Edward J. Bloustein School of Planning and Public Policy
Health Administration
Research Methods 10:775:395:85
Fall 2017
Lab: Monday 7:30 p.m. to 8:50p.m.
Instructor: Dr. Joy Jones
Email: joy.jonescarmack@rutgers.edu
Phone: (609) 231-5467

“The whole of science is nothing more than the refinement of everyday thinking”
-Albert Einstein

“The best research is driven by theory, validates a theory, further explains a theory, challenges an existing theory, or aids in the creation of theory. Theoretically driven research is built on the results of previous researchers, and it provides a foundation for subsequent researchers. It is highly unlikely that any theory could be formulated, tested, and verified in one research study. Rather, theory is developed and tested over time. What we come to know as ‘the theory’ to explain some phenomenon is the result of many research studies and the efforts of many researchers” (Keyton, 2001, pp. 8-9).

COMMUNICATION WITH THE INSTRUCTOR

E-Mail
Students may use the joy.jonescarmack@rutgers.edu email to ask questions about the course or specific assignments. The instructor will attempt to respond to all student email within 24-48 hours of receipt.

Telephone
Students may direct additional concerns to instructors via telephone. Please note that instructor may not be available by phone 24/7. Be prepared to leave a message and to follow-up with an e-mail.

Face to face
In addition, students are always welcome to meet with the instructor at pre-arranged times and places. You are encouraged to use any of the above communication methods to keep in touch.

Required Text
ISBN-10: 1452226105
• Additional readings, available on course Sakai site.
• Flash Drive

RECOMMENDED TEXT

COURSE OVERVIEW
This course designed to explore techniques used in discovering, gathering, organizing, verifying, and evaluating knowledge. The primary goals of this course are to help you become a knowledgeable consumer and a limited producer of research as you develop skills in gathering, organizing, interpreting and presenting research information using competent and ethically defensible methods. The hybrid format for this class provides the environment for advanced study and discussion of issues, together with the opportunity to study and analyze the research available in various fields of health administration. Each student chooses an area of health administration in which to plan and carry out a research project.

LEARNING GOALS
1) To provide an understanding of the research process applied to current issues in public health policy and health administration, from conceptualization of a research question, to data analysis, identification of pertinent information from other sources, and creation of a thorough, clear, well-organized research report. 2) To provide an introduction to commonly used software packages used in social science research. The emphasis will be on acquisition of computing proficiency within the broader framework of computer concepts and an understanding of how those skills can be applied to a wide range of tasks. 3) To encourage development of self-teaching skills related to computer use, so that students will be able to keep pace with rapidly changing computer technology and software in future educational and career settings.

COURSE PROCEDURES
1) All readings are to be done before the class date shown on the syllabus below so that students will be prepared to discuss those materials in class. I assume that as a college student, you can comprehend the material independently, as you will be expected to do in your future education and career. Consequently, in class I generally do NOT repeat the material that is covered in your readings, but rather, I help you synthesize that information with other assigned material or information from your experience. I am happy to answer questions of clarification about that material in class or in office hours.
2) Due dates of assignments are listed on the syllabus below and are shown on the course Sakai site. Unless otherwise specified, assignments are to be turned in on the course Sakai site by the date and time specified on that site. Late assignments will not be accepted.

Student Learning Outcomes
By the end of this course students will be able to:
• **Understand the philosophy of research inquiry**  
  Students will read and evaluate theories and research methodologies
• **Locate and use information.**  
  Students will locate and use research sources in the library and from the Internet •  
  **Evaluate research**  
  Students will read and critically evaluate research studies.
• **Design research in student’s area of concentration**  
  Students will design a research proposal in their own area using one of a wide range of public policy or health administration methods (survey, experiment, observation, textual analysis, ethnography, etc.)
• **Effectively express themselves in written and oral formats.**  
  Students will write a coherent, grammatically and linguistically competent research paper. Students will present the results of their research in an individual presentation
• **Work effectively with others**  
  Students will work with peers in evaluating research and designing research proposals.

**COURSE EXPECTATIONS**

**ATTENDANCE POLICY**

Course material is learned by communicating and observing others; therefore, attendance and participation are required and will be recorded daily. There will be no distinction made between excused and unexcused absences. Life happens! When it does, feel free to be responsible, make arrangements, and tend to the needs at hand. You are given one vacation day (an entire week off) to use however you wish. Any absence beyond this day will result in a 10-point deduction per class missed. Attendance will be taken at the beginning of each class. Arriving late or leaving early will result in a partial absence. If a student arrives after the roll has been called they are considered tardy and it is their responsibility to tell the instructor after class that they were present.

Important Note:
1. **Students who miss class on their assigned presentation day will not be permitted to make up the presentation and will be given a grade of zero.** Presentation dates will be scheduled in advance and students should make advance arrangements to be in class on all scheduled presentation dates. Presentations cannot be made up for any reason. Students who do not attend presentations will receive a zero.
2. **Students will be permitted to miss one class session. Each additional absence after one will reduce the student’s final grade by ten points.** Attendance will be taken at the beginning of each class. Arriving late or leaving early will result in a partial absence. If a student arrives after the roll has been called they are considered tardy and it is their responsibility to tell the instructor after class that they were present.

**PENALTY FOR TARDINESS**

Not only are students expected to be in class for face to face meetings, but they also need to be on time. Tardiness is unprofessional and disruptive. **Attendence is defined as not only being present for the class but also being present when the roll is called until the completion of the class session.** Students who are tardy will be penalized by not being allowed to make up work done in class prior to their arrival or after they leave. Likewise, after leaving class early or arriving late twice, students will be given an absence. In other words, being tardy or leaving early twice equals an absence. If students come to class after the roll has been taken, it is their responsibility to notify the instructor after class that they were present. **If students have a circumstance that they know will cause them to be late they should talk to the instructor. Students who are late on a regular basis will be asked to withdraw from the course.**
EXCUSED ABSENCE POLICY

No make-up exams or other assignments will be scheduled unless arrangements are made with the instructor in advance or in emergencies where advance arrangement is not possible. In either case, a documented valid excuse will be required within one week of the occurrence. Approved make-up work is due the first class meeting after the student returns.

An excused absence is defined as:
1. Illness of the student or serious illness of a member of the student’s immediate family
2. The death of a member of the student’s immediate family

Repeat: I do not accept late work without a documented valid excuse. The documentation and make up assignment must both be submitted within one week of the due date.

ATTENDANCE FOR ONLINE COURSE CONTENT
In a hybrid environment, attendance is defined as establishing and maintaining social presence. According to social presence theory, social presence is demonstrated by the way messages are posted and how those messages are interpreted by others. You must establish and maintain social presence by being an active member of the classroom community, which will be demonstrated through discussion forums online and in-class discussions. For online discussion forums, you must post your initial thread at the beginning of the week (no later than Tuesday at 11:59 p.m.), and you must respond to another post by Friday at 11:59 p.m. This provides time for me to ask questions and facilitate the discussion. The article below provides more information on social presence.

http://portfolio.educ.kent.edu/dalton/cmc/articles/jp_aragon.pdf

APPROVED AND EXCUSED MAKE UP WORK

Approved and excused make-up work is due the Friday the student returns along with documentation validating excused absence. Quizzes cannot be made up for any reason, but the lowest quiz grade will be dropped.

CLASS PARTICPATION

Attendance is expected at all face to face sessions. Do not be late to class. Take an active part in all sessions. In this course, it is essential that students are present and participating in every class. Student preparation, not just merely attending, is also expected. Reading assignments and other work should be completed in advance of each class. You should read the text and come to class prepared to discuss the chapters we will be covering and to raise any questions about the current chapter. Students will be rewarded for thoughtful, careful insights and questions. Participation and contribution are based on your (a) familiarity with readings; (b) ability to understand what others say; (c) ability to express yourself clearly; (d) ability to synthesize the thoughts of others to form new insights or questions; (e) ability to disagree constructively; (f) cooperation in building a stimulating and supportive intellectual atmosphere in the virtual class; and (g) “attendance” in virtual class and for the face to face meetings. Online participation involves establishing and maintaining social presence (see article posted above). You should be posting and logging in to the class at least three times a week.

*Communication with you instructor is essential. Either leave telephone messages or use electronic mail. Email is the fastest way to reach me or leave me a message in Sakai mail.

CLASSROOM BEHAVIOR

Classroom behavior should be indicative of your status as a well-educated, respectful member of the global community. This means that you will be expected to actively contribute in class, meet all deadlines
without negotiation or extension, complete all assignments carefully by following the guidelines established for you, and avoid plagiarism/academic misconduct in all course work. Additionally, this means that you agree to only use electronic devices to support the learning process. Use your phones/tablets/computers the same way you would in a professional meeting. Remember, this is a community of learning. Your actions directly influence the learning of others.

All students should give their undivided attention to each lecture and presentation. Students will receive one warning for poor behavior. After the first offense, any further disruptive behavior will result in removal from the class that day, which will affect the participation grade. Repeated offenses will result in permanent removal from the class. Students who attempt to sleep in this class will be asked to leave.

RESPONSIBILITIES OF A COMPETENT COMMUNICATOR
In order to build an open and professional online classroom atmosphere everyone should follow certain ground rules. These rules of civility include, but are not limited to:

1. **Displaying respect** for all members of the classroom community, both the instructor and fellow students.
2. **Avoiding racist, sexist, homophobic, or other negative language** that may unnecessarily exclude members of our campus and classroom community
3. **Avoiding Flaming or other harassing** behavior that disrupts the online learning environment. Flaming is defined as engaging in an online argument usually involving unfounded personal attacks by one or more parties.

You are encouraged to challenge your peers in online discussions; however, please challenge in a professional and scholarly manner.

*Rule of Thumb: If you wouldn’t do it, say it, or write it in a job interview, don’t do it, say it, or write it in this class.*

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING
Plagiarism is the act of presenting the words and ideas of others as if they were the ideas of the student and without acknowledging their origin. Students are encouraged to use supporting materials in their papers, assignments, and presentations, but students should make sure credit is given to the author(s). Written work will be emailed to the professor and submitted to Turnitin Software.

PENALTY FOR ACADEMIC DISHONESTY
Academic dishonesty in the form of cheating and/or plagiarism in all its forms (from using the ideas, organization, supporting sources, and/or words of another – including other students – without giving credit to the original author, to allowing or paying another to write a paper for one’s own benefit, to purchasing and using a pre-written paper for course credit, as well as using another’s paper available on the Internet), will result in a grade of “F” for the assignment, an “F” for the course, and referral to student judiciaries. Falsified medical excuses and presenting another student’s work fall within the guidelines of this academic integrity policy.

If students have any questions about how to properly credit sources, please contact the instructor prior to the due date of the assignment. For the final presentation please cite sources using the three step citation method (orally citing-see below).

*(See the written work section for information on citing sources in written assignments)*

Students are expected to use the “Three Step Citation Method,” when citing supporting material in presentations. This means students will:
1. Orally state the name of the author, source, and the date the supporting material was written.
2. Orally state the supporting material
3. Orally restate the supporting material (statistic, expert testimony, definition, etc.) in their own words

IF IN NEED OF HELP
If students have questions, concerns, or find certain materials or assignments difficult they should contact the instructor via e-mail or schedule an appointment. If students need assistance because of a learning disability, please inform the instructor.

WRITTEN WORK
This class also involves a number of written assignments where students communicate an understanding of the theories, approaches, and processes of research methods. In all written work, students are expected to use correct spelling and appropriate grammar. Throughout the course students will expand their personal vocabulary through the study of terms related to the course. Written work will be evaluated on both content and mechanics (rubrics will be provided). Good writing should be reasonably free of mistakes and without composition errors (sentence fragments, run-on sentences, subject-verb disagreement, misspelled words, and typographical errors, etc.). All written work must be typed—unless otherwise indicated. Please use APA 6th edition for citing and documenting outside sources.

*Unless otherwise instructed, assignments will submitted online and are due by 11:55 p.m. on the assigned date. Upload the assignment by clicking the Assignment tab in Sakai and then the associated link with the assignment name. Please upload a Microsoft Word document only. Google docs, Note Pad, and Word-Perfect documents cannot be opened easily. Therefore, these formats will not be accepted, and submitting the assignments in an incorrect format may result in your assignment being late and losing points.

All style requirements must be followed exactly, or students will lose points on written assignments.

All Style Guidelines Should Follow APA 6th Edition
Format: 1 inch margins, 12-point font Times New Roman or Arial, double spaced, indented paragraphs; page number and last name must be at the top right hand corner of page.

Additional Requirements for Written Work:
1. All written work submitted in this class or online must follow the format specified by the APA style manual.
2. All work must be double-spaced.
3. Use proper cover page (see APA manual) for all assignments.
4. All assignments must be typed.
5. Keep a photocopy (hardcopy) of all assignments submitted. If an assignment is lost, regardless of fault, it is your responsibility to provide a second copy.
6. Late work will not be accepted in this class. Deadlines are a reality.

READINGS
Reading assignments are included in the course schedule. In addition to the textbook, students may, from time to time, be required to read other material that will be handed out in class, or put on reserve in the library. If students fail to do the reading, they should not expect to benefit substantially from the course. Class sessions and online discussion materials are used to supplement rather than review the reading material assigned. In addition, in an online or hybrid classroom, it is essential that you stay abreast of the course readings in order to actively participate in the online discussions and maintain social presence. You also need to read all posts and responses in the forum to prepare for quizzes. I will include a great deal of valuable information in my questions and responses—read thoroughly.

QUIZZES
Students will take three quizzes periodically through the semester. Quizzes cannot be made up for any reason; however, the lowest quiz grade will be dropped with only two quizzes adding to the final grade. Quizzes will be taken in class during the first 15 minutes of the scheduled class meeting. Quizzes will be various formats. Quizzes cannot be made up for any reason. **Quizzes cannot be made up for any reason, but the lowest quiz grade will be dropped.**

**Self-Motivation and Self-Regulation**
Students in this hybrid course need to be self-motivated to successfully complete this course. It is critical that you are able to regulate your own behavior in keeping up with the expectations of the course. You must read the textbook, review PPTs and other materials, and turn assignments in on time.

**Assignments**
**Overview**
You will select a *health administration based event* or situation that intrigues you. You will be working with the topic all semester, so please select an area of inquiry that really interests you. Each assignment builds on the next with the culmination of the final paper.

**Sample Topics from Last Semester:**
- **Binge Behavior and Netflix**
- **Transition from Male Leader to Female Leader in a Workplace (A Case Study)**
- **Personality and Academic Performance**
- **Relationship between Gender and Communication**
- **Caring for a Family Member with Alzheimer’s disease**

Each section of your final research paper must be carefully organized and developed if it is to meet the goals of good scholarship. Since building the argument or rational for your study is particularly difficult to do, you are required to write the introduction and literature review first. The assignments will help you clarify your thinking and identify omissions. The material below provides the assignment overviews.

**Practical Application Assignments**
There will be practical application assignments. These are designed to give you experience in applying and further developing the content learned from our readings and course discussions. The following is a brief description of the assignments; further information will be provided for each activity as the assignment due date approaches.

**Assignment 1: Developing an appropriate research question(s) and preliminary literature search**

**Preliminary Research Questions and Hypotheses**
On one page you will type your research questions and/or hypotheses. If you are conducting a qualitative study you will only have research questions. If you are conducting a quantitative study you will have a research question guiding your study as well as hypotheses or a singly hypothesis.

**Assignment 2: Formal literature review**

**Review of the Literature and Purposes/Objectives (5 Pages Minimum)**

**Review of Literature**
In the Literature Review, you try to justify your purpose. As part of the review, you will use the articles you’ve already located for your abstract and journal critique assignments and add to what you already have read. If you are going to resolve a contradiction in the literature, for example, then stress what seems to you are the important factors (e.g. methods, other variables, etc.). You must use citations to support your claims. You must build an argument and not just list studies. The review of literature must be a summary of relevant literature that builds to a justification of the current research.
Purposes and Objectives – Handed in with the review of literature, this section defines your variables and specifies the relationships you expect. (At this point, your definitions are conceptual, not operational.)

Assignment 3: Developing the methodology - applying qualitative/quantitative approach to research questions

Observation analysis plan, content analysis plan, or survey (1-2 Pages)
This assignment will include a detailed plan for data collection and analysis. In other words, for qualitative research you will describe your plan for interviewing, interview protocol (list of questions), or an observation analysis plan. For quantitative research, you will provide the survey you will use and a brief discussion of the methods for administering the survey.

Assignment 4: Data collection and analysis
This assignment will consist of in-class exercises and group assignments involving SPSS software. This will provide an entry level understanding of what SPSS is and how it is used. Students will also collect and analyze their data for the final paper.

Assignment 5 Introduction (1-2 Pages)

Introduction (Rationale) In the introduction you must establish a need to study your topic and introduce key concepts. There are many ways to do this. A few examples include:
1. You may say that this is a social issue (society needs and would benefit from this knowledge)
2. You may say that there are contradictory findings in the literature that need resolving
3. Your may say that research is insufficient in this particular area
4. You may say that this is a theoretical issue (Theory has been proposed but not adequately tested).

The introduction should close with a clear statement of the purpose of your research. Your purpose obviously grows out of the type of issue or need you identified.

**Final Paper- Final Paper (15 Pages-minimum) (All Previous Sections Plus the Methods, Research, Results, and Discussion-6-8 Pages for New Sections)
Because each activity builds on the next, it is highly recommended that you complete each activity by the due date. If you consistently miss assignments you will have a difficult time completing the final project. You should make all necessary changes in the previous sections and add the additional sections. The final paper will include the previous three sections (Introduction, Review of Literature and Purposes) as well as the research methodology, findings, and summary/discussion.

Methods (Methodology) Section & Research – Collect data using a small sample; that is, if you are using a questionnaire (15 individuals), semi-structured interview (5 individuals), or content analysis (5 different articles, stories, or texts, this number is somewhat dependent on their length). Briefly describe the nature of your sample. For human participants, this includes biological sex, age, education, SES level, occupation, etc. For written material (e.g. You are studying a written story or written speech), this includes date of publication, source type and readership, editorial policy if known, and historical events which may have influenced the writing/delivery of the “stories” or speeches. How are the sample’s characteristics important to knowledge advancement and theory building? Or are they? How did you obtain the sample? Why did you select the sample?
Results (Findings) Section – Using an appropriate data analytic technique, report what the data reveal. Specifically, were your hypothesis confirmed, rejected, or mixed? Why do you think this happened? What did you find? Was it confirmed by the research you reviewed?

Discussion (Summary) – Speculate on the ramifications of these findings. Describe three key limitations, which limit generalizability. Briefly explain direction for future research.

Additional Assignments:
Journal Critiques (Maximum Two Pages Each)
Journal Critiques - Using two research articles related to your area of interest and your research, you will write a critique of two articles using a list of provided questions. These are two separate assignments. Please see specific instructions in Sakai under assignments.

Final Presentation
Presentation - A 10 minute presentation of your paper will be given on an assigned date. You are expected to: define the research problem, discuss your research design, identify what you would do differently next time, and state your findings/conclusions. Samples will be provided.

Dialogue/Online Discussion Forums: Dialogue Guidelines and Explanation

The purpose of dialogue discussion is to help students understand the relevance of concepts. Students should test their understanding of every concept with group members and professors to prepare for quizzes and papers. You can read the material, but it is how much you have mastered those concepts and their relevance that is the extent to which you can discuss and apply them.

Learning how to write in a thorough, yet concise manner, is an essential skill. Students are required to post a minimum of two times for each discussion questions/thread (one original post and one response to a peer’s post). The initial thread is expected to be approximately 250 words. There is a 50 word grace period, meaning the post must be within 200 and 300 words to meet the requirement of the assignment. Your response to another post must be approximately 150 words, with a grace period of 50 words. In other words, you response to a colleague must be within 100-200 to meet the requirement of the assignment.

The quality of each posted message must be excellent. I will comment in the dialogue to help guide individuals and groups toward this desired result. You are also expected to use scholarly/professional language, Standard English, proper grammar and mechanics, and correct sentence structure.

Dialogue exists for students to demonstrate their understanding, questions, and applications of known content. All of the following types of interaction are expected from each student at some point during each course. However, the list is not exhaustive. Whatever approach to dialogue assists understanding and application of the material is appropriate.

1. Answering all or part of the posed questions by citing concepts covered in assigned readings for example:
   Spiritual values held by top leaders often do not penetrate lower organization levels because, as Finkelstein and Hambrick (1996) point out, top leaders in larger companies spend most of their time interacting with a small group of people at the same level as themselves.

2. Asking specific questions about specific concepts in the readings or challenging statements in the material, for example:
   I'm unclear why Davis-Blake and Pfeffer (1989) stress the interaction of personality and situation. Myers and Briggs (1998) indicate that the individual's type alone can predict behavior.
3. Taking a position based on the concepts in the reading and extrapolating from it, for example: If Selznick's (1996) Institutional Theory is correct, then it will be difficult for organizations founded on traditional values to succeed. However, Hatch (1997, p. 48) implies that the view of institutionalized vs. noninstitutionalized organizations might be in their rationalization. It seems that "as we think so shall we be." This would place more emphasis on the leader and the constant presentation of the vision.

Keep in mind that these forums are not for posting assignments, but a scholarly dialogue among group members. It is important to interrogate and probe the contributions of other participants. Seek clarification and, when appropriate, challenge the position of another student, but do not be confrontational.

As in all scholarly dialogue, if you understand and agree with the contribution of another then there is no need to respond to it. A post will not be counted if you simply say, “I agree with you,” and repeat the same statement as your colleague.

Dialogue Performance Criteria:

**Quantity:** All forums require a minimum of two posts. The first post will be an original thread started by you, and the second post will be a response to your colleague’s thread. You are encouraged to respond to multiple people, but the minimum requirement is one thread and one response. **The initial thread is expected to be approximately 250 words. There is a 50 word grace period, meaning the post must be within 200 and 300 words to meet the requirement of the assignment.** Your response to another post must be approximately 150 words, with a grace period of 50 words. In other words, you response to a colleague must be within 100-200 words to meet the requirement of the assignment.

Grading will be based on two posts. Additional posts may be used by the student to interact with peers or professors. Posting beyond two posts will not necessarily add to the grade but the professor, upon her discretion, may award additional points for high levels of insight.

**Quality:** Students must demonstrate comprehension of the topical material. Writing must include appropriate material researched beyond the assigned readings (peer-reviewed scholarly journals are preferred over other sources). Students must demonstrate critical thinking in applying interpersonal concepts to separate personal opinion from reasoned conclusion. Messages must identify root causes to interpersonal communication problems.
**Frequency:** Students must post frequently and evenly across the open period. Students should post every three to four days in order to contribute to the ongoing conversation. You must post your initial thread at the beginning of the week (no later than Tuesday at 11:59 p.m.), and you must respond to another post by Friday at 11:59 p.m. This provides time to ask questions and facilitate the discussion.

**Each forum topic will remain open for a set time period to balance workloads and encourage concise writing with the minimum time commitment. Student dialogue contributions submitted within the posted period for the respective forum will be considered for grading. The professor will not assess early or late interaction.**

**Important:**
Coursework is scheduled over a seven-day week to provide structure for students. The weekly schedule begins on Monday at 12:01 a.m. U.S. Eastern Time, and ends on Sunday at 11:59 p.m. The final day of class is Monday, 12/11 after the final presentation and paper is submitted. This hybrid format neither suggests nor encourages that students work seven days per week. Rather, all seven days are included in the schedule so students may elect which days they will participate.

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<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Online Discussion Forums</td>
<td>20 (4 x5)</td>
<td>10%</td>
<td>Week of: 9/4; 9/25;10/16;11/13</td>
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<tr>
<td>Journal Article Critiques</td>
<td>20 (10 x 2)</td>
<td>10%</td>
<td>9/25;10/30</td>
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<tr>
<td>Preliminary Research Questions/Hypotheses</td>
<td>10</td>
<td>5%</td>
<td>10/8</td>
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<tr>
<td>Literature Review</td>
<td>20</td>
<td>10%</td>
<td>11/13</td>
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<tr>
<td>Observation Analysis, Content Analysis, or Survey</td>
<td>10</td>
<td>5%</td>
<td>11/20</td>
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<tr>
<td>Introduction</td>
<td>20</td>
<td>10%</td>
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<td>Final Paper (Including, Abstract, Introduction, Methods, Results, Discussion Sections)</td>
<td>50</td>
<td>25%</td>
<td>12/11</td>
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<td>Research Presentation</td>
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<td>10%</td>
<td>12/11</td>
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<tr>
<td>Quizzes</td>
<td>20</td>
<td>10%</td>
<td>9/18;10/23;11/6</td>
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<td><em>Participation (separate from online discussion forum grades) Includes inclass SPSS exercises.</em></td>
<td>10</td>
<td>5%</td>
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*Participation (separate from online discussion forum grades) Includes inclass SPSS exercises.*
GRADING SCALE
Total Points=200
A = 200-188
A' = 187-180
B ' = 179-173
B = 172-167
B = 166-160
C' = 159-153
C = 152-140
D = 139-120
F = Below 119

No one is guaranteed any particular grade in this class. Grades will be awarded according to the level of mastery of the concepts and assignments. C’s go to students who complete the work in an adequate and competent manner. B’s go to students who are well above average. A’s go to students who do exceptional work. Obviously, D’s and F’s go to students who do below average work.

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<thead>
<tr>
<th>Week</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>9/4-9/10</td>
<td>Intro to Course/Syllabus</td>
<td>APA Cheat Sheet, Syllabus</td>
<td>Online Discussion: Identify a research question in a journal article. Post the question online and tell us what approach the author used and why.</td>
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<td>• Introduction to Course and each other.</td>
<td>Chapter 1</td>
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<td>• Discussion of course assignments and goals.</td>
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<td>• APA Overview</td>
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<td>• Summary Chapter 1</td>
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<td>2</td>
<td>9/11-9/17</td>
<td>• Finding, Reading, and Using Research</td>
<td>Online Resources and</td>
<td>Library Instruction: Using Library Databases</td>
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<td>• Discussion of the Research Approach Forum and Chapter 1</td>
<td>PPT</td>
<td>Assign Journal Critique 1</td>
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<td>3</td>
<td>9/18-9/24</td>
<td>Research Questions, Hypotheses, and Purpose Statements</td>
<td>Chapter 6 &amp; 7</td>
<td>QI</td>
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<td>Finding, Reading, and Using Research 9/18</td>
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<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Chapters/Assignments</td>
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<td>4</td>
<td>9/25-10/1</td>
<td>Research Questions and Hypotheses (RQ &amp; H) Class Group Activity (Cont.)</td>
<td>Chapter 8</td>
<td>Journal Critique 1 Due 9/25 Assign Research Questions and Hypothesis Assignment Online Graded Discussion Questions and Hypotheses</td>
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<td>5</td>
<td>10/2-10/8</td>
<td>Review of the Literature • The Use of Theory</td>
<td>Chapter 2 &amp; Chapter 4</td>
<td>Research Questions Due 10/8</td>
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<td>6</td>
<td>10/9-10/15</td>
<td>Literature Reviews (Cont.) • In Class- 10 Relevant Citations for Your Study</td>
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<td>7</td>
<td>10/16-10/22</td>
<td>Writing Strategies and Ethical Considerations • Literature Reviews</td>
<td>Article on Tuskegee Study Chapter 7</td>
<td>Online Graded Discussion on the Tuskegee Study (Ethics) Assign Lit Reviews</td>
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<td>10/23-10/29</td>
<td>Qualitative Methods</td>
<td>Chapter 9</td>
<td>QII: Ethical Considerations Assign Journal Critique 2</td>
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<td>9</td>
<td>10/30-11/5</td>
<td>Qualitative Methods</td>
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<td>Journal Critique 2 Due by 10/30</td>
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<td>10</td>
<td>11/6-11/12</td>
<td>Constructing Interview Protocol or Survey</td>
<td>Chapter 10</td>
<td>QII: Chapter 8 &amp; 9</td>
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<td>11</td>
<td>11/13-11/19</td>
<td>Writing Introductions</td>
<td>Chapter 5 &amp; Chapter 6</td>
<td>Literature Review Due 11/13 Online Discussions Surveys, Interviews and other data collection methods Assign Observation Analysis Plan or Survey Class Discussion: Choosing a Design</td>
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<td>12</td>
<td>11/20-11/26</td>
<td>Writing Methods and Results Sections • Results and Discussion and Concluding Research</td>
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<td>Assign Introductions Due: Observation Analysis or Survey And Refined Research Questions or Hypotheses 11/20</td>
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<td>12</td>
<td>11/27-12/3</td>
<td>Overview: Analyzing Quantitative Data • Overview: Analyzing Quantitative Data</td>
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<td>Due: Introductions 12/3</td>
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SPSS Activity In-Class
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<td>13</td>
<td>12/4-12/10</td>
<td>Final Presentations Discussion - Review of Methods Sections - Review of Analyzing Data - Concluding Research</td>
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<tr>
<td>14</td>
<td>12/11</td>
<td>Final Presentations (in Class) and Final Papers</td>
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**SYLLABUS REFERENCES**