ITT Technical Institute

SS3155

Research Methods

Onsite Course

SYLLABUS

Credit hours: 6

Contact/Instructional hours: 60 (60 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.

Where Does This Course Belong?

Program Information

Program Scope and Core Content Areas

General Education courses include courses in the humanities, composition, mathematics, the sciences, and the social sciences.

Program Goals and Objectives

General Education courses are designed to provide ITT Tech students with a well-rounded education in the context of their technical programs. Each course emphasizes one or more of ITT Tech's General Education Student Learning Outcomes.

1. The student will be able to demonstrate personal responsibilities.
2. The student will be able to analyze information.
3. The student will be able to solve complex problems.
4. The student will be able to communicate effectively in oral, written and visual forms.
5. The student will be able to contribute as a member of a team.
6. The student will be able to pursue lifelong learning opportunities.

Career Impact

General Education courses provide breadth to a core technical program. Courses in General Education are intended to broaden a student's educational experience, and therefore, broaden his/her perspective.

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 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.			
Access to the ITT Tech Learning Management System			

Recommended Resources

Internal

- ITT Tech Virtual Library

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

  - ITT Tech Virtual Library >

    - **International Journal of Social Research Methodology**

      Focuses on current and emerging methodological debates across a wide range of social science disciplines and 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.

- o ITT Tech Virtual Library > Basic Search
    - 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.
    - Farran, S. How we got these survey results. Maclean's, 119(26), 41-41.
    - 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, July). 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.

Other Resources

- **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.

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

http://www.qualitative-research.net

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

- **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.

Instructional Methods

The curriculum is designed to encourage a variety of teaching strategies that support the course objectives while fostering higher cognitive skills. This course will employ multiple methods to deliver content and inspire and engage you, including lectures, collaborative learning options, and hands-on activities. This course is composed of theory components. Your progress will be regularly assessed through Assignment, Projects, Research Papers, Presentations and Exams.

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.

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: Scientific Inquiry vs. Everyday Assumptions	1%
		Unit 1 Assignment 2: WebQuest and Peer Review	1%
	Project	Unit 1 Project 1: Online Module Project	1%

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	2%
		Unit 2 Assignment 2: Differentiating Qualitative from Quantitative Studies	2%
		Unit 2 Assignment 3: Reviewing Research Videos	2%
	Project	Unit 2 Project 1: Online Module Project	1%

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 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*

	GRADED ACTIVITIES / DELIVERABLES		
READING ASSIGNMENT	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation** (% of all graded work)
• Dorsten & Hotchkiss, Chapter 2, pp. 20-24 • Dorsten & Hotchkiss, Chapter 1, p. 5, "Proximity of Schools and Use of Contraceptives" • Dorsten & Hotchkiss, Chapter 6, pp. 117-118, "Hurricane Andrew's Through Women's Eyes" • Dorsten & Hotchkiss, Appendix A: Code of Ethics, pp. 307-314 • 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%
	Project	Unit 3 Project 1: Online Module Project	1%

Unit 4: GETTING STARTED ON A QUALITATIVE RESEARCH PROPOSAL			Out-of-class work: 10 hours

Upon completion of this unit, students are expected to:

- Compare and contrast the research methodologies used in both qualitative and quantitative 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 study 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%
	Project	Unit 4 Project 1: Online Module Project	1%

Unit 5: DIRECT METHODS OF DATA COLLECTION

Upon completion of this unit, students are expected to:

- Compare and contrast the research methodologies used in both qualitative and quantitative research studies.
- 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.

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 8	Assignment	Unit 5 Assignment 1: Matching Questions with Data Collection Methods	2%
		Unit 5 Assignment 2: Five Qualitative Interview Questions	2%
	Project	Unit 5 Project 1: Online Module Project	1%

Unit 6: DIRECT METHODS OF DATA COLLECTION

Upon completion of this unit, students are expected to:

- 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.

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 6	Research Paper	Unit 6 Research Paper 1: Research Paper Outline—Data Collection	5%
	Assignment	Unit 6 Assignment 1: Six Approaches to Qualitative Research	2%
	Project	Unit 6 Project 1: Online Module Project	1%

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	2%
		Unit 7 Assignment 2: Sample Population	2%
	Project	Unit 7 Project 1: Online Module Project	1%

Unit 8: WRITING RESEARCH PAPERS			Out-of-class work: 10 hours
Upon completion of this unit, students are expected to: • 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:10.1080/13600800701457848	Research Paper	Unit 8 Research Paper 1: Final Research Paper Rough Draft	5%
	Project	Unit 8 Project 1: Online Module Project	1%

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 research studies.
- 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%
	Research Paper	Unit 9 Research Paper 1: Updated Draft Based on Peer Review	5%
	Project	Unit 9 Project 1: Online Module Project	1%

Unit 10: *RESEARCH PAPER PRESENTATIONS*

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 research studies.
- 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	10%
	Project	Unit 10 Project 1: Online Module Project	1%

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

Unit 11: COURSE REVIEW AND COMPREHENSIVE FINAL EXAM

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 research studies.
- Identify and explain different types of data sources and data collection methods.

Note: Your instructor may add ungraded activities.

Evaluation and Grading

Evaluation Criteria

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

Category	Weight
Assignment	25%
Project	10%
Presentation	10%
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.

Unit Number	Title of Activity		Estimated Time of Activity (minutes)
1	Chapter 1		60
1	Assignment 1: Compare and Contrast Scientific Inquiry w/Everyday Assumptions		90
1	Assignment 2: Webquest and Peer Review		180
1	Online Module Project		90
2	Chapters 2 and 4		120
2	Assignment 1: Peer Reviewed Article Analysis		120
2	Assignment 2: Differentiating Qualitative and Quantitative Studies		300
2	Assignment 3: Reviewing Research Videos		180
2	Online Module Project		90
3	Chapter 2 pgs. 32-35, Chapter 1 pg. 5, Chapter 6 pg. 140, Appendix A pgs. 339-343, APA Code of Ethics and Moore, et al. study		180
3	Research Paper 1: Research Paper Peer Review		240
3	Research Paper 2: Research Proposal Justification		240
3	Online Module Project		90
4	Chapter 7		60
4	Research Paper 1: Research Question Peer Review		180
4	Research Paper 2: Conducting a Literature Review		300
4	Research Paper 3: Annotated Bibliography		360
4	Online Module Project		90
5	Chapter 8		60
5	Assignment 1: Matching Questions and Data Collection Methods		120
5	Assignment 2: Five Qualitative Interview Questions		120
5	Online Module Project		90
6	Chapter 6		60
6	Research Paper 1: Research Paper Outline/Data Collection		300
6	Assignment 2: Six Approaches to Qualitative Research		180
6	Online Module Project		90
7	Chapter 5		60

Unit Number	Title of Activity		Estimated Time of Activity (minutes)
7	Assignment 1: Understanding Your Research Question		180
7	Assignment 2: Sample Population		180
7	Online Module Project		90
8	Chapter 12, Moore, etc. research report		180
8	Research Paper 1: Draft Research Paper		420
8	Online Module Project		90
9	Assignment 1: Peer Review of Final Project		90
9	Research Paper 1: Updated research paper based on peer review comments		90
9	Online Module Project		90
10	Research Paper 1: Final Research Paper		300
10	Presentation 1: Final Paper Presentation		240
10	Online Module Project		90
11	Final Exam Prep		240

(End of Syllabus)