



*Measurement of Outcome: Exam #1 Essay Question 3 and Graded Qualitative Field Research Project (See Project Rubric)*

- 4) EP 2.1.3: Show an understanding of the ways that research has been used to privilege some cultural groups and perspectives while marginalizing the perspectives of other groups.

*Measurement of Outcome: Exam #2 Question 4*

- 5) EP 2.1.6: Carry out individual projects using methods of field observation (Qualitative Research)

*Measurement of Outcome: Graded Qualitative Field Research Project (See Project Rubric)*

- 6) EP 2.1.6: Carry out work in research teams that enhance student's group skills through the employment of survey research, needs assessment and/or evaluation design, data collection and presentation (Quantitative Research).

*Measurement of Outcome: Graded Quantitative Research Project (See Project Rubric)*

- 7) EP 2.1.1 and EP 2.1.6: Carry out a human services research project in a professional manner, including professional demeanor and appearance.

*Measurement of Outcome: Graded Quantitative Research Project (See Project Rubric)*

### STUDENTS WITH DISABILITIES

The instructor asks that students with disabilities who may need academic accommodations to speak to him within the first two weeks of class. Students are also responsible for making sure documentation of the disability is on file in the Academic Support Center. In this regard, please see Ann Seavey (Jenks Hall 412, x 4746). It is important to register in time with the professor and the ASC office so that both can provide those accommodations that facilitate learning.

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### ELECTRONIC DEVICES

A word about smartphones, tablets, and laptops: For class interaction and courtesy to other class members, please do not use electronic devices except for purposes directly related to the class. So as not to distract the class from its academic purpose, please do not engage in texting, internet surfing, or any other activities with electronic devices that are not directly related to class activities.

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## COURSE REQUIRED READINGS

1. Neuman, W. Lawrence. Basics of Social Research: Qualitative and Quantitative Approaches. 3<sup>rd</sup> Edition. Allyn & Bacon, 2012.
2. Occasional Handouts

## CLASS TOPICS & READING ASSIGNMENTS

Students should strive to complete readings before the beginning of each class topic. The following dates are approximate, and may vary from week to week.

<u>Dates</u>	<u>Topic</u>	<u>Reading Assignments</u>
1/14 & 1/21*	Truth, Knowledge, & Research	Neuman, chapter 1
	Students will explore difference forms of human knowledge, different ways of knowing, and different ways of human inquiry. Knowledge explored will include authority, tradition, common sense, media, personal experience, faith, and science. In this context, students will explore the premises of scientific knowledge, types of scientific knowledge, and data collection techniques.	
1/21	MLK Day, No Class	
1/26	Theory & Research	Neuman, chapter 2
	Students will discover crucial language in the research process: theory, concept, conception, variable, constant, research question, hypothesis, deduction, induction, association, causal explanation. Besides this language of research, students will explore major approaches to social scientific research: positivistic, interpretive, and critical. Finally students will consider problems associated with quantitative and qualitative research: ecological fallacy, reductionism, and spuriousness.	
1/28	Ethical Research: What Can Harm Participants & The Integrity of the Research	Neuman, chapter 3
	Students will consider ethical issues required for human inquiry and acquire an understanding of the ethical issues and ethical behavior in the research process. In so doing, they will explore the issues of plagiarism, the suppression of finding; deception; potential harm done to research subjects; failures to ensure privacy, anonymity, and confidentiality; and failure to provide informed consent. Students will review case examples of past ethical lapses in the research process: the Tuskegee Studies, Laud Humphrey's Tearoom Studies, Cyril Burt's Twin Studies, and the Milgram Experiment.	

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\* All dates are approximate. Adjust dates as may be necessary.

2/2 Ethical Research: Do No Harm, Informed Consent, & the IRB  
 Students will consider ethical behavior for special populations: children, and adults with physical, psychiatric or intellectual disabilities. Students will review the importance of the institutional review board. Finally, they will consider ethical guidelines based on the premise of “Do no harm” and informed consent.

2/4 Literature Review & Research Design; Exam Review  
 Neuman, chapter 4

Students will explore the scholarly journal as the predominate outlet for research findings in social work and sociology. As such, students will discover what separates a scholarly journal from a popular journal. Students will also consider the scholarly book, the dissertation, government documents, and presentations in scholarly meetings as sources of research findings. Finally, students will discover steps in carrying out a systematic literature review, and how to read a scholarly article effectively.

2/9 (Monday) Exam #1

The first exam will cover chapters 1-4 and all material present in class. A review of the exam will take place on Wednesday 2/4 during class.

2/11 Research Projects: Introduction

Students will be introduced to the class’s research project for the semester. This introduction will include preliminary information about the nature of the project, the setting, the purpose, and the type of research instrument to be used. Students will also be divided into groups to carry various aspects of the project. Major work on this project will occur at the end of the semester.

2/16-2/18 Qualitative & Quantitative Measurements  
 Neuman, chapter 5

Students will consider the differences between qualitative and quantitative research. They will explore what each method does well, and they will consider the strengths and weakness of each method. In this context, students will explore four levels of measurement or scales: nominal, ordinal, interval, and ratio. They will finally consider other commonly used scales: Likert Scale, Bogardus Social Distance Scale, Semantic Differential Scale, and Guttman Scale.

2/23 Sampling  
 Neuman, chapter 6

In the context of research development, students will consider types of probability and non-probability sampling. Among probability sampling, students will review the simple random, systematic random, stratified random, and cluster stage samples. Among the

non-probability sampling, students will explore haphazard of button-hole sampling, judgmental sampling, quota sampling, and deviant case sampling.

2/25 Research Groups Meet for Project Planning

3/2-3/4 Quantitative Methods: Survey Research Neuman, chapter 7

Students will consider instruction for preparing a survey. These instructions include the survey's title, description and purpose statement, respondent information, and questions. Students will explore techniques for preparing good survey questions, and what biases to avoid in their preparation. Finally, students will consider different ways of administering a survey: the mail questionnaire, web survey, telephone interview, and face-to-face interview.

3/9-3/15 Spring Break

3/16 Quantitative Methods: Experimental Research, Neuman, chapter 8

Students will explore experimental, pre-experimental, and quasi-experimental research designs. In doing so, students will consider the issues of internal validity and external validity.

3/18 (Wednesday) Exam #2

The second exam will cover chapters 5-8 and all material present in class. A review of the exam will take place on Monday 3/16 during class.

3/23 Research Groups Meet

3/25 Applied and Evaluation Research

Students will be introduced to applied research especially as it is employed in the evaluation of social services programs and policies. Students will consider various types of Evaluation Research in the appropriate context of social services.

3/30 Research Groups Meet

4/1 Quantitative Methods: Nonreactive Measures, Needs Assessment, Focus Groups Neuman, chapter 9

Students will explore nonreactive research methods, content analysis, and the use of secondary data analysis

4/6 Easter Monday – No class

4/8 Qualitative Methods: Neuman, chapter 11  
Field Research & Interviewing

Students will explore the history and uses of field research as a major type of qualitative research. They will learn skills for entering the field, for choosing a site and gaining access to that site. They will explore strategies for negotiating the field research process and for maintaining relations in the field. Students will explore gathering and recording data, along with the use of different types of field notes. Finally, student will consider the field interview and contrast this type of interview with survey interviews. Students will explore the techniques of interviewing subjects, particularly in reference to qualitative research.

4/13 Qualitative Methods: Neuman, chapter 12  
Historical-Comparative

Students will explore the use of historical and cultural comparative research. In doing so, students will consider the usage of primary and secondary source materials. Finally, students will be introduced to the Galton Problem in doing such research

4/15 Writing the Research Report Neuman, chapter 14  
Exam Review

Students will consider appropriate procedures for writing a final research report, along with a way of writing a request for proposals that initiate research.

4/20 (Monday) Exam #3

The second exam will cover chapters 9, 11-12, 14, and all material present in class. A review of the exam will take place on Wednesday 4/15 during class.

4/22-5/6 Student Group Preparations for Class Research Project

Students will work in their groups to prepare for their final research projects, including an oral presentation and a written final report.

4/13 (Wednesday) Class Presentations of Research & Report 12:00-2:00

The presentation of research will occur when the final exam would ordinarily take place.

## EVALUATION OF STUDENT'S PERFORMANCE

To fulfill the objectives of SWK/SOC 311, students are expected to (a) read thoroughly their textbooks assigned readings, (b) attend class faithfully and take notes on the material presented in class, (c) participate actively in class discussion and in class exercises, and (d) work cooperatively and effectively with team mates on the final research project. The assessment of each student's performance in the class is made on the following basis:

Class Exam 1	15%
Class Exam 2	15%
Class Exam 3	15%
Class Participation <sup>1</sup>	15%
Group Research Presentation and Report <sup>2</sup>	40%
Total	100% <sup>3</sup>

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<sup>1</sup> Participation will include attendance and class assignments. Attendance is especially important during preparations for the Group Presentation and for the Presentation itself.

<sup>2</sup> For the Group Presentation, see the various handouts to this course. Written report of research is due on the day of the presentation.

<sup>3</sup> Students can find grades posted on the SWK/SOC 311 Blackboard site. Students may also use the Blackboard site to find a copy of the syllabus, see class announcements, communicate with their group members, and find information about any changes in the course material or assignments.

## **ASSESSMENT RUBRICS FOR SWK/SOC 311: RESEARCH METHODS RESEARCH PROJECT/PRESENTATION**

FOR A LETTER GRADE OF "A" STUDENTS WILL:

1. DEVELOP A RESEARCH INSTRUMENT IN THE FORM OF A SURVEY THAT IS THOROUGH, COMPLETE, INCLUSIVE, WELL-WRITTEN, AND CLEAR.
2. THE SURVEY WILL INCLUDE A WELL-DESIGNED TITLE, A CLEARLY STATED DESCRIPTION AND PURPOSE, AND ALL NECESSARY RESPONDENT INFORMATION.
3. THE SURVEY WILL CONTAIN QUESTIONS THAT ARE EXCEPTIONALLY CLEAR AND LOGICAL.
4. THE SURVEY WILL BE ADMINISTERED TO A MAXIMUM NUMBER OF RESPONDENTS.
5. THE SURVEY WILL BE ADMINISTERED BY USING ALL APPROPRIATE ETHICAL STANDARDS.
6. THE SURVEY WILL BE CARRIED OUT IN A HIGHLY PROFESSIONAL MANNER, INCLUDING HIGH-LEVELS OF PROFESSIONAL DEMEANOR AND APPEARANCE

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7. THE RESEARCH FINDINGS WILL BE PRESENTED IN A HIGHLY COORDINATED, ACCURATE, CLEAR, AND PROFESSIONAL MANNER.

FOR A LETTER GRADE OF “B” STUDENTS WILL:

1. DEVELOP A RESEARCH INSTRUMENT IN THE FORM OF A SURVEY THAT ADDRESSES MANY OF THE ISSUES RAISED, IS WELL-WRITTEN, AND CLEAR
2. THE SURVEY WILL INCLUDE AN APPROPRIATE TITLE, A DESCRIPTION AND PURPOSE, AND MOST NECESSARY RESPONDENT INFORMATION.
3. THE SURVEY WILL CONTAIN QUESTIONS CLEAR AND LOGICAL.
4. THE SURVEY WILL BE ADMINISTERED TO A LARGE NUMBER OF RESPONDENTS.
5. THE SURVEY WILL BE ADMINISTERED BY USING MOST APPROPRIATE ETHICAL STANDARDS.
6. THE SURVEY WILL BE CARRIED OUT IN A PROFESSIONAL MANNER, INCLUDING MODERATELY HIGH-LEVELS OF PROFESSIONAL DEMEANOR AND APPEARANCE
7. THE RESEARCH FINDINGS WILL BE PRESENTED IN A MANNER THAT SHOWS MODERATELY HIGH-LEVELS OF GROUP COORDINATION, ACCURACY, CLARITY, AND PROFESSIONALISM.

FOR A LETTER GRADE OF “C” STUDENTS WILL:

1. DEVELOP A RESEARCH INSTRUMENT IN THE FORM OF A SURVEY THAT IS WELL-WRITTEN AND SOMEWHAT CLEAR, BUT LACKS THOROUGHNESS.
2. THE SURVEY WILL INCLUDE A BASIC TITLE, A STATED DESCRIPTION AND PURPOSE, AND SOME NECESSARY RESPONDENT INFORMATION.
3. THE SURVEY WILL CONTAIN QUESTIONS THAT USUALLY, NOT ALWAYS, CLEAR AND LOGICAL.
4. THE SURVEY WILL BE ADMINISTERED TO A MINIMUM NUMBER OF RESPONDENTS.
5. THE SURVEY WILL BE ADMINISTERED BY USING SOME APPROPRIATE ETHICAL STANDARDS.
6. THE SURVEY WILL BE CARRIED OUT IN AN AVERAGE PROFESSIONAL MANNER, INCLUDING AVERAGE-LEVELS OF PROFESSIONAL DEMEANOR AND APPEARANCE
7. THE RESEARCH FINDINGS WILL BE PRESENTED IN A MANNER THAT SHOWS AVERAGE LEVELS OF GROUP COORDINATION, ACCURACY, CLARITY, AND PROFESSIONALISM.

FOR A LETTER GRADE OF “D” STUDENTS WILL:

1. DEVELOP A RESEARCH INSTRUMENT IN THE FORM OF A SURVEY THAT IS MINIMALLY WELL-WRITTEN AND IS NEITHER CLEAR NOR THOROUGH.
2. THE SURVEY WILL INCLUDE A BASIC TITLE, A MINIMALLY STATED DESCRIPTION AND PURPOSE, AND INCOMPLETE RESPONDENT INFORMATION
3. THE SURVEY WILL CONTAIN QUESTIONS THAT LACK CLARITY AND LOGICAL PROGRESSION.
4. THE SURVEY WILL BE ADMINISTERED TO LESS THAN A MINIMUM NUMBER OF RESPONDENTS.
5. THE SURVEY WILL BE ADMINISTERED BY USING MINIMUM ETHICAL STANDARDS.



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6. THE SURVEY WILL BE CARRIED OUT IN A MINIMALLY PROFESSIONAL MANNER, INCLUDING LESS-THAN –AVERAGE LEVELS OF PROFESSIONAL DEMEANOR AND APPEARANCE
  7. THE RESEARCH FINDINGS WILL BE PRESENTED IN A MANNER THAT SHOWS MINIMAL LEVELS OF GROUP COORDINATION, ACCURACY, CLARITY, AND PROFESSIONALISM.

FOR A LETTER GRADE OF “F” STUDENTS WILL:

1. DEVELOP A RESEARCH INSTRUMENT IN THE FORM OF A SURVEY THAT IS NEITHER WELL-WRITTEN, CLEAR, NOR THOROUGH.
2. THE SURVEY WILL INCLUDE AN INAPPROPRIATE TITLE, A FAULTY STATED DESCRIPTION AND PURPOSE, AND LITTLE, IF ANY, RESPONDENT INFORMATION.
3. THE SURVEY WILL CONTAIN QUESTIONS THAT SHOW NO CLARITY AND NO LOGICAL PROGRESSION.
4. THE SURVEY WILL BE ADMINISTERED TO FEW, IF ANY, RESPONDENTS.
5. THE SURVEY WILL BE ADMINISTERED BY USING FLAWED ETHICAL STANDARDS.
6. THE SURVEY WILL BE CARRIED OUT IN AN UNPROFESSIONAL MANNER, INCLUDING LOW-LEVELS OF PROFESSIONAL DEMEANOR AND APPEARANCE
7. THE RESEARCH FINDINGS WILL BE PRESENTED IN A MANNER THAT SHOWS LOW LEVELS OF GROUP COORDINATION, ACCURACY, CLARITY, AND PROFESSIONALISM