thinking in the social sciences.

- **Social Work**

Articles on all aspects of social work and social welfare that yield new insights into established practices, evaluate new techniques and research, examine current social problems, or provide critical analysis on problems in the profession.

- ITT Tech Virtual Library > Basic Search > Browse > Browse by Format > Magazines and Journals > EbscoHost (all)
  - Crow, G., Wiles, R., Heath, S., & Charles, V. (2006, April). Research ethics and data quality: The implications of informed consent. International Journal of Social Research Methodology, 9(2), 83-95.
  - Dale, A. (2006, April). Editorial: Quality in social research. International Journal of Social Research Methodology, 9(2), 79-82.
  - Dale, A. (2006, April). Quality issues with survey research. International Journal of Social Research Methodology, 9(2), 143-158.
  - Farran, S. How we got these survey results. Maclean's, 119(26), 41-42.
  - Griffiths, P. Being a research participant: The nurse's ethical and legal rights. British Journal of Nursing (BJN), 15(7), 386-390.
  - Hall, S.S., & Seery, B.L. (2006, Spring). Behind the facts: Helping students evaluate media reports of psychological research. Teaching of Psychology, 33(2), 101-104.
  - Hudson, B., Owen, D., & Veen, K. (2006, June). Working on educational research methods with master's students in an international online learning community. British Journal of Educational Technology, 37(4), 577-603.
  - Lee, P. (2006, April). Understanding some naturalistic research methodologies. Paediatric Nursing, 18(3), 44-46.
  - Minichiello, V. (2006, April).Qualitative research methods (second edition). Australian & New Zealand Journal of Public Health, 30(2).
  - Rowbottom, D. P., & Aiston, S. J. (2006, May). The myth of 'Scientific Method' in contemporary educational research. Journal of Philosophy of Education, 40(2), 137-156.
  - Saunders, J. A., Morrow-Howell, N., Spitznagel, E., Doré, P., Proctor, E. K., & Pescarino, R. (2006, March). Imputing missing data: A comparison of methods for social work researchers. Social Work Research, 30(1).
  - Sevdalis, N. (2006, May). Evaluating research methods in psychology: A case study approach. British Journal of Mathematical & Statistical Psychology, 59(1), 215-216.
  - Williams, M. (2006, March). Need to know-social science research methods. Sociology of Health & Illness, 28(2), 258-260.

Other Resources

- ▪ **Research in Practice**

http://www.rip.org.uk/index.php/research-tools

A framework for evaluating qualitative research and screening questions, such as "Is the study clear in what it seeks to do?"

- ▪ **AERA: American Educational Research Association**

http://www.aera.net/

- ▪ **AQR: The Association for Qualitative   Research**

http://www.aqr.org.uk

The Association for Qualitative Research (AQR) is a professional membership organization representing qualitative research practitioners.

- ▪ **Forum: Qualitative Social Research (FQS)**

http://www.qualitative-research.net

An international and interdisciplinary online gateway for qualitative research and social sciences´ Internet use

- ▪ **Qualitative Research Links**

http://www.ou.edu/class/eipt6043/qual_links.html

A list of journals that publish Qualitative Research articles

- ▪ **Qualitative Research Journals**

http://www.slu.edu/organizations/qrc/QRjournals.html

Includes journals that focus on qualitative research as well as journals receptive to publishing qualitative research

NOTE: All links to Web references are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- ▪ Scientific inquiry
- ▪ Qualitative research
- ▪ Peer-reviewed journals
- ▪ Social science research
- ▪ APA style

Course Plan

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
- Do take a proactive learning approach. - Do share your thoughts on critical issues and potential problem solutions. - Do plan your course work in advance. - Do explore a variety of learning resources in addition to the textbook. - Do offer relevant examples from your experience. - Do make an effort to understand different points of view. - Do connect concepts explored in this course to real-life professional situations and your own experiences.	- Don't assume there is only one correct answer to a question. - Don't be afraid to share your perspective on the issues analyzed in the course. - Don't be negative about the points of view that are different from yours. - Don't underestimate the impact of collaboration on your learning. - Don't limit your course experience to reading the textbook. - Don't postpone your work on the course deliverables–work on small assignment components every day.

Course Outline

Unit 1: INTRODUCTION TO SOCIAL RESEARCH			Out-of-class work: 5 hours
Upon completion of this unit, students are expected to: • Employ the systematic process of scientific inquiry and state the purpose of social research. • Use key terms and concepts of scientific inquiry accurately.			

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Dorsten & Hotchkiss, Chapter 1	Assignment	Unit 1 Assignment 1: Compare and Contrast Scientific Inquiry with Everyday Assumptions	3%
		Unit 1 Assignment 2: WebQuest and Peer Review	3%

Unit 2: RESEARCH METHODS AND LITERATURE REVIEWS			Out-of-class work: 10 hours
Upon completion of this unit, students are expected to: • Given a sample research study, describe qualitative versus quantitative research. • Explain the contributions of qualitative research to the scientific inquiry process. • Review existing examples of qualitative research and literature reviews by utilizing the ITT Tech Virtual Library and other relevant resources. • Identify a research area of interest and write an appropriate qualitative research question.			

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Dorsten & Hotchkiss, Chapters 2 and 4	Assignment	Unit 2 Assignment 1: Peer-Reviewed Article Analysis	3%
		Unit 2 Assignment 2: Differentiating Qualitative from Quantitative Studies	3%
		Unit 2 Assignment 3: Reviewing Research Videos	3%

Date: 3/17/2014

Unit 3: DRAFTING A QUALITATIVE RESEARCH PROPOSAL			
Upon completion of this unit, students are expected to: • Compare and contrast the research methodologies used in both qualitative and quantitative and research studies. • Apply the APA code of ethics to a series of practice study design scenarios. • Identify a general research topic of interest and propose a specific research question. • Choose the most appropriate data collection method(s) to align with proposed research topic. • Conduct a peer review of a qualitative research project draft and receive peer review recommendations.			*Out-of-class work:* *10 hours*

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Dorsten & Hotchkiss Chapter 2, pages 20-24 • Dorsten & Hotchkiss, Chapter 1, page 5, "Proximity of Schools and Use of Contraceptives" • Dorsten & Hotchkiss, Chapter 6, pages 117-118, "Hurricane Andrew's through women's eyes" • Dorsten & Hotchkiss, Appendix A: Code of Ethics, pages 307-314 APA Code of Ethics • APA Code of Ethics Moore, S., Armstrong, C., & Pearson, J. (2008). Lecture absenteeism among students in higher education: a valuable route to understanding student motivation. *Journal of Higher Education Policy & Management, 30(1), 15-24.* doi:10.1080/13600800701457848	Research Paper	Unit 3 Research Paper 1: Research Question Peer Review	2.5%
		Unit 3 Research Paper 2: Research Proposal Justification	2.5%

Unit 4: GETTING STARTED ON A QUALITATIVE RESEARCH PROPOSAL

Upon completion of this unit, students are expected to:

Out-of-class work:
10 hours

- Compare and contrast the research methodologies used in both qualitative and quantitative and research studies.
- Review and analyze existing examples of qualitative research and literature reviews by utilizing the ITT Tech Virtual Library.
- Review and analyze existing examples of qualitative research by visiting web sites dedicated to the current practice of social research.
- Identify and explain different types of data sources and data collection methods including surveys, interviews and observations and describe whether they are considered direct or indirect data gathering techniques.
- Determine how to learn others' research ideas and publications using ethical methods.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Dorsten & Hotchkiss, Chapter 7	Research Paper	Unit 4 Research Paper 1: Research Question Peer Review	2.5%
		Unit 4 Research Paper 2: Conducting a Literature Review	2.5%
		Unit 4 Research Paper 3: Annotated Bibliography	5%

Unit 5: DIRECT METHODS OF DATA COLLECTION

Upon completion of this unit, students are expected to:

Out-of-class work:
10 hours

- Compare and contrast the research methodologies used in both qualitative and quantitative and research.
- Review and analyze existing examples of scholarly research provided by the course text and valid Internet sources,
- Identify and explain different types of data sources and data collection methods.
- Choose the most appropriate data collection method(s) to align with proposed research question.
- Create an appropriate qualitative research data collection tool or process.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Dorsten & Hotchkiss, Chapter 8	Assignment	Unit 5 Assignment 1: Matching Questions with Data Collection Methods	3%
		Unit 5 Assignment 2: Five Qualitative Interview Questions	3%

Unit 6: DIRECT METHODS OF DATA COLLECTION

Upon completion of this unit, students are expected to:

Out-of-class work:
10 hours

- Apply the APA code of ethics to completed scholarly research or hypothetical research examples.
- Analyze a scholarly research article to identify potential ethical issues.
- Identify a general research topic of interest and propose a specific qualitative research question.
- Identify and explain different types of data sources and data collection methods.
- Choose the most appropriate data collection method(s) to align with proposed research question.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
- Dorsten & Hotchkiss, Chapter 6	Research Paper	Unit 6 Assignment 1: Research Paper Outline–Data Collection	5%
	Assignment	Unit 6 Assignment 2: Six Approaches to Qualitative Research	3%

Unit 7: DESIGNING THE RESEARCH PAPER

Upon completion of this unit, students are expected to:

Out-of-class work:
10 hours

- Review and analyze existing examples of qualitative research by utilizing the ITT Tech Virtual Library.
- Review and analyze existing examples of scholarly research provided by the course text and valid Internet sources,
- Identify a general research topic of interest and propose a specific qualitative research question.
- Choose the most appropriate data collection method(s) to align with proposed research question.
- Create an outline for a qualitative research project using the components of a peer-reviewed article as a guide.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
- Dorsten & Hotchkiss, Chapter 5	Assignment	Unit 7 Assignment 1: Understanding Your Research Question	3%
		Unit 7 Assignment 2: Sample Population	3%

Unit 8: WRITING RESEARCH PAPERS

Upon completion of this unit, students are expected to:

Out-of-class work:
10 hours

- Use key terms and concepts of scientific inquiry accurately.
- Explain the contributions of scholarly research to the scientific inquiry process.
- Review and analyze existing examples of qualitative research by utilizing the ITT Tech Virtual Library.
- Review and analyze existing examples of scholarly research provided by the course text and valid Internet sources.
- Create an outline for a qualitative research project using the components of a peer-reviewed article as a guide.
- Develop a rough draft of a qualitative research project by synthesizing qualitative research design and data collection methods.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Dorsten & Hotchkiss, Chapter 12 • Moore, S., Armstrong, C., & Pearson, J. (2008). Lecture absenteeism among students in higher education: A valuable route to understanding student motivation. *Journal of Higher Education Policy & Management 30(1), 15-24. DOI:10.1080/13600800701457 848*	Research Paper	Unit 8 Research Paper 1: Final Research Paper Rough Draft	5%

Unit 9: PEER REVIEW SESSIONS AND COMPREHENSIVE FINAL EXAM REVIEW

Upon completion of this unit, students are expected to:

Out-of-class work:
10 hours

- Use key terms and concepts of scientific inquiry accurately.
- Compare and contrast the research methodologies used in both qualitative and quantitative and research.
- Identify and explain different types of data sources and data collection methods.
- Conduct a peer review of a qualitative research project draft and receive peer review recommendations.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
None	Assignment	Unit 9 Assignment 1: Peer Review Session III	2.5%
	Research Paper	Unit 9 Research Paper 1: Research Updated Draft Based on Peer Review	2.5%

Unit 10: RESEARCH PAPER PRESENTATIONS			Out-of-class work: 10 hours
Upon completion of this unit, students are expected to: • Use key terms and concepts of scientific inquiry accurately. • Compare and contrast the research methodologies used in both qualitative and quantitative and research. • Identify and explain different types of data sources and data collection methods. • Make an oral and visual presentation of research design to study a specific qualitative research question.			

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
None	Research Paper	Unit 10 Research Paper 1: Final Research Paper (PORTFOLIO)	5%
	Presentation	Unit 10 Presentation 1: Research Paper Presentation	15%

Unit 11: COURSE REVIEW AND COMPREHENSIVE FINAL EXAM			Out-of-class work: 10 hours
Upon completion of this unit, students are expected to: • Use key terms and concepts of scientific inquiry accurately. • Compare and contrast the research methodologies used in both qualitative and quantitative and research. • Identify and explain different types of data sources and data collection methods.			

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
None	Exam	Final Exam	20%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignment	30%
Presentation	15%
Research Paper	35%
Exam	20%
TOTAL	**100%**

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90-100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)