

ITT Technical Institute
SS3150
Research Methods
Onsite and Online Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 45 (45 Theory Hours)

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

Prerequisites: EN1420 Composition II or equivalent, MA3110 Statistics or equivalent or MA3310 Calculus I or equivalent

Course Description:

This course introduces a step-by-step approach to conducting research. Topics include scientific reasoning, applying critical thinking principles to assess validity and reliability in research, and production of research-based documents.



COURSE SUMMARY

COURSE DESCRIPTION

This course introduces a step-by-step approach to conducting research. Topics include scientific reasoning, applying critical thinking principles to assess validity and reliability in research, and production of research-based documents.

MAJOR INSTRUCTIONAL AREAS

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

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

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 specific uses of quantitative and qualitative research.
4. Evaluate the methodology, evidence, and conclusions of others' qualitative research.
5. Gather research data from indirect data sources.
6. Analyze the challenges and ethical issues involved with social research.
7. Write an original qualitative research question to draw valid conclusions about a socially relevant topic.
8. Define types of data sources used in social research.
9. Analyze and develop an appropriate method for collecting data for qualitative research.
10. Synthesize data, research findings, and potential ethical considerations by designing and working on a qualitative research project.
11. Make a presentation of research design and data collection methods.

COURSE OUTLINE

MODULE 1: INTRODUCTION TO SOCIAL RESEARCH

COURSE LEARNING OBJECTIVES COVERED

- Define the systematic process of scientific inquiry and social research.
- Describe different types of research terms and methodologies and their purposes.
- Synthesize data, research findings, and potential ethical considerations by designing and working on a qualitative research project.

TOPICS COVERED

- Social Research
- Cause and Effect Relationship
- Control
- Confidentiality

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF-CLASS TIME
Reading: Dorsten, L. E., & Hotchkiss, L., Chapters 1 and 2	No	1.5 hr
Reading: ITT Tech Virtual Library>School of Study>General Education Information>Databases>EbscoHost Academic Search Elite>Williams, M. (2006). Hallowell, N., Lawton, J. and Gregory, S. (eds.), Reflections on Research-the Realities of Doing Research in the Social Sciences and McIntyre, L. J., Need to Know-Social Science Research Methods. <i>Sociology Of Health & Illness, 28(2), 258-260.</i>	No	0.5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled “Uses of Social Research.”	Yes	1 hr
Research: Submit the research titled “Basic Research Report.”	Yes	3 hr
Project: Read and begin the project.	No	0.5 hr

Total Out-Of-Class Activities: 8.5 Hours

MODULE 2: TYPES OF RESEARCH, VARIABLES, AND MEASUREMENT

COURSE LEARNING OBJECTIVES COVERED

- Define the systematic process of scientific inquiry and social research.
- Describe different types of research terms and methodologies and their purposes.
- Compare and contrast the methods and specific uses of quantitative and qualitative research.

TOPICS COVERED

- Dependent and Independent Variables
- Qualitative and Quantitative Research
- Hypothesis
- Correlation

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF-CLASS TIME
Reading: Dorsten, L. E., & Hotchkiss, L., Chapters 3 and 4	No	1.5 hr
Reading: ITT Tech Virtual Library>School of Study>General Education Information>Databases>EbscoHost Academic Search Elite: <ul style="list-style-type: none"> • Mishra, S. (2005). Research methods in the social sciences. <i>British Journal of Educational Technology</i>, 36(3), 579-580. doi:10.1111/j.1467-8535.2005.00515_7.x. • Brigman, G. (2006). Research Methods in School Counseling: A Summary for the Practitioner. <i>Professional School Counseling</i>, 9(5), 421-425. • Evenson, S. (2006). Design research: Methods and perspectives. <i>Design Issues</i>, 22(2) 92-93. 	No	1.5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled “Qualitative Versus Quantitative Research.”	Yes	1 hr
Analysis: Submit the analysis titled “Scientific Inquiry.”	Yes	3 hr
Research: Submit the research titled “Undesirable Life Events.”	Yes	3 hr
Project: Continue working on Project Part 1.	No	3.5 hr

Total Out-Of-Class Activities: 15.5 Hours

MODULE 3: RESEARCHES, SURVEYS, AND SOCIAL EXPERIMENTS

COURSE LEARNING OBJECTIVES COVERED

- Evaluate the methodology, evidence, and conclusions of others’ qualitative research.
- Analyze the challenges and ethical issues involved with social research.
- Write an original qualitative research question to draw valid conclusions about a socially relevant topic.

TOPICS COVERED

- Control and Experimental Groups
- Classical Experimental Design
- External Validity
- Surveys and Surveying Instruments
- Ways to Conduct a Survey

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Reading: Dorsten, L. E., & Hotchkiss, L., Chapters 5 and 8	No	3 hr
Reading: ITT Tech Virtual Library>School of Study>General Education Information>Databases>EbscoHost Academic Search Elite: <ul style="list-style-type: none"> • Saunders, J. A., Morrow-Howell, N., Spitznagel, E., Doré, P., Proctor, E. K., & Pescarino, R. (2006). Imputing missing data: A comparison of methods for social work researchers. <i>Social Work Research, 30(1)</i>. • Brown, J. (2006). Reflexivity in the research process: Psychoanalytic observations. <i>International Journal of Social Research Methodology, 9(3) 181-197</i>. • Dale, A. (2006). Quality issues with survey research. <i>International Journal of Social Research Methodology, 9(2) 143-158</i>. 	No	3 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled “Unethical Issues.”	Yes	1 hr
Analysis: Submit the analysis titled “Social Group.”	Yes	3 hr
Essay: Submit the essay titled “Immigration Issues.”	Yes	3 hr
Project: Continue working on Project Part 1.	No	3 hr

Total Out-Of-Class Activities: 18 Hours

MODULE 4: TARGET SELECTION AND SAMPLING IN SOCIAL RESEARCH

COURSE LEARNING OBJECTIVES COVERED

- Compare and contrast the methods and specific uses of quantitative and qualitative research.
- Evaluate the methodology, evidence, and conclusions of others' qualitative research.
- Gather research data from indirect data sources.
- Analyze and develop an appropriate method for collecting data for qualitative research.

TOPICS COVERED

- Qualitative Research
- Site Selection
- Ethical Issues
- Indirect Methods of Data Collection
- Types of Probability and Nonprobability Samples

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF-CLASS TIME
Reading: Dorsten, L. E., & Hotchkiss, L., Chapters 6, 7, and 9	No	4 hr
Lesson: Study the lesson for this module.	No	2 hr
Research: Submit the research titled "Online Research."	Yes	3 hr
Essay: Submit the essay titled "Dependent and Independent Variables."	Yes	2.5 hr
Analysis: Submit the analysis titled "A Social Study."	Yes	3 hr
Project: Submit Project Part 1.	Yes	4 hr

Total Out-Of-Class Activities: 18.5 Hours

MODULE 5: DATA PREPARATION AND ANALYSIS

COURSE LEARNING OBJECTIVES COVERED

- Gather research data from indirect data sources.
- Define types of data sources used in social research.
- Analyze and develop an appropriate method for collecting data for qualitative research.

TOPICS COVERED

- The Data Matrix
- Univariate Analysis
- Bivariate Table
- Bivariate Relationship Tests

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Reading: Dorsten, L. E., & Hotchkiss, L., Chapters 10 and 11	No	3 hr
Reading: ITT Tech Virtual Library>School of Study>General Education Information>Databases>EbscoHost Academic Search Elite: <ul style="list-style-type: none"> • Crow, G., Wiles, R., Heath, S., & Charles, V. (2006). Research ethics and data quality: The implications of informed consent. <i>International Journal of Social Research Methodology</i>, 9(2) 83-95. • Farran, S. (2006). How we got these survey results. <i>Macleans</i>, 119(26), 41-42. • Rowbottom, D. P., & Aiston, S. J. (2006). The myth of scientific method in contemporary educational research. <i>Journal of Philosophy of Education</i>, 40(2), 137-156. • Lee, P. (2006). Understanding some naturalistic research methodologies. <i>Pediatrics Nursing</i>, 18(3), 44-46. 	No	3 hr
Lesson: Study the lesson for this module.	No	2.5 hr
Essay: Submit the essay titled "Literature Review and Data Study."	Yes	2.5 hr
Analysis: Submit the analysis titled "Data Collection"	Yes	3 hr
Research: Submit the research titled "Data Evaluation."	Yes	3 hr
Project: Continue working on Project Part 2.	No	2.5 hr

Total Out-Of-Class Activities: 19.5 Hours

MODULE 6: RESEARCH PROJECT FINALIZATION

COURSE LEARNING OBJECTIVES COVERED

- Define the systematic process of scientific inquiry and social research.
- Describe different types of research terms and methodologies and their purposes.
- Compare and contrast the methods and specific uses of quantitative and qualitative research.
- Evaluate the methodology, evidence, and conclusions of others' qualitative research.
- Gather research data from indirect data sources.
- Analyze the challenges and ethical issues involved with social research.
- Write an original qualitative research question to draw valid conclusions about a socially relevant topic.
- Define types of data sources used in social research.
- Analyze and develop an appropriate method for collecting data for qualitative research.
- Synthesize data, research findings, and potential ethical considerations by designing and working on a qualitative research project.
- Make a presentation of research design and data collection methods.

TOPICS COVERED

- Research Reports
- Citation
- Plagiarism
- Role of Science in Everyday Life

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Reading: Dorsten, L. E., & Hotchkiss, L., Chapters 12 and 13	No	2 hr
Lesson: Study the lesson for this module.	No	2 hr
Research: Submit the research titled "Formal Structuring of Data."	Yes	3 hr
Project: Submit Project Part 2.	Yes	3 hr

Total Out-Of-Class Activities: 10 Hours

EVALUATION AND GRADING

EVALUATION CRITERIA

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

CATEGORY	WEIGHT
Discussion	15%
Research	20%
Essay	15%
Analysis	20%
Project	30%
TOTAL	100%

GRADE CONVERSION

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

GRADE	PERCENTAGE
A (4.0)	90-100%
B+ (3.5)	85-89%
B (3.0)	80-84%
C+ (2.5)	75-79%
C (2.0)	70-74%
D+ (1.5)	65-69%
D (1.0)	60-64%

F	(0.0)	<60%
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LEARNING MATERIALS AND REFERENCES

REQUIRED RESOURCES

COMPLETE TEXTBOOK PACKAGE

- Dorsten, L. E., & Hotchkiss, L. (2014). *Research methods and society: Foundations of social inquiry (2nd ed.)*. Boston, MA: Pearson.

RECOMMENDED RESOURCES

- ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)
 - Basic Search:
 - Citro, C. F., Ilgen, D. R., & National Research Council. (2003). *Protecting participants and facilitating social and behavioral sciences research*. Washington, DC: National Academies Press.
 - Clegg, B. (n.d). *The professional's guide to mining the internet information gathering and research on the net, 2nd edition [electronic resource]* Brian Clegg. Sterling, Va. Stylus Pub 2001.
 - Czarniawska-Joerges, B. (n.d). *Narratives in social science research [electronic resource]* Barbara Czarniawska. London; Thousand Oaks, Calif. SAGE Publications 2004.
 - Harkness, J. (n.d). *Cross-cultural survey methods [electronic resource] [edited by] Janet A. Harkness, Fons J. R. Van de Vijver, Peter Ph. Mohler*. New York J. Wiley c2003.
 - May, T. (n.d). *Qualitative research in action [electronic resource] edited by Tim May*. London SAGE 2002.
 - Noaks, L., & Wincup, E. (2004). *Criminological research: Understanding qualitative methods*. Thousand Oaks, CA: Sage Publications.
 - Shkedi, A. (2005). *Multiple case narrative: A qualitative approach to studying multiple populations*. Amsterdam Netherlands: John Benjamins Publishing Company.
 - School of Study>General Education Information>Databases>EbscoHost Academic Search Elite:
 - Bartlam, B. (2001). Danger in the Field: Risk and Ethics in Social Research (Book). *Sociological Review*, 49(2), 275-277. doi:10.1111/1467-954X.ep4391970

- Brigman, G. (2006). Research methods in school counseling: A summary for the practitioner. *Professional School Counseling, 9(5)* 421-425.
- Brown, J. (2006). Reflexivity in the research process: Psychoanalytic observations. *International Journal of Social Research Methodology, 9(3)* 181-197.
- Crow, G., Wiles, R., Heath, S., & Charles, V. (2006). Research ethics and data quality: The implications of informed consent. *International Journal of Social RESEARCH Methodology, 9(2)* 83-95.
- Dale, A. (2006). Editorial: Quality in social research. *International Journal of Social RESEARCH Methodology, 9(2)* 79-82.
- Dale, A. (2006). Quality issues with survey research. *International Journal of Social RESEARCH Methodology, 9(2)* 143-158.
- Dennis, S. (2006). Understanding Qualitative Research and Ethnomethodology. *Australian Journal Of Anthropology, 17(1)*, 121-122.
- Evenson, S. (2006). Design research: Methods and perspectives. *Design Issues, 22(2)* 92-93.
- Farran, S. (2006). How we got these survey results. *Maclean's, 119(26)*, 41-42.
- Griffiths, P. (2006). *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). Behind the facts: Helping students evaluate media reports of psychological research. *Teaching of Psychology, 33(2)* 101-104.
- Hudson, B., Owen, D., van Veen, K. (2006). Working on educational research methods with masters students in an international online learning community. *British Journal of Educational Technology, 37(4)* 577-603.
- Kraye, A. (2003). Fieldwork, Participation and Practice: Ethics and Dilemmas in Qualitative Research (Book). *Sociology of Health & Illness, 25(1)*, 134-136.
- Lee, P. (2006). Understanding some naturalistic research methodologies. *Pediatrics Nursing, 18(3)*, 44-46.
- Mishra, S. (2005). Research methods in the social sciences. *British Journal Of Educational Technology, 36(3)*, 579-580. doi:10.1111/j.1467-8535.2005.00515_7.x
- Rowbottom, D. P., & Aiston, S. J. (2006). 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). Imputing missing data: A comparison of methods for social work researchers. *Social Work Research, 30(1)*.
- Sevdalis, N. (2006). Evaluating research methods in psychology: A case study approach. *British Journal of Mathematical & Statistical Psychology, 59(1)* 215-216.
- Williams, M. (2003). Accountability in Social Research (Book). *Social Work Education, 22(1)*, 116-117.
- Williams, M. (2006). Hallowell, N., Lawton, J. and Gregory, S. (eds.), Reflections on Research-the Realities of Doing Research in the Social Sciences and McIntyre, L. J., Need to Know-Social Science Research Methods. *Sociology Of Health & Illness, 28(2)*, 258-260
- Other References
 - A Framework for Evaluating Qualitative Research Methodology
<http://www.rip.org.uk/index.php/research-tools>
 - American Educational Research Association
<http://www.aera.net/>
The AERA works to improve the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results.
 - 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
<http://www.qualitative-research.net>
FQS is a peer-reviewed multilingual online journal for qualitative research.

INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lessons and examples. Your progress will be regularly assessed through a variety of assessment tools including discussion, research, essay, analysis, and project.

OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the School Catalog.

INSTRUCTOR DETAILS

Instructor Name	
Office Hours	
Contact Details	

(End of Syllabus)