



Oregon State University
Ecampus

Course Name: Introduction to Policy Research

Course Number: PPOL 421

Credits: 4

Instructor name: Brent Steel

Instructor email: bsteel@oregonstate.edu

Course Description

Introduction to research design, research ethics, and quantitative and qualitative data collection. Activities include reading, review questions and exercises, discussion board participation, and writing a research proposal memo.

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 qualitative and quantitative research methods, including research design, research paradigms, and ethical considerations. 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.

Communication

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. I will reply to course-related questions within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

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 any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

Learning Resources

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

Required textbook: Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices*.

This is an open source book, available on Canvas and available for download at the following [link](#). All supplemental materials will be provided as pdf 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.

Canvas

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

Measurable Student Course Learning Outcomes

After the completion of this course, students will be able to:

1. Identify and describe key elements of social science research design
2. 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. Identify common methods of quantitative and qualitative analysis
6. Evaluate social research findings and reports by mainstream media

Fulfillment of BSPP 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. (Course outcome 1-4, 6)
2. Demonstrate the ability to apply oral and written communication skills in public appearances, written reports and documents. (Course outcome 3, 4, 5)
3. Follow ethical principles for citing sources, using human subjects, serving the public, and working with colleagues. (Course outcome 1, 2)
4. Develop critical thinking about public policy issues and the ability to conduct professional analyses of social, political, and economic structures and bureaucratic processes. (Course outcome 2, 3, 6)

Evaluation of Student Performance

Your performance will be assessed through a variety of activities, including discussion board posts and responses, reflections, weekly questions and exercises, and a research memo. The following table shows the activities and associated occurrences and points. A brief

description of each activity type is provided in the table below and instructions will be available via Canvas.

Activity	Description	Number of Occurrences	Points per Occurrence	Total Points
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 submitted on time will receive full credit; those submitted late will receive only half credit. Reflections are due on Sundays at 11pm of the assigned week.	3	20	60
Discussion Board Posts 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 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. Original discussion posts are due every Wednesday of the assigned week and responses to at least two of your classmates' posts are due on Sundays.	6	20 (10 points for each original post, 5 points per response at a max of 2 responses per discussion)	120
CITI Conduct of Responsible Research Modules	CITI CRC modules are on-line opportunities to receive standardized ethics training on specific content. You will be expected to complete all four 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. Week 10 is dedicated to completing CITI modules.	4	10	40
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 questions and exercises. Review questions and	9	20	180

	exercises will be offered every week of the term except week 10. 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.			
Final Research Memo	The final research memo is intended to provide an opportunity to explore a research question of your choosing. The substance of your memo is expected to benefit from activities conducted throughout the term, especially reflections and discussions. The Final Research Memo must be submitted on time. Detailed grading rubrics will be posted in Canvas.	1	100	100
Total	500			



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 – ALL AVAILABLE ON CANVAS	Learning Activities	Due Dates
1	Introduction to Research: scientific research	Required reading: <ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 1 (Science and Scientific Research)</i> • Johnson, J. B., Reynolds, H. T., & Mycoff, J. D. (2015). Political science research methods. Cq Press. Chapter 2 (The Empirical Approach to Political Science) & Chapter 6 (Making Causal Inferences) • Maxwell, J. A. (2012). Qualitative research design: An interactive approach (Vol. 41). Sage publications. Chapter 4 (Research Questions: What do you want to understand?) 	<p>Discussion board post 1: 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>Discussion Board Responses 1: Read and provide feedback on at least two classmates' posts.</p> <p>Review Questions and Exercises 1: Answer the questions available on Canvas.</p> <p>Reflection 1: Articulate a research topic, along with research questions and/or</p>	<p>Discussion board post: Introduction post due Wednesday at 11 pm</p> <p>Discussion Board Responses: Sunday at 11pm</p> <p>Review Questions and Exercises: Saturday at 11 pm</p> <p>Reflection 1: Sunday at 11 pm</p>

Week	Topic	Instructional Materials – ALL AVAILABLE ON CANVAS	Learning Activities	Due Dates
			hypotheses of interest; describe what motivates your research question, e.g., personal interest, theory, etc. (at least 250 words).	
2	Introduction to Research: understanding the core concepts	<p>Required reading:</p> <ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 2 (Thinking Like a Researcher)</i> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 4 (Theories in Scientific Research)</i> • Hox, J. J., & Boeijs, H. R. (2005). Data collection, primary versus secondary. 593-599. <p>Required watch:</p> <ul style="list-style-type: none"> • Core Concepts in Research: Variables (available through OSU Library, you need to log in with your onid to have access) 	<p>Review Questions and Exercises 2: Answer the questions available on Canvas.</p> <p>Discussion Board Post 2: Articulate a research topic, questions and/or hypotheses of interest (possibly the same as Week 1). Identify your units of analysis and how you operationalize the concepts and construct you are interested in studying. If applicable, introduce the theory that is guiding your research (at least 250 words).</p> <p>Discussion Board Responses 2: Read and provide feedback on at least two classmates' posts (at least 75 words each).</p>	<p>Review Questions and Exercises: Saturday at 11 pm</p> <p>Discussion Board Post: Wednesday at 11pm</p> <p>Discussion Board Responses: Sunday at 11pm</p>
3	Basis of Empirical Research: Research	<p>Required reading:</p> <ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 3 (The Research</i> 	<p>Review Questions and Exercises 3: Read the assigned article and answer the questions about the</p>	<p>Review Questions and Exercises 3: Saturday at 11 pm</p>

Week	Topic	Instructional Materials – ALL AVAILABLE ON CANVAS	Learning Activities	Due Dates
	Design	<p>Process)</p> <ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 5 (Research Design)</i> • Wright, S., O'Brien, B. C., Nimmon, L., Law, M., & Mylopoulos, M. (2016). Research design considerations. Journal of graduate medical education, 8(1), 97-98. (on Canvas) • Onwuegbuzie, A. J., & Johnson, R. B. (2006). The validity issue in mixed research. <i>Research in the Schools</i>, 13(1), 48-63. (on Canvas) <p>Required watch:</p> <ul style="list-style-type: none"> • Sage ResearchMethods: <u>Research Design</u> – please make sure to watch all segments, they will be of great help for this week’s assignments. <ul style="list-style-type: none"> ▫ Segment 1: Getting Started With a Research Project ▫ Segment 2: Do I Do My Literature Review Before I Decide on What Methods I'll Use? ▫ Segment 3: How Planning the Project Follows From the Literature Review ▫ Segment 4: Writing Up Research: Some Tips • Sage ResearchMethods: <u>What Is Best: Quantitative, Qualitative Or Mixed Approaches?</u> – please make sure to watch all the segments, this video will help you decide how to best address your research question. <ul style="list-style-type: none"> ▫ Segment 1: What is Best: Quantitative, Qualitative, or Mixed Approaches? 	<p>research design (on Canvas).</p> <ul style="list-style-type: none"> ▫ Akins, S., Rumbaut, R. G., & Stansfield, R. (2009). Immigration, economic disadvantage, and homicide: A community-level analysis of Austin, Texas. <i>Homicide Studies</i>, 13(3), 307-314. <p>Reflection 2: Write a literature review on the topic you will be addressing with your research question (5 sources, guides on Canvas). Then, propose a research design for your research topic (at least 250 words).</p> <p><i>Helpful links:</i></p> <ul style="list-style-type: none"> · How to Write a Literature Review step by step · For this task, take time to get to know OSU Library’s webpages and how to use the databases accessible and how to get full texts of the articles that interest you if they are not readily available. · Follow these guidelines 	<p>Reflection 2: Sunday at 11 pm</p>

Week	Topic	Instructional Materials – ALL AVAILABLE ON CANVAS	Learning Activities	Due Dates
		<ul style="list-style-type: none"> ▫ Segment 2: Credible Data to Answer the Question <p><i>(to access the videos you can also go into OSU Libraries >> Data bases >> Sage Research Methods which will take you to that database logged in with your OSU account and then search for the titles of the videos)</i></p>	on how to cite the sources you use in-text and how to create a bibliography (in APA format).	
4	Basis of Empirical Research: Measurement reliability and validity	Required reading: <ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 6 (Measurements of Constructs)</i> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 7 (Scale Reliability and Validity)</i> • Roberts, P., & Priest, H. (2006). Reliability and validity in research. <i>Nursing standard, 20(44), 41-46.</i> • Golafshani, N. (2003). Understanding reliability and validity in qualitative research. <i>The qualitative report, 8(4), 597-606.</i> • Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. <i>Evidence-based nursing, 18(3), 66-67.</i> 	<p>Review Questions and Exercises 4: Answer the questions on measurements of constructs for your research topic (on Canvas).</p> <p>Discussion Board Post 3: Restate your research question and research design, and discuss the reliability, validity, and errors in the proposed research design (at least 150 words).</p> <p>Discussion Board Responses 3: Read and provide feedback on at least two classmates' posts (at least 75 words each).</p>	<p>Review Questions and Exercises: Saturday at 11 pm</p> <p>Discussion Board Post: Wednesday at 11pm</p> <p>Discussion Board Responses: Sunday at 11pm</p>
5	Basics of Empirical Research: Sampling	Required reading: <ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 8 (Sampling)</i> • Cochran, W. G. (1977). Sampling techniques. John Wiley & Sons. Chapter 1 (Introduction) 	<p>Review Questions and Exercises 5: Answer the questions available on Canvas.</p> <p>Reflection 3: Shortly describe your research topic</p>	<p>Review Questions and Exercises: Saturday at 11 pm</p> <p>Reflection 3: Sunday at 11 pm</p>

Week	Topic	Instructional Materials – ALL AVAILABLE ON CANVAS	Learning Activities	Due Dates
		<ul style="list-style-type: none"> • Thompson, S. K. (2012). Sampling (3rd ed.). Hoboken, N.J.: John Wiley & Sons. <u>(available online through OSU libraries)</u> Chapter 1 (Introduction) <p>Required watch:</p> <ul style="list-style-type: none"> • Sage Research Methods Video: <u>An introduction to Sampling</u> – make sure to watch all segments. <ul style="list-style-type: none"> ▫ Segment 1: Sampling: Populations and Subsets ▫ Segment 2: Establish the Basis for Your Knowledge Claims Using a Methodology ▫ Segment 3: Probability Sampling ▫ Segment 4: Nonprobability Sampling ▫ Segment 5: Develop Your Qualitative Knowledge Claims by Doing a Literature Review ▫ Segment 6: Develop Your Quantitative Knowledge Claims by Using Inferential Statistical Tests ▫ Segment 7: Conclusion • Sage Research Methods Video: <u>An Introduction to Sample Design</u> – make sure to watch all segments. <ul style="list-style-type: none"> ▫ Segment 1: Sample Design Overview ▫ Segment 2: Sample Frames ▫ Segment 3: Common Sample Designs ▫ Segment 4: Sample Size Determination & Allocation ▫ Segment 5: Sample Allocation ▫ Segment 6: Conclusion <p><i>(to access the videos you can also go into OSU Libraries >> Data bases >> Sage Research</i></p>	<p>then describe your sampling methods, justify them, and consider their advantages and disadvantages. Consider how your sampling methods would change if you were doing a) qualitative, b) quantitative research, c) mixed methods (at least 250 words).</p>	

Week	Topic	Instructional Materials – ALL AVAILABLE ON CANVAS	Learning Activities	Due Dates
		<p><i>Methods which will take you to that database logged in with your OSU account and then search for the titles of the videos)</i></p>		
6	Data Collection: Survey Research	<p>Required reading:</p> <ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 9 (Survey Research)</i> • Cowles, E., & Nelson, E. (2015). <i>An introduction to survey research</i>. Business Expert Press. Chapter 4 (Factors to consider when thinking about surveys) & Chapter 6 (Writing good questions) – available to read online via OSU Libraries <p>Required watch:</p> <ul style="list-style-type: none"> • Sage Research Methods: <u>Learning to Design a Survey Study</u> • SageResearch Methods: <u>An Introduction to Interviews and Focus Groups</u> <p><i>(to access the videos you can also go into OSU Libraries >> Data bases >> Sage Research Methods which will take you to that database logged in with your OSU account and then search for the titles of the videos)</i></p>	<p>Review Questions and Exercises 6: Redesign 4 questions from the available bad questionnaire example available on Canvas using guidelines provided for you in the prompt.</p> <p>Discussion Board Post 4: Identify, describe and critique a current mainstream news article that uses a survey/focus group/interviews 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>Discussion Board Responses 4: Respond to at least two classmates' news article critique (at least 75 words each).</p> <p>Extra Credit (two options, can do both): 1. Design an on-line survey (guide on Canvas) using Survey Monkey, Qualtrics or other on-line survey</p>	<p>Review Questions and Exercises: Saturday at 11 pm</p> <p>Discussion Board Post: Wednesday at 11pm</p> <p>Discussion Board Responses: Sunday at 11pm</p> <p>Extra credit: End of week 10.</p>

Week	Topic	Instructional Materials – ALL AVAILABLE ON CANVAS	Learning Activities	Due Dates
			software (you can access Qualtrics via OSU libraries). 2. Design an interview protocol intended to elicit responses related to a specific research question (you might find this Harvard Sociology guide useful)	
7	Data Collection: Experimental Research	<p>Required reading:</p> <ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 10 (Experimental Research)</i> • Diamond, J. (1986). Overview: laboratory experiments, field experiments, and natural experiments. <i>Community ecology.</i> • Highhouse, S. (2009). Designing experiments that generalize. <i>Organizational Research Methods, 12(3), 554-566.</i> <p>Required watch: Sage ResearchMethods: <u>Introduction to Experimental Design</u></p> <ul style="list-style-type: none"> ▫ Segment 1: Observational Studies ▫ Segment 2: Experimental Studies ▫ Segment 3: Quasi-Experimental Designs ▫ Segment 4: Conclusion <p><i>(to access the videos you can also go into OSU Libraries >> Data bases >> Sage Research Methods which will take you to that database logged in with your OSU account and then search for the titles of the videos)</i></p>	<p>Review Questions and Exercises 7: Answer the questions available on Canvas.</p> <p>Discussion Board Post 5: Identify, describe and critique a current mainstream news article that uses experimental data 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>Discussion Board Responses 5: Respond to at least two classmates' news article critique (at least 75 words each).</p>	<p>Review Questions and Exercises: Saturday at 11 pm</p> <p>Discussion Board Post: Wednesday at 11pm</p> <p>Discussion Board Responses: Sunday at 11pm</p>
8	Data	Required reading:	Review Questions and	Review Questions

Week	Topic	Instructional Materials – ALL AVAILABLE ON CANVAS	Learning Activities	Due Dates
	Collection: Case Research	<ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 11 (Case Research)</i> • <i>Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. The qualitative report, 13(4), 544-559.</i> • <i>Zainal, Z. (2007). Case study as a research method. Jurnal Kemanusiaan, 5(1).</i> • <i>Yin, R. K. (2017). Case study research and applications: Design and methods. Sage publications. Designing Case Studies</i> <p>Required watch: Sage ResearchMethods: <u>Researching Employee Absenteeism Using the Case Study Method</u> <ul style="list-style-type: none"> ▫ Segment 1: Company Background: the Problem of Absenteeism ▫ Segment 2: Data Collection ▫ Segment 3: Research Findings ▫ Segment 4: Lessons Learned: Reflecting on the Research Experience </p>	Exercises 8: Answer the questions available on Canvas.	and Exercises: Saturday at 11 pm
9	Data Collection: Interpretive Research	<p>Required reading:</p> <ul style="list-style-type: none"> • <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 12 (Interpretive Research)</i> • <i>Walsham, G. (1995). Interpretive case studies in IS research: nature and method. European Journal of information systems, 4(2), 74-81.</i> • <i>Flyvbjerg, B. (2006). Five misunderstandings about case-study</i> 	<p>Review Questions and Exercises 9: Answer the questions available on Canvas.</p> <p>Discussion Board Post 6: Identify, describe and critique a current mainstream news article that uses case study research to provide</p>	<p>Review Questions and Exercises: Saturday at 11 pm</p> <p>Discussion Board Post: Wednesday at 11pm</p>

Week	Topic	Instructional Materials – ALL AVAILABLE ON CANVAS	Learning Activities	Due Dates
		<p>research. <i>Qualitative inquiry</i>, 12(2), 219-245</p> <ul style="list-style-type: none"> LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. <i>Review of educational research</i>, 52(1), 31-60. Wang, C. C. (1999). Photovoice: A participatory action research strategy applied to women's health. <i>Journal of Women's health</i>, 8(2), 185-192. 	<p>evidence about a current social research question. Please provide the link to the article in your post (at least 150 words).</p> <p>Discussion Board Responses 6: Respond to at least two classmates' news article critique (at least 75 words each).</p>	<p>Discussion Board Responses: Sunday at 11pm</p>
10		<p>Required reading:</p> <ul style="list-style-type: none"> <i>Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Chapter 16 (Research Ethics)</i> Babbie, E. (2014). The Basics of Social Research, Sixth Edition. Wadsworth. Chapter 3 (The Ethics and Politics of Social Research) 	<p>CITI Module: Complete the following CITI Responsible Conduct of Research modules:</p> <ul style="list-style-type: none"> Intro to RCR Plagiarism Data Management Research Involving Human Subjects Research Misconduct 	<p>CITI modules: Sunday at 11 pm</p>
Finals Week	Please note, this is a TurnItIn assignment	The final memo articulates a research question of interest and/or hypotheses. Describe your motivation for the research topic. In the literature review, describe the theories you are using and how you would operationalize the concepts and/or constructs you are studying. State your unit of analysis and describe your sampling design. Propose a data collection protocol. Discuss the reliability, validity, and errors of the proposed research design. Discuss the key ethical issues that you might expect to arise in your search for evidence related to the research question.	<p>Final Research Memo: Submit a final memo</p> <p>Follow these guidelines on how to cite the sources you use in-text and how to create a bibliography (in APA format).</p>	<p>Final Research Memo: Thursday at 11pm</p>



Course Policies

Suggested wording is offered below for course policies on participation, missed or late exams and assignments, makeup work, etc. Feel free to edit or delete, or add your own as you wish.

Letter Grade

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

Total Points	Proportion of Possible Total Points	Letter Grade
465-500	93-100%	A
450-460	90-92%	A-
435-445	87-89%	B+
415-430	83-86%	B
400-410	80-82%	B-
385-395	77-79%	C+
365-390	73-78%	C
350-360	70-72%	C-
335-345	67-69%	D+
315-330	63-66%	D
300-310	60-62%	D-
Below 300	Below 60%	F

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. You will need to participate in discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

Late Work Policy

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:

- 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.
- Reflections 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.

Extra Credit

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.

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 of your 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.

vGuidelines 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 online 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 for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at

<http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible. 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](#). 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.

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.

ORAR 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.

Tutoring and Writing Assistance

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 Tools button in your course menu.

The Oregon State Online Writing Lab (OWL) is also available for students enrolled in Ecampus courses.

TurnItIn

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 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?](#)

Student Evaluation of Courses

The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a [food pantry](#), a [textbook lending program](#) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Getting Help

We all go through times in life when we need help. Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). There are additional resources if you are located near campus: Access counseling through [OSU Counseling and Psychological Services \(CAPS\)](#), where you can get group counseling, individual therapy, or relational counseling. **Website:** <https://studentlife.oregonstate.edu/hsrc>