

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:  
 03-38e Apr 4/13/04 Apr 4/27/04

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person	Dr Kathryn Bonach	Email Address	kbonach@iup.edu
Proposing Department/Unit	Sociology	Phone	7-1290

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.


**1. Course Proposals (check all that apply)**  
 New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

<i>Current</i> Course prefix, number and full title	SOC 460 Social Research Methods I
	<i>Proposed</i> course prefix, number and full title, if changing

**2. Additional Course Designations: check if appropriate**  
 This course is also proposed as a Liberal Studies Course.       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**  
 New Degree Program       Program Title Change       Other  
 New Minor Program       New Track       Catalog Description Change       Program Revision

<i>Current</i> program name	<i>Proposed</i> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)		2/12/04
Department Chair(s)	Clay Herbert	2-12-04
College Curriculum Committee Chair	Shane R. Cuff	2-18-04
College Dean	Ron	2-18-04
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrist	4-13-04

\* where applicable

FEB 23 2004

APR 8 - 2004

## Description of the Curriculum Change

### New Syllabus of Record:

#### I. Catalog Description

SOC 460 Social Research Methods I

3 class hours

0 lab hours

3 credits

Prerequisites: SOC 320, Junior standing

(3c-0l-3cr)

First course in a two course methods sequence. Examines diverse research designs used in the social sciences, i.e., survey, field study, experiment, documentary, and existing statistical data. Focuses both on logic and practice of social research. Students develop a research design to be implemented in the second course in the research sequence.

#### II. Course Objectives

Students will be able to:

1. Understand the link between social theory and social research
2. Demonstrate sufficient knowledge of quantitative research designs
3. Demonstrate sufficient knowledge of qualitative research designs
4. Understand the guidelines that govern social science research
5. Demonstrate the ability to develop their own research design for implementation.

#### III. Course Outline:

##### A. Foundations of Research (13 hours)

1. Introduction to social research
2. Dimensions of research – data collection methods
3. How does theory inform research? How does research inform theory?

##### **Research topic due.**

4. Methodological approaches and meanings – positivistic, interpretive, critical, feminist, postmodern
5. Ethics in social research – Understanding the IRB. Consent form development.

**(Exam one – one hour)**

##### B. Planning and Preparation (13 hours)

1. Qualitative research designs
2. Quantitative research designs

##### **Draft of research design due**

3. Measurement – reliability and validity, understanding the measurement process.
4. Non probability sampling
5. Probability sampling

**Draft of sampling design due  
(Exam two – one hour)**

- C. Developing a research plan (5 hours)
  - 1. Developing a moderator's guide
  - 2. Developing coding schemas for secondary research
  - 3. Questionnaire development

**Draft of research instruments due**

- D. Data Collection Methods (9 hours)
  - 1. Quantitative methods
    - a. survey methods
    - b. Interviewing
    - c. Dealing with data
  - 2. Qualitative methods
    - a. Field research
    - b. Historical-Comparative
    - c. Content analysis
    - d. Dealing with data
  - 3. Ethics of social research
    - a. Demystifying the IRB
    - b. How to process the IRB packet

- E. Final Projects due during Finals week:
  - 1. Final Research Proposal Due
  - 2. Submit IRB Protocol to Professor for Approval

- F. Final Exam during Finals week

**IV. Evaluation Methods**

The final grade will be determined as follows:

45% - Three exams are given per semester.

45% - Research Proposal

Research Design

Sampling Design

Research Instrument

IRB Packet

The final project for this course is a research proposal that will be carried out in the second sequence of this course. Proposals will be independently assessed for the inclusion and revision of previously submitted portions of drafts of the research design, sampling methods and research instruments. Proposals will also be graded for clarity and presentation of materials in a manner appropriate for a social science research proposal. Students will be expected to strictly adhere to research format guidelines that they will receive in class. These

guidelines will be similar to those that one would expect to find in a research grant packet in terms of required page and word lengths, font size and use of appropriate sub-headings.

10% - Participation – Research methods is a course that requires participation and strong attendance practices in order to perform well. Participation points are earned through attendance. Each student begins the semester with 100 points and loses 10 points for every unexcused absence that occurs after the first 3 unexcused absences allowed by university policy.

**V. Sample Grading Scale**

Final Grade

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; <60 = F.

**VI. Attendance Policy**

Each faculty member will develop an attendance policy that is consistent with university policy.

**VII. Required Textbook**

Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches* (5<sup>th</sup> ed.) Boston, MA: Allyn and Bacon.

**VIII. Special Resource Requirements:**

No special requirements.

**IX. Bibliography**

Alreck, P.L., & Settle, R.B. (1994). *The Survey research handbook*. Boston: McGraw-Hill.

Babbie, E. (2001). *The Practice of social research* (9<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing.

Berg, B. (2001). *Qualitative research methods* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

Bradburn, N., & Sudman, S. (1988). *Polls and surveys*. San Francisco: Jossey Bass.

Converse, J., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Thousand Oaks, CA: Sage.

Dillman, D. (1978). *Mail and telephone surveys: The total design method*. NY: Wiley.

- Fink, A. (1998). *Conducting research literature reviews: From paper to the internet*. Thousand Oaks, CA: Sage.
- Fowler, F. (1993). *Survey research methods*. Thousand Oaks, CA: Sage.
- Frankfort-Nachmias, C., & Nachmias, D. (2000). *Research methods in the social sciences*. NY: Worth Publishing.
- Galvan, J.L. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles, CA: Pyrczak Publishing.
- Green, S.B., & Salkind, N.M. (2003). *Using SPSS for Windows: Analyzing and understanding data* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- King, G., Keohane, R., & Verba, S. (1994). *Designing social inquiry*. NJ: Princeton University Press.
- Lewis-Beck, M. (1980). *Applied regression: An introduction*. Thousand Oaks, CA: Sage.
- Lieberson, S. (1985). *Making it count: The improvement of social research and theory*. CA: University of California Press.
- Maxim, P. S. (1999). *Quantitative research methods in the social sciences*. London: Oxford University Press.
- Maxwell, J.A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- Menard, S. (2002). *Applied logistic regression analysis* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Miller, D.C., & Salkind, N.J. (2002). *Handbook of research design and social measurement*. Thousand Oaks, CA: Sage.

- Monette, D., Sullivan, T., and DeJong, C. (2002). *Applied social research: Tool for the human services* (5<sup>th</sup> ed.). NY: Harcourt Brace.
- Norusis, M. (1986). *SPSS guide to data analysis*. Chicago: SPSS.
- Ragin, C. (1987). *The comparative method: Moving beyond qualitative and quantitative strategies*. CA: University of California Press.
- Schutt, R.K. (1999). *Investigating the social world: The process and practice of research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Pine Forge Press.
- Seymour, S., & Bradburn, N. (1982). *Asking questions: A practical guide to questionnaire design*. San Francisco: Jossey-Bass).
- Szafran, R.F. (1994). *Social science research: A cross section of journal articles for discussion and evaluation*. Los Angeles, CA: Pyczak Publishing.
- Tabachnick, B., & Fidel, L.S. (2001). *Using multivariate statistics* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.
- True, J. (1992). *Conducting and evaluation social research*. CA: Wadsworth Publishing.

### **Summary of Proposed Revisions**

Currently this course includes a broad overview of quantitative and qualitative research methods, as well as an introduction to statistical software programming and statistical analysis. The course culminates with a final research paper that draws on secondary data sources. The new course will culminate in the development of a research proposal that will be implemented and analyzed in the newly added course, Sociology 461.

This proposed change limits the focus of Sociology 460 to a broad overview of research designs, both quantitative and qualitative. The statistical applications currently included will be moved to the second course in the sequence. The new course will culminate in the development of a research proposal that will be implemented and analyzed in the newly added course, Sociology 461.

### **Justification/rationale for the revision**

To date, Sociology 380 has been the only research methods course required of sociology majors. In 1998, Sociology underwent an external review which indicated that the program should have a minimum two course sequence in research methods and that one of these courses should focus on providing social science students with a background in analytical applications that are specific to the discipline. Based on this recommendation, the department is in the process of developing a second required methods course, Sociology 461, which will focus on analytical methods that are specific to the discipline.

The research projects for Research Methods are for educational purposes only; therefore, IRB approval is not required and the professor of the course will act as overseer of all aspects of the students' research projects. (See supporting document attached.)

The transition plan for our proposals is for SOC 380 to remain in the AY 2004-2005 catalog with the course deletion passed for and reflected in the AY 2005-2006 catalog. We would like to add SOC 460 and SOC 461 to the catalog beginning AY 2004-2005 which will be required for newly declared majors, but taken in their senior year. Those students currently in the program who need SOC 380 will be able to take SOC 380 while it is still offered AY 2004-2005. Then as new students declare sociology as their major with SOC 460 and SOC 461 in the AY 2004 – 2005 catalog, we can transition them into the sequenced courses for AY 05-06. Simultaneously, we can transition our existing majors out of the program towards graduation that only need SOC 380 AY 05-06, which will by then, be deleted from the AY 2005 – 2006 catalog and changed to SOC 460. This plan with a timed phase in will provide a transition with ease and opportunity for notification through advising and catalog information for students and advising faculty. Since both SOC 460 and SOC 461 are to be taken in the senior year, this transition plan seems to be the least confusing to current and prospective students and is the most efficient plan in terms of implementing fall/spring sequenced courses without disrupting current students scheduled to take Soc 380 next term and without confusing existing and new students.

**Old Syllabus of Record:** (To date we have been unable to locate the original syllabus of record; therefore, we have included the current syllabus being used.)

### **I. Catalog Description**

#### **SOC 380 - Social Research Methods I**

**Credits:** 3.00

Examines diverse research designs used in the social sciences, i.e., survey, field study, experiment, documentary, and existing statistical data. Focuses both on logic and practice of social research as well as incorporating social science analysis methods. Students develop a research paper that draws on social data available in the General Social Survey.

**Lecture:** 3.00

**College:** College of Humanities/Soc Sci

**Department:** Sociology

**Prerequisites:**

Junior Standing

**Restrictions:**

Must be enrolled in one of the following Level(s):

Graduate

Undergraduate

### **II. Course Objectives**

This course is designed to provide an introduction to social science research methods. It covers every aspect of research this semester from project design through data analysis. Also discussed are the relationship between social research and social theory and the consequences of a poor theoretical foundation, how to handle error in data sets, and the importance of ethics to the discipline, not only in the way we treat our research subjects but also in the way we report our research findings.

Along with providing a broad understanding of research methods, this course has been designed to give practical research experience. The goal of this course is to provide a good understanding of social science research, a good understanding of descriptive statistics and means testing and a beginning knowledge of the use of statistical software.

### **III. Course Outline**

- A. Introduction to research methods (12 hours)
  - 1. Human Inquiry and Science
  - 2. Paradigms, Theory and Research

**Exercise 1 announced**

**Final paper topic due**

- 3. The Ethics and Politics of Research
- 4. Introduction to evaluating research literature



**Exercise 1 due**

B. Research Design (20 hours)

**Exercise 2 announced**

1. Measurement
2. Evaluating Quantitative Literature

**Exercise 2 due; In class critique handout**

**First exam (one hour)**

3. Measurement (con't)

**Exercise 3 announced**

**First Critique due**

4. Sampling

**Exercise 3 due**

5. Experimental Design

**Exercise 4 announced; Computer lab**

6. Evaluating Qualitative Literature
7. Survey Research

**Exercise 4 due; In class critique handout**

C. Quantitative Research (1 hours)

**Second Critique due**

**Exercise 5 announced; Computer lab**

D. Qualitative Research (1 hours)

**Exercise 5 due**

**Exam 2 (1 hour)**

E. Quantitative analysis (3 hours)

1. Descriptive statistics
2. Measures of Central Tendencies
3. Interpreting Bivariate Relationships

**Exercise 6 announced; Computer lab**

F. Qualitative Analysis (2 hours)

1. Unobtrusive Research
2. Focus Groups
3. Content Analysis
4. Historical Comparative

**Exercise 6 due; Computer lab**

5. Evaluation Research (1 hour)

**Computer Lab**

**Final Exam – Finals Week; Final Paper Due**

## IV Evaluation Methods

### Examinations:

Two exams and a final will be given during this semester. These exams will be a combination of multiple choice questions, essay questions and mathematical equations. They will cover everything that we have gone over in class as well as all assigned readings. Only the top two grades will count. Each exam will be worth 15% of your grade for a total of 30%. The lowest score will be dropped. If you have an "A" on the first two exams, the final exam is optional.

### Research Critiques:

You will be required to write two (2) five page critiques of research papers that will be assigned in class. I will select the research paper and will give you the full article reference so that you can get it from the library. One article will be a quantitative piece and one will be qualitative. You will be required to include quotes in your critique to support your opinion. Critiques will be guided by class room discussion as well as the points that are illustrated in your textbook by Pyrczak. Each critique is worth 10% of your grade. **Late papers will lose one full letter grade for each day late. Papers are due no later than the end of class time on the date indicated in your syllabus. Papers that arrive after class ending will be marked one day late.**

### Class Exercises

Throughout the semester you will be given six mini-assignments in class. These assignments may be short essays or a series of mathematical equations. They will be assigned on Thursday and due on Tuesday of the following week. Only the top four grades will count toward your final grade. Each exercise will be worth 2.5 points for a total of 10% of your final grade. **Late exercises will lose one full letter grade for each day late. Exercises are due by the end of the class period as indicated on your syllabus. Exercises that arrive after class ending will be marked one day late.**

### Final Research Paper

Your final research paper is worth 30% of your grade. You will need to identify a topic for your paper, in writing, by September 5, 2002. I expect a couple of paragraphs telling me what you want to research, what you think you'll find and why you think this. **A hint: If you are going on for your MA degree in Sociology, you might want to pick a topic that is related to what you're planning to write your thesis on.** I must approve your topic before you can begin to write. If need be, we will schedule a library day during the semester in order to assist you in refining your skills in conducting a literature review. We will be using the General Social Survey database and SPSS to analyze data that is pertinent to your topic. Papers must include the following:

- Abstract (no more than 200 words)
- Introduction (including problem statement)
- Literature Review
- Theoretical Framework
- Data analysis
- Results

Discussion  
Limitations

Your paper must be between 20 and 25 pages, including references, typed, double spaced and a maximum of a 12 point font, minimum 11 point.. Pages must be numbered. We will discuss these further in class. **I am willing to read drafts of your papers. I will not grade them early, but I will identify any fatal flaws in your approach so that you can fix them before you're graded. I will also read more than one draft if you'd like. Drafts must be given to me no later than November 21, 2002 or I cannot promise feedback.**

**Class Participation:** Class participation is worth 10% of your grade. You start the semester with 100% (100 points) in your participation grade. It takes me a couple of weeks to get used to the class. I don't take attendance but if you aren't in class, or if you sleep through class I notice. For every missed lecture (this includes snoozing in the back of the room) I go back to my office and deduct 5 points from your participation grade. I also deduct points if you don't join in class discussions. Participation points are the easiest points to earn this semester and are sufficient to raise your grade by one full letter...or to lower it by one full letter if you don't take it seriously.

**Missed assignments:** I recognize that occasionally things come up that we can't control for. If you have an emergency that requires you miss class you must notify prior to class. I will excuse medical absences (with a doctor's note) or absences related to serious illness or death of a member of your immediate family (parents, siblings, grandparents, spouse, or children). You must document any adverse event in your family with either a note from your family member's physician or with evidence from that you have attended a funeral (i.e. a prayer card, obituary or letter from the funeral home). In the event of any of these circumstances, you will be given time to make up any missed or late assignments.

**Missed lectures and office hours:** I will not repeat lecture material during office hours. If you miss a class for any reason, make sure that you have done the reading and get lecture notes from a classmate. Office hours are to be used as a time to address specific questions about course material, course assignments or your general performance. Come prepared to meet with me with a list of your specific questions.

**Plagiarism /Cheating:** Plagiarism is the passing off of someone else's ideas or words as one's own. Make sure that you cite all your quotations in your papers adequately. Also, make sure that you enclose the words of others in quotation marks. Plagiarism, cheating on the exams or taking the exam for someone who isn't in class are all grounds for failure. If you are caught cheating or you plagiarize any portion of any paper, you will automatically fail the assignment. Repeated incidents will result in your failure of the class and a discussion with authorities at IUP regarding appropriate disciplinary measures.

**Challenging Grades:** If you believe that you have been graded unfairly on any assignment, you must address your concerns in writing. You should provide specific points...for example if you believe that a multiple choice question was graded incorrectly, you must provide evidence from the course book(s) to document your statement. Once I have reviewed your request for a grade change, one of several things may happen. If you are able to show that you are correct your grade will be changed. I may request an in person meeting if I need more clarification on your argument. If we are unable to agree on your final grade, your next line of appeal would be through the sociology department. Be advised that challenged grades can result in either an increase, decrease or no change in one's grade.

## **V. Example Grading Scale**

All assignments are graded on a scale of 1 to 100.

Examinations (EX1-2): Three possible grades, only two highest will count  
 $(EX1 \times .15) + (EX2 \times .15) = \text{Exam Grade (EG)}$  maximum 30 points

Critiques (CR 1-2): Two grades  
 $(CR1 \times .1) + (CR2 \times .1) = \text{Critique grade (CG)}$  maximum 20 points

Class Exercises (CE 1-6) Six possible grades, only top four scores will count  
 $(CE1 \times 2.5) + (CE2 \times 2.5) + (CE3 \times 2.5) + (CE4 \times 2.5) = \text{Exercise grade (CEG)}$  max 10 points.

Final Paper (FP): One grade  
 $FP \times .30 = \text{Final paper grade (FPG)}$  = Maximum 30 points

Class Participation (CPG) This will be provided upon request.

$CP \times .1 = \text{maximum 10 points}$

Final grade =  $EG + CG + CEG + FPG + CPG$

Final grade: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; <60 = F

## **VI. Attendance Policy**

Attendance is incorporated into participation grade. A total of 3.5 points are deducted from a baseline of 100 points for each unexcused absence.

## **VII. Required Text Books**

There are three required texts for this course:

Babbie, E. (2002). *The Basics of Social Research* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth Publishing.

Pryczak, R. (2003). *Evaluating Research in Academic Journals: A Practical Guide to Realistic Education*. Los Angeles, CA: Pryczak Publications.

Sweet, S., & Martin, K. G. (2003). *An Introduction to Data Analysis with SPSS: A First Course in Applied Statistics* (2<sup>nd</sup> ed.). Needham Heights, MA: Allyn and Bacon.

## Classroom Research/Student Research Projects

Guidelines from IRB regarding classroom research/student research projects  
(Approved November 21, 1996; Revised September 15, 2003).

The Institutional Review Board for the Protection of Human Subjects (IRB) does not require that **classroom research/student research** projects be reviewed by the Board when the following conditions are met. Projects that do not meet these conditions must be submitted to the IRB for review.

- (1) The project must meet the definition of **classroom research/student research**. This is defined as a project which:
  - is a normal part of the students coursework;
  - is supervised by a faculty member;
  - has as its primary purpose the development of the student's research skills;
  - does not present more than minimal risk to participants or to the student investigator;
  - does not include any persons classified as protected populations or sensitive subjects according to Federal regulations; and
  - is not genuine research that is expected to result in publication or some other form of public dissemination.
  
- (2) It is expected that student research projects will meet all the criteria for an ***Expedited Review*** as defined in the IRB guidelines even though a formal review is not required (see [www.iup.edu/graduate/irb](http://www.iup.edu/graduate/irb)). If the responsible faculty member has concerns or doubts, he/she should consult with the Chair of the IRB. The faculty member may request a formal review by the IRB of any student research project if he/she chooses to do so.
  
- (3) Faculty teaching research methods to students and overseeing student research projects are expected to understand the philosophy, ethics and practice of protecting human subjects in research, and to adhere to these principles during the conduct and supervision of research projects.
  - Faculty will convey this knowledge to student researchers as part of the instruction about research design.
  - Students will carry out the study in accordance with principles regarding protection of human subjects.
  - Faculty teaching students research methods will be responsible for ensuring that all student research projects are conducted in accordance with federal regulations and principles regarding protection of human subjects in research.

Educational programs and training sessions about the protection of human subjects in research will be offered to faculty, staff and students. Instruction will be available through scheduled seminars and through distance education or web-based modules. Members of the IRB are also available to provide advice and consultation to university researchers as questions arise.