

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2015

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Distance Learning approval.

What is the rationale for the proposed change(s)?

Greater demand for online sections.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No significant implications.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3487
Course Title	Research Methods in Sociology
Transcript Abbreviation	Rsrch Mthds Sociol
Course Description	Introduction to sociological research techniques, methodological approaches, and relevant quantitative procedures.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Laboratory, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 487.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students learn the methods that sociologists use to investigate society.
- Students develop an in-depth understanding of fundamental issues informing sociological research including methodological rigor, measurement, concept formation, correlation, causality
- Students learn to identify and implement each of five specific research methods: observation, experiments, in-depth interviews, and surveys (including the basics of statistical methods).

Content Topic List

- Scientific study of society
- Research design and measurement issues
- Methods of observation
- Analyzing data
- Reliability and validity
- Hypothesis design
- Sampling
- Experiments and quasi-experiments
- Survey methods
- Content analysis
- Research ethics

Sought Concurrence

No

Attachments

- 3487-DLSyllabus.docx: DL syllabus
(Syllabus. Owner: Downey,Douglas B)
- Martin_Fall 19.docx: Face-to-face syllabus
(Syllabus. Owner: Downey,Douglas B)
- 3487_DL_CoverSheet_Jeremie.docx
(Other Supporting Documentation. Owner: Downey,Douglas B)

Comments

- This cover sheet also does not appear to have been reviewed/signed off by Jeremie Smith. *(by Vankeerbergen,Bernadette Chantal on 09/03/2021 03:43 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	08/16/2021 11:05 AM	Submitted for Approval
Approved	Downey,Douglas B	08/16/2021 11:05 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/03/2021 03:43 PM	College Approval
Submitted	Downey,Douglas B	09/06/2021 02:19 PM	Submitted for Approval
Approved	Downey,Douglas B	09/06/2021 02:19 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/15/2021 12:21 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/15/2021 12:21 PM	ASCCAO Approval



SYLLABUS

SOC/3487

Research Methods Sociology

Autumn 2020 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: To Be Determined

Email address: (preferred contact method)

Phone number:

Office hours:

Course description

The purpose of this course is to provide an introduction to the research process in the social sciences through lecture, discussions, readings, examinations, exercises, and a written research report. The skills and information learned in a social research course could prove to be the most useful you acquire in college. After completion of this course, you will know about and be able to do the following:

Course learning outcomes

1. Be familiar with all major aspects of the survey research process including problem design, questionnaire construction, sampling and data analysis.
2. Be familiar with techniques of sampling and advantages and disadvantages of each technique.
3. Know how to write a professional paper including a literature review, methods section, findings, discussion, conclusion, references, tables and appendices.
4. Be familiar with major research techniques including experiments, unobtrusive measures, field research and evaluation research.
5. Be able to understand empirical journal articles

6. Be familiar with sources of information and be able to access them through library and computer data bases
7. Become familiar with ethics and the research process.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Adler, E.S., and Clark, R. (2015). *How It's Done: An Invitation to Social Research, 5th Edition*. Wadsworth/Cengage Learning, California.

- The textbook and/or courseware for this course is being provided via Carmen Books. Through Carmen Books, students obtain publisher materials electronically through Carmen Canvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as Carmen Books fee on your Statement of Account. In addition to cost-savings, materials provided through Carmen Books are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook.
- Unless you choose to opt-out of the program, you do NOT need to purchase any materials for this course at the bookstore. For more information on the program or information on how to opt out, please visit the Carmen Books website (<https://affordablelearning.osu.edu/carmenbooks/students>).
- Access this eBook through the “Carmen Books” reader link in the course navigation.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Three Exams	120 total (40 points each)
Research Methods Paper	
Drafts	30 pts
Final Paper	30 pts
Class participation via discussion board posts	20 pts
Total	200

See course schedule below for due dates.

Descriptions of major course assignments

Exams

Description: There will be 4 exams worth 40 points each, including the final exam. These exams will cover material from the previous exam, except for the final exam, which will be comprehensive in nature. The format of the exams will consist of multiple-choice and short-answer questions. Each exam will also contain a “Bonus Question” worth up to 3 points. **Only your top 3 exam scores will be considered for your final grade in this course.** If you are happy with your scores from the first three exams, you may choose not to take the final exam. **Exams will be administered via “QUIZZES” in CANVAS and will be open for 48 hours. Students may take the exam any time during that window.** Further review and discussion of the exam format will be provided prior to each of the exams.

Academic integrity and collaboration: You are expected to do your own work. You don’t work on your assignments with others, except where explicitly authorized and permitted. You don’t copy & paste answers into your assignments.

Research Methods Paper

Description: All students are required to write a research proposal in this class. The research paper will be written in segments. Students will submit a preliminary topic and supporting materials, and a first draft of each section of the paper. Students will then rewrite each section based on TA feedback. Students may choose any research topic as long as it has been pre-approved by your recitation instructor (TA) or myself. This assignment will help to integrate the material covered in class and reinforce the connection between concepts and life experiences. The research paper will be 10 - 18 pages in length, double-spaced, typed, in 12-point Times Roman font, APA format. The guidelines are included at the end of the syllabus and specifics are located in CANVAS. More details will be discussed in class.

Due dates for written assignments are noted on the course outline. Regardless of the pace of lectures, these due dates are firm. Written assignments *must* be turned into **CANVAS Assignment DROPBOX**. **2 points will be deducted from your assignment for each day the assignment is late (including weekends). This practice will be strictly enforced.**

Please be sure that you keep copies of all of your drafts of all sections of the paper. Also, please keep a back-up of all sections of papers. My computer ate my paper is not a legitimate excuse for late papers.

Academic integrity and collaboration: You are expected to do your own work. You don’t work on your assignments with others, except where explicitly authorized and permitted. You don’t copy & paste answers into your assignments.

Class Participation

Description: Class participation is measured by participation in weekly Canvas discussion boards. Each week requires a minimum of one original post and one response to another student’s post.

Academic integrity and collaboration: You are expected to do your own work. You don't work on your assignments with others, except where explicitly authorized and permitted. You don't copy & paste answers into your assignments.

Late assignments

Homework and writing assignments that are submitted after the due date/time are subject to a late penalty of 10% per day. After three days the homework / assignment will not be accepted.

Grading scale

93-100%: A
90-92%: A-
87-89%: B+
83-86%: B
80-82%: B-
77-79%: C+
73-76%: C
70-72%: C-
67-69%: D+
60-66%: D
Less than 60%: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292- 5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1- 800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/24-8/29	<p><u>Intro to Course and Research Process</u></p> <p>Assignments: Read: AC—Chapter 4</p>
2	8/30-9/5	<p><u>Steps in the Research Process</u></p> <p>Assignments: Read: Appendix C</p>
3	9/6-9/12	<p><u>Concepts and Theories</u></p> <p>Assignments: AC – Chapter 1, 2</p> <p><i>Complete: Assignment 1 for Research Paper</i></p>
4	9/13-9/19	<p><u>Measurement</u></p> <p>Assignments:</p> <p>Read: AC – Chapter 6; Methods and Survey (Read AC – Chapter 9; Survey/Questionnaire Design handout in CANVAS)</p> <p><i>Complete: Assignment 2 for Research Paper</i></p>
5	9/20-9/26	<p><u>Causality</u></p> <p>Assignments: TBD</p>
6	9/27-10/3	<p><u>Survey Research</u></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Assignments: Complete Exam 1 Read: AC – Chapter 9</p>
7	10/4-10/10	<p><u>Sampling</u> Assignments: <i>Complete: Assignment 3 for Research Paper</i></p>
8	10/11-10/17	<p><u>Writing Survey Questions</u> Assignments: None</p>
9	10/18-10/24	<p><u>Data Analysis</u> Assignments: AC – Chapter 15 p 411-452 <i>Complete: Assignment 4 for Research Paper</i></p>
10	10/25-10/31	<p><u>Research Methods</u> Assignments: Read: AC – Chapter 7/12 Complete: Exam 2</p>
11	11/1-11/7	<p><u>Ethics</u> Assignments: AC – Chpt. 3; Appendix E Film: Quiet Rage: The Stanford Prison Study</p>
12	11/8-11/14	<p><u>Experiments/Quasi-Experiments</u> Assignments: AC – Chpt.8, 7, 12 Film: Obedience; Quiet Rage: Stanford Prison Study (drm.osu.edu)</p>
13	11/15-11/21	<p><u>Field Research</u> Assignments: <i>Complete: Assignment 5 for Research Paper</i> Read: AC: Chapter 11</p>
14	11/22-11/28	<p><u>Course Wrap Up</u> Assignments:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Complete: Exam 3
14	11/22-11/28	<u>Course Wrap Up</u> Assignments: Complete: Final Paper

FINAL EXAM – AVAILABLE WEDNESDAY, DEC. 8 AT 12:01 A.M. AND MUST BE COMPLETED BY 11:59 P.M.

Research Methods Sociology (Soc 3487)

FALL 2019

(LEC) 1005 Smith Lab : MW 9:10 am – 10:05 am
(LAB) 250 Townshend Hall: R 8:00 am– 8:55 am (Tofangsazi)
R 9:10 am – 10:05 am (Tofangsazi)
F 8:00 am – 8:55 am (Stacey)
F 9:10 am – 10:05 am (Stacey)

Instructor: **Lynette Martin**
Office: 143 Townshend Hall
Phone (O): (614) 688-4399
Office Hours: Wed 10:25a – 12:25p and by appointment. The best way to reach me is through email.
Email: martin.1466@osu.edu

TA: **Bashir Tofangsazi**
Office: 163 Townshend Hall
Office Hours: MW 12pm – 2pm and by appointment
Email: tofangsazi.1@osu.edu

TA: **Lawrence Stacey**
Office: 218 Townshend Hall
Office Hours: W 2 – 3pm; F 10:30am – 12pm; and by appointment
Email: stacey.37@osu.edu

Required Texts:

Adler, E.S., and Clark, R. (2015). *How It's Done: An Invitation to Social Research, 5th Edition*. Wadsworth/Cengage Learning, California.

Class Web Page:

Class information will be loaded onto **CANVAS**.

Course Description:

The purpose of this course is to provide an introduction to the research process in the social sciences through lecture, discussions, readings, examinations, exercises, and a written research report. The skills and information learned in a social research course could prove to be the most useful you acquire in college. After completion of this course, you will know about and be able to do the following:

Course Objectives:

1. Be familiar with all major aspects of the survey research process including problem design, questionnaire construction, sampling and data analysis.
2. Be familiar with techniques of sampling and advantages and disadvantages of each technique.
3. Know how to write a professional paper including a literature review, methods

- section, findings, discussion, conclusion, references, tables and appendices.
4. Be familiar with major research techniques including experiments, unobtrusive measures, field research and evaluation research.
 5. Be able to understand empirical journal articles
 6. Be familiar with sources of information and be able to access them through library and computer data bases
 7. Become familiar with ethics and the research process.

Course Expectations:

What You May Expect of the Instructors

A sincere effort to help you learn the course material. We intend to spend enough time and effort in class preparation to make the material as understandable and interesting as we possibly can.

Accessibility - We agree to be available to you outside of class should you desire help, clarification, etc. Naturally, we cannot promise to be free to talk with you at length at any time during the day or night. If you get in touch with us at a time when we are occupied with something that cannot wait, we will gladly set a time to meet with you.

Attention/courtesy -- When you are speaking, you have our undivided attention. We will never ridicule you or express disagreement in an impolite way.

Fairness --Your grade will be based upon what you have learned. It will not be based upon personal consideration nor whether we agree upon an issue.

What We Will Expect of You

A sincere effort to learn the course material. It is impossible to understand course material if you do not read the material and spend only a few hours per week preparing for the exams, doing the workbook assignments and working on the research paper. We expect you will be motivated to understand the course material and to work with other class members on discussion section projects.

Careful and complete reading of the assignments and completing assignments in the workbook.

Attention/Courtesy -- Just as we will not be inattentive or impolite to you, we expect your undivided attention. When a student or instructor is speaking, we expect you to give that person your undivided attention. Also, please do not engage in side-bar conversations during the class. This makes it difficult for other students to hear and to follow the content of the presentation. ***Although this may seem obvious, turn off you cell-phone before the class begins, do not read the newspaper, and do not wander around the classroom during class.***

Promptness -- Come to class on time. If you need to leave early for a valid reason, please sit at the back of the classroom and, before the class begins, inform your instructor that you will need to leave early. Also, we fully expect you will comply with all due dates. Due dates are firm even if you leave early, are ill etc.

Courtesy/Civility -- We expect that you will treat us with respect both inside and outside of the classroom.

E-mail interaction -- We are happy to respond to your e-mail questions and seeking of information.

Attendance:

Attendance is an important part of learning for everyone. Attendance is MANDATORY, will be taken during this course, and will be part of your class participation grade. You are expected to attend classes, and will be responsible for materials discussed in *all* classes, even if you are absent. You will only be allowed FOUR absences during the semester. Students who are absent 30% or more will receive ONE LETTER GRADE REDUCTION in their final grade regardless of total points accumulated. Missing class is no excuse for missing an exam or handing an assignment in late. If you know that you will be absent from class when an assignment is due, you may make provisions to hand it in to your TA or me in advance. Students should be aware that attendance and performance are *strongly* correlated.

Readings:

Reading assignments appear on the tentative course outline. Students should complete the readings *before* the assigned dates. The material presented in lectures and discussion sections assumes that students are acquainted with the material in the textbook.

Course Requirements and Assignments:

Class Participation (20 points):

Participation in class discussions is an important learning tool, not only for you, but also for the rest of the class, as well as myself and your teaching assistant. From time to time, we will also give in-class assignments to be turned in as part of your class participation grade. I highly encourage you to actively participate in class discussions and activities. Attendance will count towards your class participation grade. Please feel free to ask questions during class, and not wait until the end of the class to approach us. We promise we won't bite!

Exams (40 points each X3 = 120 points)

There will be 4 exams worth 40 points each, including the final exam. These exams will cover material from the previous exam, except for the final exam, which will be comprehensive in nature. The format of the exams will consist of multiple-choice, short-answer, and essay questions. Each exam will also contain a "Bonus Question" worth up to 3 points. **Only your top 3 exam scores will be considered for your final grade in this course.** If you are happy with your scores from the first three exams, you may choose not to take the final exam. Further review and discussion of the exam format will be provided prior to each of the exams. **ALL exams will be returned to the instructor or TA. Failure to do so will result in one grade reduction to your final grade.**

Make-up exams and Late Papers

Make-up exams will **NOT** be given in this course. If you miss an exam (regardless of reason), I will consider that exam your lowest score in this course, and will consider only the other 2 exam scores in calculating your final grade. Late papers will **ONLY** be accepted via Canvas dropbox if **PRIOR PERMISSION** is given by the instructor or teaching assistant, and will be subject to a grading penalty of 2 points per day the paper is late (including weekends). There will be **NO EXTRA CREDIT** given in this class. Papers that are shoved under my office door, in my mailbox, or sent via email will NOT be accepted. *I am willing to make exceptions only in extenuating circumstances (e.g. illness).*

Research Methods Paper (60 points)

All students are required to conduct a mini research project and write a paper on the procedure and results. The research paper will be written in segments. Students will submit a preliminary topic and supporting materials, and a first draft of each section of the paper. Students will then rewrite each section. Students may choose any research topic *pertinent to Ohio State students* as long as it has been pre-approved by your recitation instructor (TA) or myself. **Please do not do anything illegal!** This assignment will help to integrate the material covered in class and reinforce the connection between concepts and life experiences. The research paper will be 10 - 15 pages in length, double-spaced, typed, in 12-point Times Roman font, APA format. The guidelines are included at the end of the syllabus and specifics are located in CANVAS. More details will be discussed in class.

Due dates for written assignments are noted on the course outline. Regardless of the pace of lectures, these due dates are firm. Written assignments *must* be turned into **CANVAS DROPBOX. 2 points will be deducted from your assignment for each day the assignment is late (including weekends). This practice will be strictly enforced.**

Please be sure that you keep copies of all of your drafts of all sections of the paper. Also, please keep a back-up of all sections of papers. My computer ate my paper is not a legitimate excuse for late papers. **Keep all of your completed survey results until the course is completed and you have received your final grade.**

Note: I react harshly to spelling and grammatical errors. I strongly suggest that you run spell-check and grammar-check on all papers before handing them in.

NOTE: Grades are not given by instructors. They are earned by students. Students who fail to complete ANY of the assignments above (without a valid excuse as decided by the instructor) will automatically receive an E in this course regardless of the total number of points received.

Grading

Three exams (40 points each)	120 points
Research Methods Paper	
Drafts	30 points
Final paper	30 points
Class participation	20 points

Total Possible	200 points

Anticipated Grading Scale:

Points	Grade	Points	Grade
186+	A	154-159	C+
180-185	A-	146-153	C
174-179	B+	140-145	C-
166-173	B	133-139	D+
160-165	B-	120-132	D
		Below 120	E

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

- <http://oaa.osu.edu/coamfaq.html>

- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."
- The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.
- If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.
- If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Disability Services - <http://www.ods.ohio-state.edu/faculty-staff/syllabus-statement/>

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they

may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Sexual Harassment and Assault

Federal Law, Title IX, and Ohio State policy prohibit discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through OSU's Office of Student Life Counseling and Consultation Service Center (614-292-5766 or <https://ccs.osu.edu>), or the Sexual Assault Response Network of Central Ohio (SARNCO) (614-267-7020 24-hour hotline or <https://www.ohiohealth.com/services/neuroscience/our-programs/behavioral-and-mental-health/sarnco>). Alleged violations can be reported non-confidentially to the OSU Title IX Office (614-247-5838 or <https://titleix.osu.edu>). Reports to law enforcement can be made to OSU Department of Public Safety (614-292-2121 or <https://dps.osu.edu>). I will seek to keep the information you share with me private to the greatest extent possible, but as a professor, I have mandatory reporting responsibilities to share information regarding sexual misconduct and possible crimes I learn about to help make our campus a safer place for all.

Unpaid student statement (departmental policy)

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. your fees are paid, OR
2. you have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

Tentative Course Schedule

Week One

The Research Process

8/21 W Introduction to the Course
AC – Chapter 4

Lab Introduction/ Picking a research topic/Review of Sources

Week Two

8/26 M Steps in the Research Process/ Writing a Research Paper
Appendix C

8/28 W Concepts and Theories
AC – Chapter 1, 2

Lab Review of sources, Library Search for Sources Class Exercises/Formation of hypotheses

Week Three

9/2 M NO CLASS – MLK DAY

9/4 W Concepts and Theories II
A1 due (see Assignment requirements in CANVAS)

Lab Writing an Introduction and Literature Review

Week Four

Measurement

9/9 M Measurement 1
AC – Chapter 6
A1 returned

9/11 W Measurement II
Methods and Survey (Read AC – Chapter 9; Survey/Questionnaire Design handout on class website)

*Lab Measurement exercises
A2 due (9/13 F)*

Week Five

9/16 M Measurement III

Causality

9/18 W Evaluating causality

Lab *Exam 1 Review/Writing a Survey
A2 returned*

Week Six

9/23 M EXAM 1

Survey Research

9/25 W Surveys
AC – Chapter 9

Lab *Writing a survey/ Data Entry Practice*

Week Seven

9/30 M Surveys II
A3 due (w/o Sampling)

Sampling

10/2 W Sampling Methods

Lab *A3 returned/ Discussion of survey questions
TAs - (Complete class survey link (Qualtrics) will be uploaded in CANVAS and ready for students to give to 6 students)*

Week Eight

10/7 M Sampling Methods II

10/9 W Sampling/ Data Analysis

Lab *Introduction to STATA*

Week Nine

Data Analysis

10/14 M Data Analysis
AC – Chapter 15 p 411-452

10/16 W Data Analysis II

Lab *ALL surveys need to be completed by 10/18.
Exam 2 Review/ STATA*

10/20 S TAs - Survey data will be ready for analysis in STATA

Week Ten

10/21 M Data Analysis III

10/23 W Exam 2

Lab *Data analysis in STATA.*

Week Eleven**Ethics**

10/28 M Ethical Responsibilities
AC – Chpt. 3
Film: Quiet Rage: The Stanford Prison Study

10/30 W Ethical Responsibilities II
AC – Appendix E

Lab *Data Analysis in STATA/Writing Results and Discussion*

Week Twelve**Research Methods**

11/4 M Types of Research
AC – Chpt. 7/12

11/6 W Experiments/Quasi-Experiments
AC – Chpt.8
Film: Obedience

Lab *Writing Results/Discussion*
A4 due (11/8 F)

Week Thirteen

11/11 M NO CLASS – VETERANS DAY

11/13 W Experiments/Quasi-Experiments II
AC – Chpt. 7/12

Lab *Writing summary/conclusion*
A4 Returned (11/15 F)

Week Fourteen

11/18 M Field Research
AC – Chpt. 11

11/20 W Field Research II

Lab *Writing an abstract/Putting final paper together*
A5 due (11/22 F)

Week Fifteen

11/25 M **Exam 3**
A5 returned

11/27 W NO CLASS - THANKSGIVING

Lab *NO CLASS - THANKSGIVING*

Week Sixteen

12/2 M *Putting final paper together*

12/4 W Presentation of Research – Bashir Tofangsazi and Lawrence Stacey
Final Paper Due

Lab *Final Exam Review*

Final Exam Week

12/9 M **Final Exam** 10:00 – 11:45 am

NOTE: This schedule is subject to change. Students are responsible for changes announced in class even if they did not attend class the day of the announcement.

ASSIGNMENTS – Research Methods Paper (60 points)

Students will have to conduct a mini research project. Drafts of all five sections of the paper will be turned in to your TA (via CANVAS DROPBOX by 9:10am) for grading and suggestions on the days indicated in your syllabus. These drafts are worth 6 points each for a total of 30 points for the five sections. Your final research paper will be due on Wednesday, December 4 in CANVAS DROPBOX, and is worth 30 points. Hence, the maximum points you may receive for this assignment is 60 points.

Conducting Research

Students will be required to conduct a mini research project based on ANY theory that they are interested in testing. The resulting paper will consist of five sections (**Assignments in detail on Carmen**):

- I. Preliminary Topic, and 4 sources (topic of choice and 4 professional sources in APA format; be specific in stating the hypothesis you are interested in studying). Identify the cause, and how it relates to your effect (CAUSE → EFFECT or X → Y). – 1 page
- II. Introduction/Literature Review (summary of previous research on the theory tested and how it relates to your current study; be specific in stating the hypothesis you are interested in studying; what results do you hope to find?) – 3-5 pages
- III. Methods (reasons for conducting the survey/experiment; how the student operationalized the theory; what the independent and dependent variables are; how these variables were measured and collected; what method the student used e.g. survey, experiment etc to collect the data; how the sample was chosen; in-depth techniques the student used to interpret the data) –Methods (2-3 pages) Note: A summary of the survey/experiment in a chart or list format MUST be included in the Appendix.
 - a. Please note that you will be required to pick ONE hypothesis with ONE independent variable (X) and ONE dependent variable (Y) for your hypothesis.
$$X \rightarrow Y$$
 - b. **Please limit your survey sample to Ohio State students. (At least 6 students)**
 - c. You may choose to work on the survey in pairs, but YOU WILL EACH BE REQUIRED TO TURN IN SEPARATE ANALYSES AND PAPERS.
 - d. Please do NOT do anything illegal! Your survey/experiment will have to be approved by either the instructor or your teaching assistant.
- IV. Results and Discussion (Presentation of results and discussion of the implications of those results – did results jive with your theory? Why or why not? Tables must be included in Appendix) (3-4 pages)
- V. Summary and Conclusion (Summary of survey/experiment and results; policy implications of those results; concluding remarks e.g. would you change anything if you had to do the survey/experiment again? Any thoughts about the importance of your results etc.) 1-3 pages

The Final Research Paper is due on Wednesday, December 4 via CANVAS DROPBOX. The final paper should include an Abstract (a short summary of the survey/experiment, results, and implications of findings) even though you did not turn one in as a draft.

**FINAL PAPER GRADE EVALUATION
FALL 2019**

(This is the form that will be used to evaluate your final paper.)

Directions: Your paper has been reviewed by sections. The checks or circles indicate my evaluation of your paper. If something is not checked or circled, it means that the comment or point does not apply to you.

I. Abstract

- Excellent
- Good
- Fair
- Needs Serious work

- Does not briefly summarize the main findings.
- Does not include a brief description of the sample.

Comments:

II. Literature Review

- Excellent
- Good
- Fair
- Needs Serious work

- Introductory paragraph does not adequately introduce the research.
- You need transition sentences between literature sources.
- You do not have an adequate number of literature sources.
- You do not list reasons for doing the research or hypotheses.
- You do not use the literature you have reviewed to explain why you expect to support your hypotheses.
- The order that you have discussed the literature sources is confusing and needs to be reorganized.
- You did not hand in your first-draft of this section.
- You did not make the changes expected based on the first draft of this section,

Comments:

III. Methods Section

- Excellent
- Good
- Fair
- Needs Serious work

- You do not clearly describe how the data were gathered.
- You do not clearly describe the characteristics of your sample.
- You do not clearly describe which questions (IV and DV) you are examining.
- You did not discuss how you recoded your variables (if you did so)
- You do not generally describe the questionnaire
- You did not turn in "Survey Questions", it is incomplete, or responses are incorrect/incomprehensible.
- You did not make the changes expected based on the first draft of this section,

Comments:

IV. Results/ Findings

- Excellent
- Good
- Fair
- Needs Serious work

- The section is not organized well and it is difficult to tell which are the major findings.
- It is difficult to tell to which table you are referring.
- The findings are confusing and difficult to read.
- You made a mistake when analyzing the data. (Percentaged incorrectly)
- You did not turn in "Personal Data Entry Sheet", it is incomplete, or responses are incorrect/incomprehensible.
- You did not make the changes expected based on the first draft of this section,

Comments:

V. Discussion and Conclusion

- Excellent
- Good
- Fair
- Needs Serious work

- You do not explain your findings.
- You do not tie the literature you reviewed to your findings and explain how the literature is the same or different from your findings.
- You have no concluding paragraph which summarizes the importance of your research and direction for future research.

Comments:

VI. References

- Excellent
- Good
- Fair
- Needs Serious work
- They are not in ASA or APA format
- They still are NOT alphabetized by author.

Comments:

VII. Tables

- Excellent
- Good
- Fair
- Needs Serious work

- You do not have table headings.
- You do not list the number of cases in your table.
- They are not percentaged correctly.
- This is the STATA output and not tables.
- You did not hand in your first-draft of the tables.
- You did not make the changes expected based on the first draft of the tables,

Comments:

VIII. Formatting and Appearance

- Excellent
- Good
- Fair
- Needs Serious work

- Your tables are not keyboarded.
- Your headings are not clear.
- The paper is not printed clearly.
- You do not have a title page or it is not attractive.
- Your sections are not merged together.
- The sections of your paper are NOT in the correct order.

IX. Writing and Style

- Excellent
- Good
- Fair
- Needs Serious work

- Ideas not well articulated
- Spelling and typos
- Grammar and sentence structure

Comments:

Final Paper Grade:

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: Soc 3487, Research Methods Sociology

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
The instructor (and recitation leader) will both be present via uploaded video content, presence in the discussion boards, consistent feedback on all assignments, and weekly Canvas announcements and email.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

All components are for asynchronous delivery, any synchronous components are optional.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

A typical course week includes watching content uploaded by the instructor as well as the recitation leader (2-3 hours), completing any readings (1-2 hours), and completing any weekly assignments (3-4 hours depending on the week).

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. Any requested accommodations will be met, and if the instructor has any questions about how best to meet an accommodation, they will contact SLDS.

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Additionally, information will be given through a variety of methods, providing variety in meeting learning objectives.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students are able to engage with other students through both the discussion boards as well as the course Q&A.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

The core assignment for this course, the research paper, will be completely chosen by the student, with feedback from the instructor and recitation leader.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...

Syllabus and cover sheet reviewed by Jeremie Smith on 7/26/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.