

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* HD 230														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Research Methods in Human Development														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Res Methods in Hum Dev														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Introduction to research methods and their application in social research. Topics include: research ethics; research design; conceptualization, operationalization and measurement; indexes, scales and typologies; sampling approaches; experimental designs; survey approaches; qualitative field research; unobtrusive research; evaluation research; qualitative data analysis; and reading and writing social research. Prerequisite: HD 220														
9. Why is this course being proposed? Introduction to Research Methods is a lower-division requirement for Human Development (HD) majors and has been taught by the Psychology Department over the years. The Psychology Department leadership now wants the Human Development Department to offer this course for HD majors so they will no longer be required to do so. Offering the course from within the HD Department will also allow us to specifically orient the course for HD majors, focusing on research topics that are linked to health and human services.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab			
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Lecture	3	C2												
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No HD 220

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* Once a year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 This course (or alternatively HD231) will be required for all HD majors.

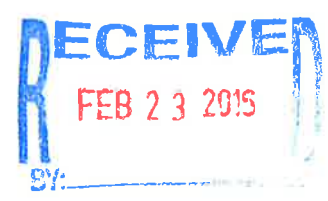
22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>see email</u> Signature	<u>3/11/16</u> Date	_____ Support	_____ Oppose
Sociology Discipline	<u>see email</u> Signature	<u>2/11/16</u> Date	<input checked="" type="checkbox"/> Support	_____ Oppose

Rodney Beaulieu	Sept. 13, 2016	Date
1. Originator (please print or type name)	<u>Alicia M. L. Sanchez</u>	<u>2/22/16</u>
2. Program Director/Chair	<u>J. Anderson</u>	<u>2/19/16</u>
3. College Curriculum Committee	<u>Denise Garcia</u>	<u>2/22/16</u>
4. College Dean (or Designee)		

5. UCC Committee Chair	Date
6. Vice President for Academic Affairs (or Designee)	Date
7. President (or Designee)	Date



* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

PSYC

**Psychology Department Response to February 2016 HD proposals (P-2, C, C-2)
March 11, 2016**

General Issues:

The Psychology department is, in general, supportive of the efforts by HD to make changes that will allow the HD department to offer more of the coursework for its own major. We have some specific concerns, though, with a few of the proposed new courses. Below, these concerns will be detailed course-by-course, but the overall issue is that five of the proposed courses overlap too much with existing CSUSM courses that will continue to be used by the PSYC and CHAD majors. This will create problems for PSYC, for CHAD, and for HD when students have any involvement with the HD major and the CHAD major, or any involvement with the HD major and the PSYC major or minor. Conflicts may arise when:

- students double-major in PSYC and HD (a problem for both programs)
- students double-major in CHAD and HD (a problem for both programs)
- students major in HD and minor in PSYC (a common pattern; a problem for both programs)
- students switch majors from HD to PSYC (a problem for PSYC, not for HD)
- students switch majors from HD to CHAD (a problem for CHAD, not for HD)
- students switch majors from PSYC to HD (a problem for HD, not for PSYC)
- students switch majors from CHAD to HD (a problem for HD, not for CHAD)

Students in the first five categories above will be required by PSYC and CHAD to take PSYC 220 and PSYC 230, even if they have previously successfully completed HD 220 and HD 230--but the overlap in content is substantial. The same problem arises between PSYC 330/331 and HD 302, and between PSYC 348/349 and HD 303, and between PSYC 356 and HD 304. Students in these situations will have good grounds to claim that the course content of the required PSYC course was covered by an HD course they already completed (or vice versa). The overall problem is that several of the proposed courses are too psychology focused, and not enough reflective of the unique Human Development/Human Services perspective. Courses that have too much overlap with one another can create havoc for students.

Details by course, for the courses that are problematic:

HD 220 Statistics in Human Development (New Course):

The list of topics covered by the new course is virtually identical to that of PSYC 220. The examples used both by the textbook and in the Case Illustration Portfolios shown in the example syllabus for HD 220 may be ones that are particularly relevant to human services research, but the actual theories and procedures taught are identical to those covered in PSYC 220. Every weekly topic/chapter in the HD 220 syllabus is mirrored in the PSYC 220 syllabus. This will create problems when students have taken HD 220 and then are required (by a new major or a second major or a minor) to take PSYC 220 as well.

HD 230 Research Methods in Human Development (New Course):

This new course has significant overlap with PSYC 230, but does include substantial coverage of several topics that are not a focus in PSYC 230; for example, qualitative field research and



evaluation research are main topics in HD 230, and only briefly covered in PSYC 230. This course is somewhat less problematic than HD 220, in terms of overlapping content.

HD 301 Theories of Human Development (Course Change):

The revised prerequisites on this C-2 form still show PSYC 100 as a prerequisite, which would make PSYC 100 a hidden requirement of the HD major. The new list of prerequisites replaces the PSYC statistics and research methods courses (PSYC 220 and PSYC 230) with the proposed new HD versions (HD 220 and HD 230), which is consistent with the other changes on the P-2 form and revised catalog copy. Possibly the intention was to replace or delete PSYC 100 in the prerequisite list?

HD 302 Human Development in Childhood (New Course):

This course very substantially overlaps PSYC 330 and PSYC 331. There exist two psychology courses, PSYC 330 (not used for the PSYC or CHAD majors) and PSYC 331 (only for PSYC and CHAD majors) that cover psychological development in childhood. HD 302's inclusion of community needs assessment makes this course different from a typical course in developmental psychology, but that emphasis is mostly carried by the journal articles. Students read most of a typical developmental psychology textbook—the same one that is often used in the corresponding PSYC course!—and one chapter of a more human-services oriented book. One concern is that the current course plan has the non-psychology content almost all coming from the huge set of assigned journal articles. If the student workload turns out to be overwhelming, it will likely be the journal-article reading that will be pared down from the ambitious list of over 50 journal articles that are required reading on the model syllabus. Then, the course will become primarily a developmental psychology course, too heavily overlapping with PSYC 330 and PSYC 331.

HD 303 Human Development in Adolescence (New Course):

The issues for this course are similar to those for HD 302. There exist two psychology courses, PSYC 348 (not used for the PSYC or CHAD majors) and PSYC 349 (only for PSYC and CHAD majors) that cover psychological development in adolescence, and use similar textbooks. The HD course includes 40-plus journal articles that students read in addition to the textbook, which improves the course's focus on human-services issues. But there is still the core of the new course that is developmental psychology in adolescence, and it would be unfortunate to have the HD course devolve into a class very similar to existing PSYC courses, should the workload of journal articles assigned prove overwhelming to students.

HD 304 Human Development in Adulthood (New Course):

We have concerns about the overlap between this class and PSYC 356, similar to our concerns about the courses preceding it in the new HD sequence (HD 302 and HD 303). The topic list matches almost exactly the topics of PSYC 356.

For the proposed new courses HD 302, 303, and 304, it would be cleaner to focus the courses on Human Services to avoid overlap with the existing PSYC courses—that would allow HD to stake out appropriate “turf” and avoid duplicating the existing psychology courses. The documents state that the purpose of

Heidi Jones

SOC APPROVAL

From: Sharon Elise
Sent: Thursday, February 11, 2016 7:08 AM
To: Rodney Beaulieu
Cc: Miriam Schustack; Denise Garcia; Alice Quioco; Fernando Soriano; Heidi Jones
Subject: Re: Proposed Courses for Human Development

HD 220, 230, 231

Sociology has no objection to these courses.

Best,

Sharon Elise

Sent from my iPhone

On Feb 10, 2016, at 4:18 PM, Rodney Beaulieu <rbeaulieu@csusm.edu> wrote:

Dear Dr. Schustack and Dr. Elise,

The Human Development Department is proposing several new courses on research methods that will affect your Departments:

HD 220 Statistics in Human Development
HD 230 Research Methods in Human Development
HD 231 Action Research in Human Development

As you will see from the attached C-Forms and syllabi, the courses emphasize human services, a central focus for the Human Development Department. We would like to start running these courses in Fall 2017 and need your feedback to move forward. Please let me know your thoughts at your earliest convenience.

I'm aware that signatures will be required from me (the originator), the Human Development Department Chair (Dr. Alice Quioco), the CEHHS College Curriculum Committee, and the CEHHS Dean (Dr. Janet Powell) or Associate Dean (Dr. Denise Garcia), and these are expected to be secured soon. For now, I want to bring these proposed courses to your attention for feedback. I hope we can have your support to move forward. Please let me know if you have questions or concerns.

Thanks for you attention.

Rodney Beaulieu

<C Form HD 220- Statistics Feb 10 2016.docx>

<C Form HD 230- Research Methods in HD Feb 9 2016.docx>

<C Form HD 231- Action Research Feb 10 2016.docx>

CALIFORNIA STATE UNIVERSITY SAN MARCOS

HD 230: Research Methods in Human Development

TERM: FALL 2016 CRN: XXXXX

CREDIT UNITS: 3

MEETING DAY/TIME: TBD

COURSE SYLLABUS

PROFESSOR: TBD

OFFICE HOURS: TBD

PHONE: TBD

EMAIL: TBD

COURSE DESCRIPTION

Introduction to research methods and their application in social research. Topics include: research ethics; bias; research design; conceptualization, operationalization and measurement; indexes, scales and typologies; sampling approaches; experimental designs; survey approaches; qualitative field research; unobtrusive research; evaluation research; qualitative data analysis; and reading and writing social research.

PREREQUISITE: HD 220, STATISTICS IN HUMAN DEVELOPMENT

MODE OF INSTRUCTION, ATTENDANCE AND CREDIT UNITS

This course is conducted face-to-face and attendance is required. Weekly lectures that correspond to the textbook chapters are designed to familiarize students with research methods. Please see the schedule below for a list of topics and watch for updated instructions on Cougar Courses for assignments and due dates. Students are expected to spend a minimum of six hours outside the classroom to read the textbook chapters and complete the end-of-chapter assignments.

PROGRAM STUDENT LEARNING OUTCOMES

The Human Development (HD) degree has 5 Programmatic Student Learning Outcomes (PSLOs), identified at: https://www.csusm.edu/human_development/learning/index.html. This course contributes to PSLO #4: Demonstrate understanding of research methods commonly used in human development scholarship and how to design, conduct, and present an original research project.

COURSE STUDENT LEARNING OUTCOMES: SEE THE WEEKLY SCHEDULE BELOW

TEXTBOOKS

1. The Practice of Social Research, 14th edition (2015), by Earl Babbie, Wadsworth Publishing.
2. American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author. (optional)

COURSE REQUIREMENTS: MID-EXAM, END-OF-CHAPTER ASSIGNMENTS, AND FINAL EXAM

MID-EXAM: (25% OF COURSE GRADE)

A mid-exam will be administered at the first half of the semester to assess your understanding of key concepts, and is worth 25% of the final grade. It will contain 100 multiple-choice questions and will be automated on Cougar Courses on the date that is indicated on the schedule below. The exam will reflect topics from the first half of the semester, Chapters 1 – 7. Please bring a calculator for the in-class mid-exam.

END-OF-CHAPTER ASSIGNMENTS: SIGNATURE ASSIGNMENT (50% OF COURSE GRADE)

At the end of each textbook chapter, students will be expected to complete activities and respond to questions. The activities and related questions will be posed weekly on Cougar Courses and are designed to assess the learning outcomes associated with the chapter. See the course schedule below for the expected learning outcomes for each chapter and the corresponding rubric for determining how each learning outcome will be assessed. Responses to the activities and questions require written responses, submitted through TurnItIn on Cougar Courses, accounting for the 10-page writing policy at CSUSM. This course requirement is worth 50% of the course grade.

FINAL EXAM: (25 % OF COURSE GRADE)

A final exam will be administered to assess your understanding of key concepts and is worth 25% of the final grade. The exam will contain 100 multiple-choice questions and will be automated on Cougar Courses during the last week of the semester. The exam will reflect topics from the second half of the semester, focusing on chapters 8 – 13 and 17. (Chapters 14 – 16 will not be included in the semester course.) Please bring a calculator for the in-class final exam.

CREDIT HOUR POLICY

According to the “Study Time Required Outside of Class Per University” policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a 3 unit course, so you are expected to devote a minimum of 6 hours of study time per week outside the classroom. This class will meet the University Credit Hour Policy.

WRITING POLICY

In accordance with the University’s “All-University Writing Requirement” students are required to have a writing component for the class, which is to meet or surpass the minimum of 10 pages or 2,500 word requirement. The writing requirement will be met by completing end-of-chapter activities and responding to questions. Activities and questions will be posted weekly on Cougar Courses.

GRADING SYSTEM (BASED ON SCORES FROM MID-EXAM, END-OF-CHAPTER ASSIGNMENTS AND FINAL EXAM)

A	93-100%	A-	90-92%	B+	88-89%	B	83-87%
B-	80-82%	C+	78-79%	C	73-77%	C-	70-72%
D+	68-69%	D	63-67%	D-	60-62%	F	59% or Less

BEING SUCCESSFUL IN THIS COURSE

Please read the assigned chapters prior to meeting for the lectures, and after each chapter, please complete the end-of-chapter activities and respond to the related questions. These assignments will be posted weekly on Cougar Courses, so please watch for them there and allow a minimum of 6 hours of weekly time for reading and completing assignments. Please note the due dates for each academic component on the schedule below along with the expected learning outcomes. Late assignments will result in 10 points being deducted for each late day. Missing assignments will result in no points (“0”) for each.

EXPECTED BEHAVIOR

Please feel free to use your laptop or other educational technology in the classroom. Do not take photos or recordings without written informed consent. Respect others, promote a safe environment, and support your colleagues.

GETTING HELP

For technical assistance with technology, please direct questions to helpdesk@csusm.edu. Or, drop by the convenient Help Desk in the Library.

ACADEMIC HONESTY AND INTEGRITY

Please adhere to standards of academic honesty and integrity as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university, including lowering grades and/or assigning a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable accommodations must be approved for services by the Office of Disabled Student Services (DSS). DSS is located in Craven Hall 4300, phone (760) 750-4905, TTY (760) 750-4909. For additional information, see the CSUSM DSS Student Handbook at <http://www.csusm.edu/dss/handbooks/>. Students authorized by DDS to receive accommodations or who have disability related questions should email me as soon as possible.

UPDATES AND SYLLABUS CHANGES:

Please note that the syllabus is subject to change. Please refer to Cougar Courses for actual weekly topics, assignments and due dates.

COURSE SCHEDULE, TOPICS AND COURSE STUDENT LEARNING OUTCOMES

Week	Topic: Read the Chapter(s) before class	Upon completion of this chapter, students should be able to:
1	<p>Chapter 1: Human Inquiry and Science</p> <p>I. Introduction</p> <p>II. Looking For Reality</p> <p>A. Knowledge from Agreement Reality</p> <ol style="list-style-type: none"> 1. Ordinary human inquiry 2. Tradition 3. Authority <p>B. Errors in inquiry and some solutions</p> <ol style="list-style-type: none"> 1. Inaccurate observations 2. Overgeneralization 3. Selective observation 4. Illogical reasoning <p>III. The Foundations of Social Science</p> <p>A. Theory, not philosophy or belief</p> <p>B. Social regularities</p> <ol style="list-style-type: none"> 1. The charge of triviality 2. What about exceptions? 3. People could interfere <p>C. Aggregates, not individuals</p> <p>D. Concepts and Variables</p> <p>E. The Purpose of Social Research</p> <p>IV. Some Dialectics of Social Research</p> <p>A. Idiographic and nomothetic explanation</p> <p>B. Inductive and deductive theory</p> <p>C. Determinism versus agency</p> <p>D. Qualitative and quantitative data</p> <p>V. The Research Proposal</p> <p>End-of-Chapter Assignment #1 is Due</p>	<ol style="list-style-type: none"> 1. Define and illustrate both agreement reality and experiential reality. 2. Differentiate epistemology from methodology. 3. Define and illustrate causal reasoning and probabilistic reasoning. 4. Differentiate the scientific approach from the ordinary human inquiry approach to causal and probabilistic reasoning. 5. Differentiate prediction from understanding. 6. Describe the roles of tradition and authority as sources of secondhand knowledge. 7. Define and illustrate each of the following errors in inquiry: inaccurate observation, overgeneralization, selective observation, and illogical reasoning. 8. Define theory and indicate how it differs from philosophy or belief. 9. Define aggregate and present a rationale for why social scientists examine aggregates. 10. Differentiate independent and dependent variables by definition and example, and show how they contribute to understanding causality. 11. Define and compare idiographic and nomothetic explanations. 12. Define and compare induction and deduction as ways of developing theories. 13. Define and give examples of quantitative data and qualitative data. 14. Describe the basic elements of the research proposal.
2	<p>Chapter 2: Paradigms, Theory, and Social Research</p> <p>I. Introduction</p> <p>II. Some Social Science Paradigms</p> <p>A. Macrotheory and microtheory</p> <p>B. Early positivism</p> <p>C. Social Darwinism</p> <p>D. Conflict paradigm</p> <p>E. Symbolic interactionism</p> <p>F. Ethnomethodology</p> <p>G. Structural functionalism</p> <p>H. Feminist paradigms</p> <p>I. Critical Race Theory</p> <p>J. Rational objectivity reconsidered</p> <p>III. Elements of Social Theory</p> <p>IV. Two Logical Systems</p> <p>A. The traditional model of science</p> <ol style="list-style-type: none"> 1. Theory 2. Operationalization 3. Observation <p>B. Deductive and inductive reasoning: A case illustration</p> <p>C. A graphic contrast</p> <p>V. Deductive Theory Construction</p> <p>A. Getting started</p> <p>B. Constructing your theory</p> <p>C. Example of deductive theory: distributive</p>	<ol style="list-style-type: none"> 1. List the three functions of theory for research. 2. Define paradigm. 3. Differentiate macrotheory from microtheory. 4. Provide synopses for each of the following paradigms: early positivism, social Darwinism, conflict, symbolic interactionism, ethnomethodology, structural-functionalism, feminist, and critical race theory. 5. Differentiate theory from paradigm. 6. Define and show how each of the following terms is used in theory construction: observation, fact, law, theory, concepts, variables, axioms (or postulates), propositions, and hypotheses. 7. Show the role of theory, operationalization, and observation in the traditional model of science. 8. Define hypothesis testing. 9. Differentiate inductive logic from deductive reasoning by definition and example. 10. Outline the steps in deductive theory construction. 11. Summarize the links between theory and research. 12. Describe how the theoretical perspective chosen impacts the ethics of research. 13. Describe and give examples of what is known as "big data"

	<p>justice</p> <p>VI. Inductive Theory Construction A. An example of Inductive Theory: Why do people smoke marijuana?</p> <p>VII. The Links between Theory and Research</p> <p>VIII. Research Ethics and Theory</p> <p>End-of-Chapter Assignment #2 is Due</p>	
3	<p>Chapter 3: Ethics and Politics of Social Research</p> <p>I. Introduction</p> <p>II. Ethical Issues in Social Research A. Voluntary participation B. No harm to the participants C. Anonymity and confidentiality 1. Anonymity 2. Confidentiality D. Deception E. Analysis and reporting F. Institutional Review Boards G. Professional codes of ethics</p> <p>III. Two Ethical Controversies A. Trouble in the tearoom-Laud Humphreys B. Observing human obedience-Stanley Milgram</p> <p>IV. The Politics of Social Research A. Objectivity and ideology 1. Social research and race 2. The politics of sexual research 3. Politics and the census B. Politics with a little "p" C. Politics in perspective</p> <p>End-of-Chapter Assignment #3 is Due</p>	<ol style="list-style-type: none"> 1. Discuss why ethical issues are frequently not apparent to the researcher. 2. Describe and illustrate the ethical issues involved in: voluntary participation, no harm to subjects, anonymity and confidentiality, the researcher's identity, and analysis and reporting. 3. Describe the role of the Institutional Review Boards (IRB). 4. Identify which of the ethical principles were violated in the Humphreys tearoom study. 5. Identify which of the ethical principles were violated in the Milgram shock study. 6. Describe two ways in which ethical and political concerns differ. 7. Summarize the link between objectivity and ideology. 8. Compare the positions on the issue that social science can (or cannot) and should (or should not) be separated from politics. 9. Illustrate how political issues exist in some of the research on race relations. 10. Identify the political issues in sexual research. 11. Identify both the historical and modern political issues involved in doing the census. 12. Discuss how social research is limited by ethical constraints (what are some things that are particularly difficult to study; any research questions that cannot be addressed due to the ethical guidelines of our profession). 13. Discuss what a researcher should do once he or she realizes ethical violations are occurring. 14. Describe the ethical violations made during the Stanford Prison experiment. 15. Describe professional norms of research sociologists are beholden to. 16. Identify what would be considered "fraudulent research."
4	<p>Chapter 4: Research Design</p> <p>I. Introduction</p> <p>II. Three Purposes of Research A. Exploration B. Description C. Explanation</p> <p>III. Idiographic Explanation</p> <p>IV. Nomothetic Explanation A. Criteria for Nomothetic Causality 1. Correlation 2. Time Order 3. Nonspurious B. Nomothetic causal analysis and hypothesis testing C. False criteria for nomothetic causality 1. Complete causation 2. Exceptional cases 3. Majority of cases</p> <p>V. Necessary and Sufficient Causes</p> <p>VI. Units of Analysis A. Individuals B. Groups C. Organizations D. Social interactions</p>	<ol style="list-style-type: none"> 1. Upon completion of this chapter, the student should be able to: 2. Identify the two major tasks of research design. 3. Define and illustrate the three basic purposes of research. 4. List three reasons for performing exploratory studies. 5. Contrast the idiographic and the nomothetic models of explanation by definition and example. 6. List and illustrate the three prerequisites for establishing causality in nomothetic explanations. 7. List and explain the three things that social scientists do not mean when they speak of causal relationships. 8. Differentiate a necessary cause from a sufficient cause by definition and example. 9. Define units of analysis and identify and illustrate each of the basic types. 10. Define and illustrate the ecological fallacy. 11. Define and illustrate reductionism. 12. Compare cross-sectional and longitudinal studies in terms of the advantages and weaknesses of each. 13. Differentiate among the three types of longitudinal studies by definition and example. 14. Explain how longitudinal studies may be approximated using the cross-sectional design. 15. Define and explain the logic of mixed models. 16. Depict the research process in a diagram manner and describe

	<ul style="list-style-type: none"> E. Social artifacts F. Units of Analysis in Review G. Faulty Reasoning About Units of Analysis <ul style="list-style-type: none"> 1. The ecological fallacy 2. Reductionism VI. The Time Dimension <ul style="list-style-type: none"> A. Cross-sectional studies B. Longitudinal studies <ul style="list-style-type: none"> 1. Trend studies 2. Cohort studies 3. Panel studies 4. Comparing the three types of longitudinal studies C. Approximating longitudinal studies D. Examples of research strategies VII. Mixed Modes VIII. How to Design a Research Project <ul style="list-style-type: none"> A. Getting started B. Conceptualization C. Choice of research method D. Operationalization E. Population and sampling F. Observations G. Data processing H. Analysis I. Application J. Research design in review IX. The Research Proposal <ul style="list-style-type: none"> A. Elements of a Research Proposal <ul style="list-style-type: none"> 1. Problem or Objective 2. Literature Review 3. Subjects for Study 4. Measurement 5. Data-Collection Methods 6. Analysis 7. Schedule 8. Budget <p>End-of-Chapter Assignment #4 is Due</p>	<p>the diagram.</p> <p>17. Identify and describe the basic elements of a research proposal.</p>
5	<p>Chapter 5: Conceptualization, Operationalization and Measurement</p> <ul style="list-style-type: none"> I. Introduction II. Measuring Anything That Exists <ul style="list-style-type: none"> A. Conceptions, concepts, and reality B. Concepts as constructs III. Conceptualization <ul style="list-style-type: none"> A. Indicators and dimensions B. The interchangeability of indicators C. Real, nominal, and operational definitions D. Creating conceptual order E. An example of conceptualization-The concept of anomie III. Definitions in Descriptive and Explanatory Studies IV. Operationalization Choices <ul style="list-style-type: none"> A. Range of variation B. Variations between the extremes C. A note on dimensions D. Defining variables and attributes E. Levels of measurement <ul style="list-style-type: none"> 1. Nominal measures 2. Ordinal measures 3. Interval measures 	<ul style="list-style-type: none"> 1. Define measurement and differentiate it from observation. 2. Differentiate among the following terms: direct observables, indirect observables, constructs, and concepts. 3. Outline the logic behind the interchangeability of indicators. 4. Describe and compare real definitions, nominal definitions, and operational definitions. 5. Show how the clarification of concepts is a key element in qualitative research. 6. Explain why definitions are more problematic for descriptive research than for explanatory research. 7. Explain why researchers must be clear about the range of variation in a concept that interests them. 8. Explain why attributes of a variable should be exhaustive and mutually exclusive, and give examples of each. 9. Differentiate the following four levels of measurement and give an example of each: nominal, ordinal, interval, and ratio. 10. Explain why it is important to know the level of measurement for the variables in a study. 11. Differentiate precision from accuracy by definition and example. 12. Define reliability and compare these strategies for improving the reliability of measures: test-retest method, split-half method, using established measures, and reliability of research workers. 13. Define validity and compare these types of validity: face validity,

	<ul style="list-style-type: none"> 4. Ratio measures 5. Implications of levels of measurement F. Single or multiple indicators G. Some illustrations of operationalization choices H. Operationalization goes on and on V. Criteria of Measurement Quality <ul style="list-style-type: none"> A. Precision and accuracy B. Reliability <ul style="list-style-type: none"> 1. Test-retest method 2. Split-half method 3. Using established measures 4. Reliability of research workers C. Validity <ul style="list-style-type: none"> 1. Face validity 2. Criterion-related validity 3. Construct validity 4. Content validity D. Who decides what's valid? E. Tension between reliability and validity <p>End-of-Chapter Assignment #5 is Due</p>	<p>14. Describe the tension between reliability and validity.</p> <p>criteria-related validity, construct validity, and content validity.</p>
6	<p>Chapter 6: Indexes, Scales, and Typologies</p> <ul style="list-style-type: none"> I. Introduction II. Indexes versus Scales III. Index Construction <ul style="list-style-type: none"> A. Item selection <ul style="list-style-type: none"> 1. Face validity 2. Unidimensionality 3. General or specific 4. Variance B. Examination of empirical relationships <ul style="list-style-type: none"> 1. Bivariate relationships 2. Multivariate relationships among items C. Index scoring D. Handling missing data E. Index validation <ul style="list-style-type: none"> 1. Item analysis 2. External validation 3. Bad index versus bad validators F. The status of women: an illustration of index construction IV. The status of women: An illustration of index construction V. Scale Construction <ul style="list-style-type: none"> A. Bogardus social distance scale B. Thurstone scales C. Likert scaling D. Semantic differential E. Guttman scaling VI. Typologies <p>End-of-Chapter Assignment #6 is Due</p>	<ul style="list-style-type: none"> 1. List three reasons why composite measures are frequently used in social science research. 2. Differentiate index from scale by definition and example. 3. List two reasons why scales are generally superior to indexes. 4. List the four steps involved in creating an index. 5. Define and illustrate face validity, unidimensionality, and variance as criteria for selecting items. 6. Describe the rationale and application for employing bivariate and multivariate relationships among items in index construction. 7. Describe how items can be scored in index construction. 8. Describe five strategies for handling missing data in index construction. 9. Compare the rationale and application of item analysis and external validation as strategies for validating an index. 10. Describe the logic and procedures of the Bogardus social distance scale. 11. Describe the logic and procedures of Thurstone scaling. 12. Describe the logic and procedures of Likert scaling. 13. Describe the logic and procedures of the semantic differential. 14. Describe the logic and procedures of Guttman scaling. 15. Explain and illustrate how typologies are used in social science research.
7	<p>Chapter 7: The Logic of Sampling</p> <ul style="list-style-type: none"> I. Introduction II. A Brief History of Sampling <ul style="list-style-type: none"> A. President Alf Landon B. President Thomas E. Dewey C. Two type of sampling methods III. Nonprobability Sampling <ul style="list-style-type: none"> A. Reliance on available subjects B. Purposive or judgmental sampling 	<ul style="list-style-type: none"> 1. Define sampling. 2. Document the historical connection between sampling and political polling. 3. Describe and illustrate each of the following types of nonprobability sampling: reliance on available subject sampling, purposive (judgmental) sampling, quota sampling, and snowball sampling. 4. Describe the logic of probability sampling, and include heterogeneity and representativeness in your response.

	<ul style="list-style-type: none"> C. Snowball sampling D. Quota sampling E. Selecting informants <p>IV. The Theory and Logic of Probability Sampling</p> <ul style="list-style-type: none"> A. Conscious and subconscious sampling bias B. Representativeness and probability of selection C. Random selection D. Probability theory, sampling distributions, and estimates of sampling error <ul style="list-style-type: none"> 1. The sampling distribution of ten cases 2. Sampling distribution and estimates of sampling error 3. Confidence levels and confidence intervals <p>V. Populations and Sampling Frames</p> <p>VI. Types of Sampling Designs</p> <ul style="list-style-type: none"> A. Simple random sampling B. Systematic sampling C. Stratified sampling D. Implicit stratification in systematic sampling E. Illustration: sampling university students <ul style="list-style-type: none"> 1. Study population and sampling frame 2. Stratification 3. Sample selection 4. Sample modification <p>VII. Multistage Cluster Sampling</p> <ul style="list-style-type: none"> A. Multistage designs and sampling error B. Stratification in multistage cluster sampling C. Probability proportionate to size (PPS) sampling D. Disproportionate sampling and weighting <p>VIII. Probability sampling in review</p> <p>IX. The ethics of sampling</p> <p>End-of-Chapter Assignment #7 is Due</p>	<ul style="list-style-type: none"> 5. List two advantages of probability sampling over nonprobability sampling. 6. Define an EPSEM sample. 7. Define each of the following terms and explain its relevance for random sampling: element, study population, random selection, and sampling unit. 8. Define and differentiate a parameter from a statistic. 9. Define sampling error and show how confidence levels and confidence intervals are used in interpreting sampling errors. 10. Explain how to interpret a standard error in terms of the normal distribution using confidence levels and confidence intervals. 11. Define sampling frame and restate the cautions regarding making generalizations from sampling frames to populations. 12. Describe simple random sampling and list two reasons why it is seldom used. 13. Describe systematic sampling and employ the concepts of sampling interval, sampling ratio, and periodicity in the description. 14. Identify the major advantage of multistage cluster sampling and describe how this procedure is executed. 15. Outline the rationale for disproportionate sampling and weighting and note the dangers in using these strategies. 16. Understand the role cell phones now play with regard to sampling and the associated considerations
8	Mid-Exam (Chapters 1-7)	
9	<p>Chapter 8: Experiments</p> <p>I. Topics Appropriate to Experiments</p> <p>II. The Classical Experiment</p> <ul style="list-style-type: none"> A. Independent and dependent variables B. Pretesting and posttesting C. Experimental and control groups D. The double-blind experiment <p>III. Selecting Subjects</p> <ul style="list-style-type: none"> A. Probability sampling B. Randomization C. Matching D. Matching or randomization? <p>IV. Variations on Experimental Design</p> <ul style="list-style-type: none"> A. Preexperimental research designs B. Validity issues in experimental research <ul style="list-style-type: none"> 1. Sources of internal invalidity <ul style="list-style-type: none"> a. History b. Maturation c. Testing d. Instrumentation e. Statistical regression 	<ul style="list-style-type: none"> 1. Give several examples showing that the experimental mode of observation is particularly appropriate for explanatory purposes. 2. Describe and illustrate with examples the three major pairs of components in the classical experiment. 3. Give an example of the double-blind experiment and indicate why such a design would be used. 4. Contrast the following three strategies for selecting subjects: probability sampling, randomization, and matching. 5. Note the feature that the preexperimental designs have in common, and define and develop examples of each of the following three designs: one-shot case study, one-group pretest-posttest design, and static-group comparison. 6. Explain how the following factors may threaten internal validity: history, maturation, testing, instrumentation, statistical regression, selection biases, experimental mortality, causal time-order, diffusion or imitation of treatments, compensation, compensatory rivalry, and demoralization. 7. Show how the classical experiment handles each of these problems of internal invalidity. 8. Compare the following true experimental designs: classical design, Solomon four-group design, and posttest-only control

	<ul style="list-style-type: none"> f. Selection biases g. Experimental mortality h. Demoralization 2. Sources of external invalidity V. An Illustration of Experimentation VI. Alternative Experimental Settings <ul style="list-style-type: none"> A. Factorial designs B. Web-based experiments C. "Natural" experiments VII. Strengths and Weaknesses of the Experimental Method VIII. Ethics and Experiments <p>End-of-Chapter Assignment #8 is Due</p>	<p>group design.</p> <ul style="list-style-type: none"> 9. Show how the true experimental designs address the problem of external validity. 10. Describe two alternative experimental settings. 11. Describe the use of web-based experiments. 12. Describe how natural experiments occur and give two examples. 13. Examine the strengths and weaknesses of the experimental method.
10	<p>Chapter 9: Survey Research</p> <ul style="list-style-type: none"> I. Introduction II. Topics Appropriate to Survey Research III. Guidelines for Asking Questions <ul style="list-style-type: none"> A. Choose appropriate question forms <ul style="list-style-type: none"> 1. Questions and statements 2. Open-ended and closed-ended questions B. Make items clear C. Avoid double-barreled questions D. Respondents must be competent to answer E. Respondents must be willing to answer F. Questions should be relevant G. Short items are best H. Avoid negative items I. Avoid biased items and terms IV. Questionnaire Construction <ul style="list-style-type: none"> A. General questionnaire format B. Formats for respondents C. Contingency questions D. Matrix questions E. Ordering items in a questionnaire F. Questionnaire instructions G. Pretesting the questionnaire H. A composite illustration V. Self-administered Questionnaires <ul style="list-style-type: none"> A. Mail distribution and return B. Monitoring returns C. Follow-up mailings D. Response rates E. Compensation for respondents F. A case study VI. Interview Surveys <ul style="list-style-type: none"> A. The role of the survey interviewer B. General guidelines for survey interviewing <ul style="list-style-type: none"> 1. Appearance and demeanor 2. Familiarity with questionnaire 3. Follow question wording exactly 4. Record responses exactly 5. Probing for responses. C. Coordination and control VII. Telephone Surveys <ul style="list-style-type: none"> A. Computer-assisted telephone interviewing (CATI) B. Response rates in interview surveys VIII. Online surveys <ul style="list-style-type: none"> A. Online devices B. Electronic instrument design 	<ul style="list-style-type: none"> 1. Illustrate how surveys may be used for descriptive, explanatory, and exploratory purposes. 2. Describe how surveys are sometimes misused. 3. Outline the conditions under which open-ended and closed-ended questions are used. 4. Explain why social desirability is a problem in asking questions. 5. List three guidelines for good questionnaire format. 6. Explain why it is important to pretest a questionnaire. 7. List three principles for mail distribution and return of questionnaires. 8. List three principles regarding follow-up mailings. 9. Present four advantages of interviews over questionnaires. 10. List five advantages and three problems with telephone surveys. 11. Describe the advantages of online surveys and offer some advice for successful online surveying, including maximizing response rates. 12. Assess the strengths and weaknesses of survey design. 13. Explain what mixed mode surveys are and the utility of using them

	<p>C. Improving response rates</p> <p>IX. Mixed-mode surveys</p> <p>X. Comparison of the Different Survey Methods</p> <p>XI. Strengths and Weaknesses of Survey Research</p> <p>XII. Secondary Analysis</p> <p>XIII. Ethics and Survey Research</p> <p>End-of-Chapter Assignment #9 is Due</p>	
11	<p>Chapter 10: Qualitative Field Research</p> <p>I. Introduction</p> <p>II. Topics Appropriate to Field Research</p> <p>III. Special Considerations in Qualitative Field Research</p> <p>A. The various roles of the observer</p> <p>B. Relations to subjects</p> <p>IV. Some Qualitative Field Research Paradigms</p> <p>A. Naturalism</p> <p>B. Ethnomethodology</p> <p>C. Grounded theory</p> <p>1. Studying academic change</p> <p>2. Shopping Romania</p> <p>D. Case studies and the extended case method</p> <p>1. Teacher-student negotiations</p> <p>2. The fight against AIDS</p> <p>E. Institutional ethnography</p> <p>1. Mothering, schooling, and child development</p> <p>2. Compulsory heterosexuality</p> <p>F. Participatory action research</p> <p>1. The Corporation</p> <p>2. PAR and welfare policy</p> <p>V. Conducting Qualitative Field Research</p> <p>A. Preparing for the field</p> <p>B. Qualitative interviewing</p> <p>C. Focus groups</p> <p>D. Recording observations</p> <p>VI. Strengths and Weaknesses of Qualitative Field Research</p> <p>A. Validity</p> <p>B. Reliability</p> <p>VII. Ethics and Qualitative Field Research</p> <p>End-of-Chapter Assignment #10 is Due</p>	<ol style="list-style-type: none"> 1. Define qualitative field research and compare it with other methods of observation. 2. Identify the key strengths of field research. 3. Define and give examples of each of the following elements of social life appropriate for qualitative field research: practices, episodes, encounters, roles, relationships, groups, organizations, settlements, social worlds, and lifestyles (or subcultures). 4. Give three examples of research topics particularly appropriate for qualitative field research. 5. Compare the various roles the field researcher can assume, ranging from complete participant to complete observer. 6. Explain how people who are being studied might modify their behavior if they knew that they were being studied. 7. Define and illustrate the following paradigms: naturalism, ethnomethodology, grounded theory, case studies and extended case method, institutional ethnography, and participatory action research. 8. Provide advice on each of the following steps in preparing for the field: review of the relevant literature, use of informants, and establishing initial contacts. 9. Describe the stages in a complete interviewing process: thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. 10. Define and illustrate focus groups. 11. Show how focus groups are relevant in qualitative field research. 12. Provide advice for recording observations in qualitative field research. 13. Identify the ethical issues that emerge in qualitative field research. 14. Address the strengths and weaknesses of qualitative field research. 15. Describe how reliability and validity relate to qualitative field research.
12	<p>Chapter 11: Unobtrusive Research</p> <p>I. Introduction</p> <p>II. Content Analysis</p> <p>A. Topics appropriate for content analysis</p> <p>B. Sampling in content analysis</p> <p>1. Units of analysis</p> <p>2. Sampling techniques</p> <p>C. Coding in content analysis</p> <p>1. Manifest and latent content</p> <p>2. Conceptualization and the creation of code categories</p> <p>3. Counting and record keeping</p> <p>4. Qualitative data analysis</p> <p>D. Illustration of content analysis</p> <p>E. Strengths and weaknesses of content analysis</p> <p>III. Analyzing Existing Statistics</p> <p>A. Durkheim's study of suicide</p> <p>B. The consequences of globalization</p> <p>C. Units of analysis</p>	<ol style="list-style-type: none"> 1. Describe and compare the three unobtrusive research designs: content analysis, analysis of existing statistics, and comparative and historical research. 2. Give three examples of artifacts that content analysts might study. 3. Show how the unit of analysis influences sample selection in content analysis. 4. Illustrate how a researcher might employ each of the following sampling techniques in content analysis: simple random sampling, systematic sampling, stratified sampling, and cluster sampling. 5. Differentiate manifest content from latent content by definition and example. 6. Present advice for the development of code categories in content analysis. 7. Outline the strengths and weaknesses of content analysis. 8. Explain how analytic induction is used in qualitative content analysis. 9. Summarize the difficulties with units of analysis in existing statistics.

	<ul style="list-style-type: none"> D. Problems of validity E. Problems of reliability F. Sources of existing statistics IV. Comparative and Historical Research <ul style="list-style-type: none"> A. Examples of comparative and historical research <ul style="list-style-type: none"> 1. Weber and the role of ideas 2. Fair trade B. Sources of comparative and historical data C. Analytic techniques V. Unobtrusive online research VI. Ethics and unobtrusive measures <p>End-of-Chapter Assignment #11 is Due</p>	<ul style="list-style-type: none"> 10. Explain why validity is a problem with existing statistics, and present two strategies for resolving this problem. 11. Explain why reliability is a problem with existing statistics, and present two strategies for resolving this problem. 12. List three sources of existing statistics. 13. List three sources of data for comparative and historical research. 14. Discuss the role of corroboration in enhancing the quality of existing statistics. 15. Discuss the role of verstehen and ideal types in the analysis of existing statistics. 16. Understand the growing availability of online unobtrusive research and how it is consistent with Big Data. 17. Understand the differing role ethics play in the world of unobtrusive research.
13	<p>Chapter 12: Evaluation Research</p> <ul style="list-style-type: none"> I. Introduction II. Topics Appropriate To Evaluation Research III. Formulating the Problem: Issues of Measurement <ul style="list-style-type: none"> A. Specifying outcomes B. Measuring experimental contexts C. Specifying interventions D. Specifying the population E. New versus existing measures F. Operationalizing success/failure IV. Types of Evaluation Research Designs <ul style="list-style-type: none"> A. Experimental designs B. Quasi-experimental designs <ul style="list-style-type: none"> 1. Time-series designs 2. Nonequivalent control groups 3. Multiple time-series designs C. Qualitative evaluations V. The Social Context <ul style="list-style-type: none"> A. Logistical problems <ul style="list-style-type: none"> 1. Motivating sailors 2. Administrative control B. Use of research results <ul style="list-style-type: none"> 1. Rape reform legislation 2. Preventing domestic violence 3. The Sabido methodology VI. Social Indicators Research <ul style="list-style-type: none"> A. The death penalty and deterrence B. Computer simulation VII. Ethics and evaluation research <p>End-of-Chapter Assignment #12 is Due</p>	<ul style="list-style-type: none"> 1. Identify the purposes of evaluation research. 2. Define and illustrate needs assessment, cost-benefit, and monitoring studies. 3. Define and illustrate social intervention. 4. Define and illustrate the outcome (or response) variable. 5. Give three examples of experimental contexts that may influence specific evaluation research studies. 6. Explain why it is important to define the population of possible subjects for whom the program is appropriate. 7. Provide advice for operationalizing success or failure of an intervention. 8. Apply the classical experimental design to an evaluation research study. 9. Define and illustrate time-series designs. 10. Define and illustrate nonequivalent control group designs. 11. Define and illustrate multiple time-series designs. 12. Discuss why evaluation research is particularly subject to problems in the actual execution of the research. 13. Summarize three reasons why the implications of evaluation research are not always put into practice. 14. Define and illustrate social indicators research. Define and illustrate computer simulation.
14	<p>Chapter 13: Qualitative Data Analysis</p> <ul style="list-style-type: none"> I. Introduction II. Linking Theory and Analysis <ul style="list-style-type: none"> A. Discovering patterns B. Grounded theory method C. Semiotics D. Conversation analysis III. Qualitative Data Processing <ul style="list-style-type: none"> A. Coding <ul style="list-style-type: none"> 1. Coding units 2. Coding as a physical act 3. Creating codes B. Memoing C. Concept mapping IV. Computer Software for Qualitative Data Analysis 	<ul style="list-style-type: none"> 1. Define and illustrate qualitative analysis. 2. Compare the connection between data analysis and theory in both qualitative research and quantitative research. 3. Illustrate these ways of looking for patterns in a particular research topic: frequencies, magnitudes, structures, processes, causes, and consequences. 4. Compare the two strategies of cross-case analysis: variable-oriented analysis and case-oriented analysis. 5. Describe the four stages of the constant comparative method used in the grounded theory method. 6. Define and illustrate semiotics. 7. Define and illustrate conversation analysis. 8. Show how coding works in qualitative analysis. 9. Explain why standardization is a key principle in quantitative analysis but not so in qualitative analysis.

	<p>A. QDA Programs B. Leviticus as seen through Qualrus C. NVivo V. The Qualitative Analysis of Quantitative Data VI. Evaluating the Quality of Qualitative Research VII. Ethics and qualitative data analysis</p> <p>End-of-Chapter Assignment #13 is Due</p>	<p>10. Define open coding. 11. Summarize the role of memoing in qualitative data analysis and compare these types: code notes, theoretical notes, and operational notes. 12. Compare these types of memos: elemental, sorting, and integrating. 13. Explain the role of concept mapping. 14. Show how computers can be used in qualitative data analysis. 15. Illustrate how the qualitative analysis of quantitative data is useful.</p>
15	<p>Chapter 17: Reading and Writing Social Research I. Introduction II. Reading Social Research A. Organizing a review of the literature B. Reading journals versus books 1. Reading a journal article 2. Reading a book C. Evaluating research reports 1. Theoretical orientation 2. Research design 3. Measurement 4. Sampling 5. Experiments 6. Survey research 7. Field research 8. Content analysis 9. Analyzing existing statistics 10. Comparative and historical research 11. Evaluation research 12. Data analysis 13. Reporting III. Using the Internet Wisely A. Some useful websites B. Searching the web C. Evaluating the quality of internet materials D. Citing Internet materials IV. Writing Social Research A. Some basic considerations 1. Audience 2. Form and length of report 3. Aim of the report B. Organization of the report 1. Purpose and overview 2. Review of the literature 3. Avoiding plagiarism 4. Study design and execution 5. Analysis and interpretation 6. Summary and conclusions C. Guidelines for reporting analyses D. Going public V. The Ethics of Reading and Writing Social Research</p> <p>End-of-Chapter Assignment is Due</p>	<p>1. Provide advice for reading journal articles. 2. Identify questions to ask when assessing theoretical orientations in research reports. 3. Identify questions to ask when assessing research designs in research reports. 4. Identify questions to ask when assessing the quality of reporting in research reports. 5. Identify some relevant web sites for learning about research methods. 6. Provide advice for web citations. 7. Identify the functions of scientific reporting. 8. Explain how the intended audience affects writing a research report. 9. Differentiate the following types of research reports: research notes, working papers, professional papers, articles, and books. 10. Compare the aims of research reports. 11. Explain the role of reviewing the literature in research reports. 12. Define plagiarism and provide advice for avoiding plagiarism. 13. Explain the role of describing the study design and execution in research reports. 14. Explain the role of describing the analysis and interpretation in research reports. 15. Explain the role of the summary and conclusions in research reports.</p>
16	Final Exam (Chapters 8 – 17)	

There are 14 End-of-Chapter Assignments, each with 13 - 17 required activities, and each activity is worth 10 points as indicated below. Correct responses will be awarded 10 points each, partly correct responses will be awarded fewer points (not the full 10 points), and incorrect responses will generate no points.

ASSESSMENT RUBRIC FOR ASSIGNMENT #1: 10 Points Each = 140 Total Points

1. Define and illustrate both agreement reality and experiential reality.
2. Differentiate epistemology from methodology.
3. Define and illustrate causal reasoning and probabilistic reasoning.
4. Differentiate the scientific approach from the ordinary human inquiry approach to causal and probabilistic reasoning.
5. Differentiate prediction from understanding.
6. Describe the roles of tradition and authority as sources of secondhand knowledge.
7. Define and illustrate each of the following errors in inquiry: inaccurate observation, overgeneralization, selective observation, and illogical reasoning.
8. Define theory and indicate how it differs from philosophy or belief.
9. Define aggregate and present a rationale for why social scientists examine aggregates.
10. Differentiate independent and dependent variables by definition and example, and show how they contribute to understanding causality.
11. Define and compare idiographic and nomothetic explanations.
12. Define and compare induction and deduction as ways of developing theories.
13. Define and give examples of quantitative data and qualitative data.
14. Describe the basic elements of the research proposal.

ASSESSMENT RUBRIC FOR ASSIGNMENT #2: 10 Points Each = 130 Total Points

1. List the three functions of theory for research.
2. Define paradigm.
3. Differentiate macrotheory from microtheory.
4. Provide synopses for each of the following paradigms: early positivism, social Darwinism, conflict, symbolic interactionism, ethnomethodology, structural-functionalism, feminist, and critical race theory.
5. Differentiate theory from paradigm.
6. Define and show how each of the following terms is used in theory construction: observation, fact, law, theory, concepts, variables, axioms (or postulates), propositions, and hypotheses.
7. Show the role of theory, operationalization, and observation in the traditional model of science.
8. Define hypothesis testing.
9. Differentiate inductive logic from deductive reasoning by definition and example.
10. Outline the steps in deductive theory construction.
11. Summarize the links between theory and research.
12. Describe how the theoretical perspective chosen impacts the ethics of research.
13. Describe and give examples of what is known as "big data"

ASSESSMENT RUBRIC FOR ASSIGNMENT #3: 10 Points Each = 160 Total Points

1. Discuss why ethical issues are frequently not apparent to the researcher.
2. Describe and illustrate the ethical issues involved in: voluntary participation, no harm to subjects, anonymity and confidentiality, the researcher's identity, and analysis and reporting.
3. Describe the role of the Institutional Review Boards (IRB).
4. Identify which of the ethical principles were violated in the Humphreys tearoom study.
5. Identify which of the ethical principles were violated in the Milgram shock study.
6. Describe two ways in which ethical and political concerns differ.
7. Summarize the link between objectivity and ideology.
8. Compare the positions on the issue that social science can (or cannot) and should (or should not) be separated from politics.
9. Illustrate how political issues exist in some of the research on race relations.
10. Identify the political issues in sexual research.
11. Identify both the historical and modern political issues involved in doing the census.
12. Discuss how social research is limited by ethical constraints (what are some things that are particularly difficult to study; any research questions that cannot be addressed due to the ethical guidelines of our profession).
13. Discuss what a researcher should do once he or she realizes ethical violations are occurring.

14. Describe the ethical violations made during the Stanford Prison experiment.
15. Describe professional norms of research sociologists are beholden to.
16. Identify what would be considered "fraudulent research."

ASSESSMENT RUBRIC FOR ASSIGNMENT #4: 10 Points Each = 170 Total Points

1. Upon completion of this chapter, the student should be able to:
2. Identify the two major tasks of research design.
3. Define and illustrate the three basic purposes of research.
4. List three reasons for performing exploratory studies.
5. Contrast the idiographic and the nomothetic models of explanation by definition and example.
6. List and illustrate the three prerequisites for establishing causality in nomothetic explanations.
7. List and explain the three things that social scientists do not mean when they speak of causal relationships.
8. Differentiate a necessary cause from a sufficient cause by definition and example.
9. Define units of analysis and identify and illustrate each of the basic types.
10. Define and illustrate the ecological fallacy.
11. Define and illustrate reductionism.
12. Compare cross-sectional and longitudinal studies in terms of the advantages and weaknesses of each.
13. Differentiate among the three types of longitudinal studies by definition and example.
14. Explain how longitudinal studies may be approximated using the cross-sectional design.
15. Define and explain the logic of mixed models.
16. Depict the research process in a diagram manner and describe the diagram.
17. Identify and describe the basic elements of a research proposal.

ASSESSMENT RUBRIC FOR ASSIGNMENT #5: 10 Points Each = 140 Total Points

1. Define measurement and differentiate it from observation.
2. Differentiate among the following terms: direct observables, indirect observables, constructs, and concepts.
3. Outline the logic behind the interchangeability of indicators.
4. Describe and compare real definitions, nominal definitions, and operational definitions.
5. Show how the clarification of concepts is a key element in qualitative research.
6. Explain why definitions are more problematic for descriptive research than for explanatory research.
7. Explain why researchers must be clear about the range of variation in a concept that interests them.
8. Explain why attributes of a variable should be exhaustive and mutually exclusive, and give examples of each.
9. Differentiate the following four levels of measurement and give an example of each: nominal, ordinal, interval, and ratio.
10. Explain why it is important to know the level of measurement for the variables in a study.
11. Differentiate precision from accuracy by definition and example.
12. Define reliability and compare these strategies for improving the reliability of measures: test-retest method, split-half method, using established measures, and reliability of research workers.
13. Define validity and compare these types of validity: face validity, criterion-related validity, construct validity, and content validity.
14. Describe the tension between reliability and validity.

ASSESSMENT RUBRIC FOR ASSIGNMENT #6: 10 Points Each = 150 Total Points

1. List three reasons why composite measures are frequently used in social science research.
2. Differentiate index from scale by definition and example.
3. List two reasons why scales are generally superior to indexes.
4. List the four steps involved in creating an index.
5. Define and illustrate face validity, unidimensionality, and variance as criteria for selecting items.
6. Describe the rationale and application for employing bivariate and multivariate relationships among items in index construction.
7. Describe how items can be scored in index construction.
8. Describe five strategies for handling missing data in index construction.
9. Compare the rationale and application of item analysis and external validation as strategies for validating an index.
10. Describe the logic and procedures of the Bogardus social distance scale.
11. Describe the logic and procedures of Thurstone scaling.
12. Describe the logic and procedures of Likert scaling.
13. Describe the logic and procedures of the semantic differential.
14. Describe the logic and procedures of Guttman scaling.

15. Explain and illustrate how typologies are used in social science research.

ASSESSMENT RUBRIC FOR ASSIGNMENT #7: 10 Points Each = 160 Total Points

1. Define sampling.
2. Document the historical connection between sampling and political polling.
3. Describe and illustrate each of the following types of nonprobability sampling: reliance on available subject sampling, purposive (judgmental) sampling, quota sampling, and snowball sampling.
4. Describe the logic of probability sampling, and include heterogeneity and representativeness in your response.
5. List two advantages of probability sampling over nonprobability sampling.
6. Define an EPSEM sample.
7. Define each of the following terms and explain its relevance for random sampling: element, study population, random selection, and sampling unit.
8. Define and differentiate a parameter from a statistic.
9. Define sampling error and show how confidence levels and confidence intervals are used in interpreting sampling errors.
10. Explain how to interpret a standard error in terms of the normal distribution using confidence levels and confidence intervals.
11. Define sampling frame and restate the cautions regarding making generalizations from sampling frames to populations.
12. Describe simple random sampling and list two reasons why it is seldom used.
13. Describe systematic sampling and employ the concepts of sampling interval, sampling ratio, and periodicity in the description.
14. Identify the major advantage of multistage cluster sampling and describe how this procedure is executed.
15. Outline the rationale for disproportionate sampling and weighting and note the dangers in using these strategies.
16. Understand the role cell phones now play with regard to sampling and the associated considerations

ASSESSMENT RUBRIC FOR ASSIGNMENT #8: 10 Points Each = 130 Total Points

1. Give several examples showing that the experimental mode of observation is particularly appropriate for explanatory purposes.
2. Describe and illustrate with examples the three major pairs of components in the classical experiment.
3. Give an example of the double-blind experiment and indicate why such a design would be used.
4. Contrast the following three strategies for selecting subjects: probability sampling, randomization, and matching.
5. Note the feature that the preexperimental designs have in common, and define and develop examples of each of the following three designs: one-shot case study, one-group pretest-posttest design, and static-group comparison.
6. Explain how the following factors may threaten internal validity: history, maturation, testing, instrumentation, statistical regression, selection biases, experimental mortality, causal time-order, diffusion or imitation of treatments, compensation, compensatory rivalry, and demoralization.
7. Show how the classical experiment handles each of these problems of internal invalidity.
8. Compare the following true experimental designs: classical design, Solomon four-group design, and posttest-only control group design.
9. Show how the true experimental designs address the problem of external validity.
10. Describe two alternative experimental settings.
11. Describe the use of web-based experiments.
12. Describe how natural experiments occur and give two examples.
13. Examine the strengths and weaknesses of the experimental method.

ASSESSMENT RUBRIC FOR ASSIGNMENT #9: 10 Points Each = 130 Total Points

1. Illustrate how surveys may be used for descriptive, explanatory, and exploratory purposes.
2. Describe how surveys are sometimes misused.
3. Outline the conditions under which open-ended and closed-ended questions are used.
4. Explain why social desirability is a problem in asking questions.
5. List three guidelines for good questionnaire format.
6. Explain why it is important to pretest a questionnaire.
7. List three principles for mail distribution and return of questionnaires.
8. List three principles regarding follow-up mailings.
9. Present four advantages of interviews over questionnaires.
10. List five advantages and three problems with telephone surveys.
11. Describe the advantages of online surveys and offer some advice for successful online surveying, including

maximizing response rates.

12. Assess the strengths and weaknesses of survey design.
13. Explain what mixed mode surveys are and the utility of using them

ASSESSMENT RUBRIC FOR ASSIGNMENT #10: 10 Points Each = 150 Total Points

1. Define qualitative field research and compare it with other methods of observation.
2. Identify the key strengths of field research.
3. Define and give examples of each of the following elements of social life appropriate for qualitative field research: practices, episodes, encounters, roles, relationships, groups, organizations, settlements, social worlds, and lifestyles (or subcultures).
4. Give three examples of research topics particularly appropriate for qualitative field research.
5. Compare the various roles the field researcher can assume, ranging from complete participant to complete observer.
6. Explain how people who are being studied might modify their behavior if they knew that they were being studied.
7. Define and illustrate the following paradigms: naturalism, ethnomethodology, grounded theory, case studies and extended case method, institutional ethnography, and participatory action research.
8. Provide advice on each of the following steps in preparing for the field: review of the relevant literature, use of informants, and establishing initial contacts.
9. Describe the stages in a complete interviewing process: thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting.
10. Define and illustrate focus groups.
11. Show how focus groups are relevant in qualitative field research.
12. Provide advice for recording observations in qualitative field research.
13. Identify the ethical issues that emerge in qualitative field research.
14. Address the strengths and weaknesses of qualitative field research.
15. Describe how reliability and validity relate to qualitative field research.

ASSESSMENT RUBRIC FOR ASSIGNMENT #11: 10 Points Each = 170 Total Points

1. Describe and compare the three unobtrusive research designs: content analysis, analysis of existing statistics, and comparative and historical research.
2. Give three examples of artifacts that content analysts might study.
3. Show how the unit of analysis influences sample selection in content analysis.
4. Illustrate how a researcher might employ each of the following sampling techniques in content analysis: simple random sampling, systematic sampling, stratified sampling, and cluster sampling.
5. Differentiate manifest content from latent content by definition and example.
6. Present advice for the development of code categories in content analysis.
7. Outline the strengths and weaknesses of content analysis.
8. Explain how analytic induction is used in qualitative content analysis.
9. Summarize the difficulties with units of analysis in existing statistics.
10. Explain why validity is a problem with existing statistics, and present two strategies for resolving this problem.
11. Explain why reliability is a problem with existing statistics, and present two strategies for resolving this problem.
12. List three sources of existing statistics.
13. List three sources of data for comparative and historical research.
14. Discuss the role of corroboration in enhancing the quality of existing statistics.
15. Discuss the role of verstehen and ideal types in the analysis of existing statistics.
16. Understand the growing availability of online unobtrusive research and how it is consistent with Big Data.
17. Understand the differing role ethics play in the world of unobtrusive research.

ASSESSMENT RUBRIC FOR ASSIGNMENT #12: 10 Points Each = 150 Total Points

1. Identify the purposes of evaluation research.
2. Define and illustrate needs assessment, cost-benefit, and monitoring studies.
3. Define and illustrate social intervention.
4. Define and illustrate the outcome (or response) variable.
5. Give three examples of experimental contexts that may influence specific evaluation research studies.
6. Explain why it is important to define the population of possible subjects for whom the program is appropriate.
7. Provide advice for operationalizing success or failure of an intervention.
8. Apply the classical experimental design to an evaluation research study.
9. Define and illustrate time-series designs.

10. Define and illustrate nonequivalent control group designs.
11. Define and illustrate multiple time-series designs.
12. Discuss why evaluation research is particularly subject to problems in the actual execution of the research.
13. Summarize three reasons why the implications of evaluation research are not always put into practice.
14. Define and illustrate social indicators research.
15. Define and illustrate computer simulation.

ASSESSMENT RUBRIC FOR ASSIGNMENT #13: 10 Points Each = 150 Total Points

1. Define and illustrate qualitative analysis.
2. Compare the connection between data analysis and theory in both qualitative research and quantitative research.
3. Illustrate these ways of looking for patterns in a particular research topic: frequencies, magnitudes, structures, processes, causes, and consequences.
4. Compare the two strategies of cross-case analysis: variable-oriented analysis and case-oriented analysis.
5. Describe the four stages of the constant comparative method used in the grounded theory method.
6. Define and illustrate semiotics.
7. Define and illustrate conversation analysis.
8. Show how coding works in qualitative analysis.
9. Explain why standardization is a key principle in quantitative analysis but not so in qualitative analysis.
10. Define open coding.
11. Summarize the role of memoing in qualitative data analysis and compare these types: code notes, theoretical notes, and operational notes.
12. Compare these types of memos: elemental, sorting, and integrating.
13. Explain the role of concept mapping.
14. Show how computers can be used in qualitative data analysis.
15. Illustrate how the qualitative analysis of quantitative data is useful.

ASSESSMENT RUBRIC FOR ASSIGNMENT #14: 10 Points Each = 150 Total Points

1. Provide advice for reading journal articles.
2. Identify questions to ask when assessing theoretical orientations in research reports.
3. Identify questions to ask when assessing research designs in research reports.
4. Identify questions to ask when assessing the quality of reporting in research reports.
5. Identify some relevant web sites for learning about research methods.
6. Provide advice for web citations.
7. Identify the functions of scientific reporting.
8. Explain how the intended audience affects writing a research report.
9. Differentiate the following types of research reports: research notes, working papers, professional papers, articles, and books.
10. Compare the aims of research reports.
11. Explain the role of reviewing the literature in research reports.
12. Define plagiarism and provide advice for avoiding plagiarism.
13. Explain the role of describing the study design and execution in research reports.
14. Explain the role of describing the analysis and interpretation in research reports.
15. Explain the role of the summary and conclusions in research reports.

FORMULA FOR CALCULATING THE SCORE FOR END-OF-CHAPTER ASSIGNMENTS

The total number of awarded points for each end-of-chapter assignment will be tallied at the end of the semester to generate the *Points for Correct Responses*, and that amount will be divided by the *Total Possible Points* to establish a ratio that will serve as the *End-of-Chapter Score*. Because there are 208 end-of-chapter assignments, the total possible points is 2080. An example of how the score is calculated for a student who earned 1975 points follows.

$$\text{End-of-Chapter Score} = \text{Points for Correct Responses} \div \text{Total Possible Points}$$

$$95 \quad = \quad 1975 \quad \div \quad 2080$$

In this example, the student earned 95% of the total possible scores over the semester. As described earlier, the End-of-

Chapter score becomes 50% of the student's grade for the course.