

**Course Name:** Introduction to Policy Research

**Course Number:** PPOL 421

**Term Offered:** TBD

**Credits:** 4

**Instructor name:** TBD

**Instructor email:** TBD

**Instructor phone:** TBD

**Link to instructor bio or website:** TBD

**Teaching Assistant name and contact info:** TBD

### **Course Description**

Introduction to research design, research ethics, and quantitative and qualitative data collection and analysis. Activities include reading, review questions and exercises, discussion board participation, and data collection, analysis and reporting. **PREREQS:** BSPP prerequisites (Economics 201, Political Science 201, and Sociology 204, plus Math 245, Statistics 201 or Statistics 351), and BSPP program admission.

### **Course Goals and Learning Objectives**

This course is the first of two in a sequence designed to provide a firm grounding in applied research methods and policy analysis. This course provides an introduction to quantitative research methods, including research design, data measurement and use, analysis and interpretation of findings, with a heavy focus on quantitative methods. The course will also review your responsibilities as a researcher. The course will prepare you for the material and assignments used in PPOL 422 (Policy Analysis). You must receive at least a C in order to proceed to PPOL 422.

As a result of taking this class, you will be able to:

1. Identify and describe key elements of social science research design
2. Identify and describe approaches for ensuring the ethical conduct of research
3. Identify and evaluate qualitative and quantitative data sources
4. Articulate social research questions and hypotheses
5. Collect basic quantitative and qualitative data using standard data collection tools
6. Identify common methods of quantitative and qualitative analysis
7. Describe and analyze quantitative and qualitative data using standard statistical tools and tests
8. Evaluate social research findings and reports by mainstream media

This course will introduce both quantitative and qualitative research methods, in preparation for the follow-up Policy Analysis methods course. However, quantitative methods will receive more attention in the syllabus to ensure full comprehension of elementary statistics concepts.

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## Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email the instructor directly for matters of a personal nature. I will reply to course-related questions and email within at least 36 hours, although I will make an effort to respond within 12 hours. I will return your assignments and grades for course activities to you within seven days of the due date. I will also offer on-line office hours from TBD.

## Course Credits

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits. Prerequisites include BSPP prerequisites (Economics 201, Political Science 201, and Sociology 204, plus Math 245, Statistics 201 or Statistics 351), and BSPP program admission.

## Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

## Learning Resources and Materials

The course will be based primarily on material from the textbooks shown below, but will also be supplemented by lectures, external content and a series of related activities.

Required course materials include:

Johnson, J.B. and Reynolds, H.T. (2016). *Political Science Research Methods, 8th Edition*. CQ Press.

Levin, J., Fox, J., Forde, D. (2016). *Elementary Statistics in Social Research, 12<sup>th</sup> Edition*. Pearson.

Maxwell, J.A. (2013). *Qualitative Research Design: An Interactive Approach*, 3rd ed., Applied Social Research Methods Series.

You are welcome to purchase previous editions of texts, but I will not be able to help you cross-reference between editions. Review questions and exercises will be distributed, so you do not need to have access to the most current edition in order to complete them. However, you should note that there are some significant differences in chapter titles and content location between the latest and previous editions of these texts.

Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

All supplemental materials, indicated by an asterisk (\*) will be provided as files or HTML links in Canvas. You will also conduct selected modules of the on-line CITI Responsible Conduct of Research training. You will receive information about accessing these modules during the first week of class.

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Additional (fully optional) references include:

Babbie, E. (2014). *The Basics of Social Research*, Sixth Edition. Wadsworth.  
*Comprehensive coverage of research design, data collection and analysis methods, mostly from a sociologist's perspective. Especially good for in-depth coverage of selected topics.*

Field, A. (2013) *Discovering Statistics Using IBM SPSS Statistics* (4<sup>th</sup> Edition). Sage.  
*Highly entertaining introductory statistics text, with nice formatting and connections with SPSS.*

Freedman, D., Pisani, R., and Purves, R. (2007) *Statistics*, 4<sup>th</sup> Edition. WW Norton.  
*Popular, but fairly standard math-based statistics textbook.*

Morgan, G.A. (2012) *IBM SPSS for Introductory Statistics: Use and Interpretation, Fifth Edition*, 5<sup>th</sup> edition. Routledge.  
*More of a how-to in SPSS guide. Available on-line through OSU Valley Library.*

### Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

### Fulfillment of BSPP/ WIC Requirements

This course fulfills a methods core requirement for the BS in Public Policy (BSPP), and is expected to meet the learning objectives for the BSPP, as follows:

1. Apply social science methods and policy analysis to practical problems of government, communities, regions, and/or global issues.
2. Demonstrate the ability to apply oral and written communication skills in public appearances, written reports and documents.
3. Follow ethical principles for citing sources, using human subjects, serving the public, and working with colleagues.
4. Develop critical thinking about public policy issues and the ability to conduct professional analyses of social, political, and economic structures and bureaucratic processes.

PPOL 421 Learning Outcome	BSPP Learning Outcomes
1. Identify and describe key elements of social science research design	1,2,4
2. Describe approaches for ensuring the ethical conduct of research	1,2,3,4
3. Identify and evaluate qualitative and quantitative data sources	1,2,3,4
4. Articulate social research questions and hypotheses	1,2,4
5. Collect basic quantitative and qualitative data using standard data collection tools	1,2,3,4
6. Identify common methods of quantitative and qualitative analysis	1,2,3,4

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7. Describe and analyze quantitative and qualitative data using standard methods, tools and tests	1,2,3,4
8. Evaluate social research findings and reports by mainstream media	1,2,3,4

### Evaluation of Student Performance

Your performance will be assessed through a variety of activities, including discussion board posts and responses, quizzes, assignments, memos and a presentation. The following table shows the activities and associated occurrences and points. A brief description of the each activity type is provided in the table below; more information and instructions will be available via Canvas.

Activity	PPOL 421 Learning Outcomes	Number of Occurrences	Points per Occurrence	Total Points
Reflections	1,2,3,4,6	3	10	30
Discussion Board Posts	1,2,3,4,6,8	6	10	60
Discussion Board Responses	1,2,3,4,6,8	6	10	60
CITI Conduct of Responsible Research Modules	2	4	10	40
Review Questions and Exercises	1,2,3,4,6,7	10	15	150
Assignments	5,7	10	20	200
Final Research Memo	1,2,3,4,5,6,7	1	60	60
<b>Total</b>	<b>1,2,3,4,5,6,7,8</b>	n/a	n/a	<b>600</b>
Extra Credit Opportunities	5,7	2	15	30

**Reflections.** Reflections are intended to provide an opportunity for private reflection on the material, and especially to consider how the material is influencing your thinking about the research process. Reflections also offer an opportunity to prepare for the final research memo. Reflections will be offered three times during the course of the term. Reflections submitted on time will receive full credit; those submitted late will receive only half credit.

**Discussion board postings and responses.** Discussion board postings and responses are intended to offer you opportunities to reflect publicly on the material and engage in the material with other students. Discussion board posts and response opportunities will be offered during 7 weeks of the term, but only the top 6 scores for each will be used to determine your grade (i.e., you only have to complete 6 of each, or you can do all 7 of each and the highest 6 scores will contribute to your overall grade). Discussion board postings and responses must be submitted by the due date or you will not receive credit for that week. Detailed grading rubrics will be posted in Canvas.

**CITI Responsible Conduct of Research (CRC) Modules.** CITI CRC modules are on-line opportunities to receive standardized ethics training on specific content. You will be expected to complete all five modules that have been selected for this course. CITI CRC modules completed on time will receive full credit; those submitted late will receive only half credit.

**Review Questions and Exercises.** Review questions and exercises are intended to offer opportunities to practice selected course material content. They will typically include questions drawn directly from the textbooks and/or from textbook material, and will include a combination of reflective questions and discrete exercises. Review questions and exercises will be offered every week of the term. You are welcome to correspond with other students, but you must prepare and submit your work independently. If you work with other students, you must name the other students with whom you corresponded. Review Questions and Exercises submitted on time will receive full credit; those submitted late will receive only half credit.

**Assignments.** Assignments are intended to provide opportunities for more creative, thoughtful and open-ended practice of course content. Assignments will typically involve some combination of data collection or analysis, as well as generation of an accompanying memo to present your experience and/or findings. Assignments submitted on time will receive full credit; those submitted late will receive only half credit. Detailed grading rubrics will be posted in Canvas.

**Final Research Memo.** The final research memo is intended to provide an opportunity to explore a research question of your choosing and practice the quantitative methods covered during the course of the term. The substance of your memo is expected to benefit from activities conducted throughout the term. The Final Research Memo must be submitted on time. Detailed grading rubrics will be posted in Canvas.

**Extra Credit.** Two extra-credit opportunities have been included in the syllabus, although others may be added after the course begins. They provide an opportunity for additional practice of course content and offer an opportunity to earn additional points (or make up for lost points from prior poor performance). Extra credit assignments must be submitted by the due date; no extra credit will be awarded for submission beyond that date. Detailed grading rubrics will be posted in Canvas.

### Grading Scale

The points earned in this course correspond to the following letter grades:

Total Points	Proportion of Possible Total Points	Letter Grade
558-600	93-100%	A
540-557	90-92%	A-
522-539	87-89%	B+
498-521	83-86%	B

480-497	80-82%	B-
462-479	77-79%	C+
438-461	73-78%	C
420-437	70-72%	C-
402-419	67-69%	D+
378-401	63-66%	D
360-377	60-62%	D-
Less than 360	Below 60%	F

**Course Content**

The following table provides an outline of topics, activities and deadlines by week. Please be sure to double-check assignment instructions in Canvas in case of slight modifications.

Week	Topic	Instructional Materials	Learning Activities	Due Dates
1	Introduction to Syllabus, Ethics and Research Design	<p><b>Lecture:</b> TBD</p> <p><b>Milgram Experiment:</b> URL TBD</p> <p><b>Johnson &amp; Reynolds:</b> Chapter 2 (The Empirical Approach to Political Science) Chapter 3 (Beginning the Research Process: Identifying a Research Topic, Developing Research Questions and Reviewing the Literature)</p> <p><b>Babbie*:</b> Chapter 3 (The Ethics and Politics of Social Research)</p> <p><b>CITI RCR modules*:</b></p> <ul style="list-style-type: none"> <li>• Intro to RCR</li> <li>• Plagiarism</li> </ul>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> Submit a post to introduce yourself to me and your classmates. Include your background, academic or research interests and experience/comfort with quantitative and qualitative methods. Finally, tell us your biggest concern about conducting social research.</p> <p><b>CITI Module:</b> Complete the following CITI Responsible Conduct of Research modules:</p> <ul style="list-style-type: none"> <li>• Intro to RCR</li> <li>• Plagiarism</li> </ul> <p><b>Reflection:</b> Articulate a research topic, along with research questions and/or hypotheses of interest, describe what motivates your research question (e.g., personal interest, theory, etc). Discuss the key ethical issues that you might expect to arise in your search for evidence related to the research question (at least 250 words).</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> TBD</p> <p><b>CITI modules:</b> TBD</p> <p><b>Reflection:</b> TBD</p>

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<b>Week</b>	<b>Topic</b>	<b>Instructional Materials</b>	<b>Learning Activities</b>	<b>Due Dates</b>
2	Research Design: Concepts, research questions, hypotheses and causal inference	<p><b>Lecture:</b> TBD</p> <p><b>Johnson &amp; Reynolds:</b> Chapter 4 (The Building Blocks of Social Scientific Research: Hypotheses, Concepts and Variables) Chapter 6 (Making Causal Inferences)</p> <p><b>Levin:</b> Chapter 1: Why the Social Researcher Uses Statistics</p> <p><b>Goertz &amp; Mahoney*:</b> Introduction Ch 3: Causes-of-Effects vs Effects-of-Causes</p> <p><b>Maxwell:</b> Chapter 3 (Conceptual Framework: What do you think is going on?) Chapter 4 (Research Questions: What do you want to understand?)</p> <p><b>Class Survey*:</b> URL TBD</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> Respond to the on-line class survey. Develop and submit a brief memo that critiques the survey. (see instructions)</p> <p><b>Discussion Board Post:</b> Articulate a research topic, questions and/or hypotheses of interest (possibly the same as Week 1). Identify your preferred approach (qualitative, quantitative, or mixed), and indicate why that approach would be best for the stated research question. (at least 150 words)</p> <p><b>Discussion Board Response:</b> Read and provide feedback on at least <b>two</b> classmates' posts (at least 75 words each).</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> TBD</p> <p><b>Discussion Board Post:</b> TBD</p> <p><b>Discussion Board Response:</b> TBD</p>
3	Quantitative Analysis: Data sources, measurement, and data management	<p><b>Lecture:</b> TBD</p> <p><b>Johnson &amp; Reynolds:</b> Chapter 5 (The Building Blocks of Social Scientific Research: Measurement) Chapter 8 (Making Empirical Observations: Firsthand Observations)</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> Create variables and enter class survey data into SPSS. Generate variable list</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> TBD</p> <p><b>Discussion Board Post:</b> TBD</p>

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		<p>Chapter 10 (Survey Research and Interviewing) – pp. 294-337 only</p> <p><b>Field*:</b> Chapter 3 (The IBM SPSS Statistics Environment)</p> <p><b>Levin:</b> Chapter 2 (Organizing the Data) Appendix B (Using SPSS and the General Social Survey)</p> <p><b>CITI RCR module*:</b></p> <ul style="list-style-type: none"> <li>• Data Management</li> </ul>	<p>and describe data quality. (see instructions)</p> <p><b>CITI Module:</b> Complete the following CITI Responsible Conduct of Research modules:</p> <ul style="list-style-type: none"> <li>• Data Management</li> </ul> <p><b>Discussion Board Post :</b> Restate (or revise) your research question from Week 2, and describe at least three data sources and specific variables that might be used to address the research question of interest. Be as specific as possible, and indicate why you selected those sources and variables (at least 150 words)</p> <p><b>Discussion Board Response:</b> Read and provide feedback on at least <b>two</b> classmates' posts (at least 75 words each).</p> <p><b>Extra Credit:</b> Design an on-line survey with 10 questions using Survey Monkey, Qualtrics or other on-line survey software. (see instructions)</p>	<p><b>Discussion Board Response:</b> TBD</p> <p><b>Extra Credit:</b> End of Week 5</p>
4	Quantitative Analysis: Sampling, descriptive	<b>Lecture:</b> TBD	<b>Review Questions and Exercises:</b> TBD	<b>Review Questions and Exercises:</b> TBD

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Week	Topic	Instructional Materials	Learning Activities	Due Dates
	statistics and visual presentation	<p><b>Johnson and Reynolds:</b> Chapter 7 (Sampling) Chapter 11 (Making Sense of Data: First Steps) – pp. 306-324</p> <p><b>Levin:</b> Chapter 3 (Measures of Central Tendency) Chapter 4 (Measures of Variability)</p> <p><b>Data Set*:</b> Class survey results</p>	<p><b>Assignment:</b> Open Data Set 1 (class survey data) in SPSS. Respond to the specified questions and instructions. Generate a brief memo that summarizes your findings. (see instructions)</p> <p><b>Discussion Board Post:</b> Identify, describe and critique a current mainstream news article that uses descriptive statistics and graphics to provide evidence about a current social research question. Please provide the link to the article in your post. (at least 150 words)</p> <p><b>Discussion Board Response:</b> Respond to at least <b>two</b> classmate’s news article critique. (at least 75 words each)</p>	<p><b>Assignment:</b> TBD</p> <p><b>Discussion Board Post:</b> TBD</p> <p><b>Discussion Board Response:</b> TBD</p>
5	Quantitative Analysis: Normal distribution and statistical inference	<p><b>Lecture:</b> TBD</p> <p><b>Johnson and Reynolds:</b> Chapter 12 (Statistical Inference) – pp. 389-401</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> Open Data Set 2 in SPSS. Respond to the specified questions and instructions.</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> TBD</p> <p><b>Reflection:</b> TBD</p>

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		<p><b>Levin et al:</b> Chapter 6 (Samples and Populations) Chapter 5 (Probability and the Normal Curve)</p>	<p>Generate a brief memo that summarizes your findings. (see instructions)</p> <p><b>Reflection:</b> Return to the research topic, question(s) and/or hypotheses you specified in Week 1 (or articulate a new one, if you like). Describe the population, and potential sampling strategies (at least 250 words)</p>	
6	Quantitative Analysis: Bivariate relationships – testing differences between means, Analysis of Variance	<p><b>Lecture:</b> TBD</p> <p><b>Johnson &amp; Reynolds:</b> Chapter 13 (Investigating Relationships between Two Variables) – pp. 412-467 only</p> <p><b>Levin et al:</b> Chapter 7 (Testing Differences between Means) Chapter 8 (Analysis of Variance)</p> <p><b>Data Set 1*:</b> Class survey data</p> <p><b>Data Set 2*:</b> Extant data set (TBD)</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> Open Extant Data Set 2 in SPSS. Respond to the specified research questions and instructions. Generate a brief memo that summarizes your findings. (see instructions)</p> <p><b>Discussion Board Post:</b> Identify, describe and critique a current mainstream news article that uses a sample to provide evidence about a current social research question. Please provide the link to the article in your post. (at least 150 words)</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> TBD</p> <p><b>Discussion Board Post:</b> TBD</p> <p><b>Discussion Board Response:</b> TBD</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
			<p><b>Discussion Board Response:</b> Respond to at least <b>two</b> classmates' news article critique. (at least 75 words each)</p>	
7	Quantitative Analysis: Bivariate and multivariate relationships – correlation and regression	<p><b>Lecture:</b> TBD</p> <p><b>Johnson &amp; Reynolds:</b> Chapter 13 (Investigating Relationships between Two Variables) – pp. 478-511 Chapter 14 (Multivariate Analysis)</p> <p><b>Levin et al:</b> Chapter 10 (Correlation) Chapter 11 (Regression Analysis)</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> Open Extant Data Set 2 in SPSS. Respond to the specified research questions and instructions. Generate a brief memo that summarizes your findings. (see instructions)</p> <p><b>Discussion Board Post:</b> Identify, describe and critique a current mainstream news article that uses bivariate and/or multivariate relationships to provide evidence about a current social research question. Please provide the link to the article in your post. (at least 150 words)</p> <p><b>Discussion Board Response:</b> Respond to at least <b>two</b> classmates' news article</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> TBD</p> <p><b>Discussion Board Post:</b> TBD</p> <p><b>Discussion Board Response:</b> TBD</p>

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Week	Topic	Instructional Materials	Learning Activities	Due Dates
			critique. (at least 75 words each)	
8	Qualitative Analysis: Data sources, sampling and collection	<p><b>Lecture:</b> TBD</p> <p><b>Johnson &amp; Reynolds:</b> Chapter 10 (Survey Research and Interviews) – pp. 338-334 only Chapter 9 (Document Analysis: Using the Written Record) – pp. 207-219</p> <p><b>Maxwell:</b> Chapter 5 (Methods: What Will You Actually Do?) – pp. 87-103 only</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> Design an interview protocol intended to elicit responses related to a specific research question (see instructions).</p> <p><b>CITI Module:</b> Complete the following Responsible Conduct of Research modules:</p> <ul style="list-style-type: none"> <li>• Research Involving Human Subjects</li> </ul> <p><b>Discussion Board Post:</b> Post your draft interview protocol (no minimum words).</p> <p><b>Discussion Board Response:</b> Provide constructive feedback on the interview protocol for two classmates (at least 75 words each).</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> TBD</p> <p><b>CITI Module:</b> TBD</p> <p><b>Discussion Board Post:</b> TBD</p> <p><b>Discussion Board Response:</b> TBD</p>
9	Qualitative Analysis: Coding/thematic analysis, memoing, connecting strategies, displaying data	<p><b>Lecture:</b> TBD</p> <p><b>Babbie*:</b> Chapter 13 (Qualitative Data Analysis)</p> <p><b>Maxwell:</b></p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> Revise interview protocol (if necessary). Conduct a telephone interview</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> TBD</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
		<p>Chapter 5 (Methods: What Will You Actually Do?) – pp. 104-120  Chapter 6 (Validity: How Might You Be Wrong?)</p>	<p>with at least <b>one</b> classmate using your interview protocol. Don't forget to record your interview and/or take detailed notes! Prepare a memo that summarizes your experience and results (see instructions)</p> <p><b>Discussion Board Post:</b>  Identify, describe and critique a current mainstream news article that uses qualitative methods to provide evidence about a current social research question. Please provide the link to the article in your post. (at least 150 words)</p> <p><b>Discussion Board Response:</b>  Respond to at least <b>two</b> classmates' news article critique. (at least 75 words each)</p> <p><b>Extra Credit:</b> Code the open-ended text responses from the class survey and summarize your findings in a brief memo.</p>	<p><b>Discussion Board Post:</b>  TBD</p> <p><b>Discussion Board Response:</b> TBD</p> <p><b>Extra Credit:</b> End of Week 10</p>
10	Producing and Consuming Social Research Analysis	<p><b>Lecture:</b> TBD</p> <p><b>Johnson &amp; Reynolds:</b>  Chapter 15 (The Research Report: An Annotated Example)</p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b></p>	<p><b>Review Questions and Exercises:</b> TBD</p> <p><b>Assignment:</b> TBD</p>

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Week	Topic	Instructional Materials	Learning Activities	Due Dates
		<p><b>Levin:</b> Chapter 13 (Choosing Statistical Procedures for Research Problems) Appendix A (The Social Research Process in Practice)</p> <p><b>Qualitative Article*:</b> To be selected from list</p> <p><b>Quantitative Article*:</b> To be selected from list</p>	<p>Select one qualitative and one quantitative research article from the lists provided. Summarize and critique the research articles that you selected (see instructions).</p> <p><b>Reflection:</b> Return to the research topic, question(s) and/or hypotheses you specified in Week 1 (or articulate a new one, if you like). Describe a proposed research approach, including research design, data sources and methods. (at least 250 words)</p>	<p><b>Reflection:</b> TBD</p>
Finals Week			<p><b>Final Research Memo:</b> Submit a final memo that articulates a research question of interest, identifies an extant quantitative data set and relevant variables, and reports the findings from univariate and bivariate analyses. (see instructions)</p>	<p><b>Final Research Memo:</b> TBD</p>

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## **Course Policies**

Your timely participation in this class is critical to your progress and understanding of the material.

Policies on late submissions vary by activity, as follows:

- Reflections, discussion board postings and responses must be submitted by the due date; no credit will be awarded for late submission.
- CITI module completions submitted late will receive only half credit.
- Review questions and exercises submitted late will receive only half credit.
- Assignments submitted late will receive only half credit.
- The Final Research Memo must be submitted on time; no credit will be awarded for late submission.
- Extra credit work must be submitted by the due date; no credit will be awarded for late submission.

Please communicate early about any issues that you anticipate with participation. Exceptions to these policies will be rare, and will only occur with advanced agreement with the instructor or under very unusual circumstances. Late submissions will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments.

Additional extra credit opportunities may be offered at various points during the term, to provide additional opportunities for discussion. While you will not be required to participate in these opportunities, they may provide some flexibility related to missed or late assignments.

## **Discussion Participation**

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course, and you will be expected to participate in all discussion board postings and responses as instructed.

## **Proctored Exams**

This course does not include any proctored exams.

## **Quizzes**

This course does not include any quizzes.

## **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth/adoption of a child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

This course is offered through Oregon State University Extended Campus. For more information, contact:  
Web: [ecampus.oregonstate.edu](http://ecampus.oregonstate.edu) Email: [ecampus@oregonstate.edu](mailto:ecampus@oregonstate.edu) Tel: 800-667-1465

### **Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

### **Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty, and [Disability Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### **Accessibility of Course Materials**

All materials used in this course are accessible, with the exception of video clips series. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

### **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

## **Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b) It includes:
  - i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
  - ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
  - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
  - iv) TAMPERING - altering or interfering with evaluation instruments or documents.
  - v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

## **Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

## **Turnitin Plagiarism Prevention**

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may

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be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

### **Tutoring**

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

### **OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.