

Scope and Methods

SOC/PSY 230 Online

Instructor: Prof. Charlie Domahidi

Office: 112 Science Building

E-mail: cdomahidi@coker.edu

Phone: (843) 857-4157

COURSE DESCRIPTION

Research is more than just “googling” an answer. It is a well-defined process that has many steps. This course introduces students to how sociologists go about asking research questions and developing studies to investigate our social world for answers.

Students will explore the technical nature of research and various methodologies of social science. This course serves as a precursor to SOC 309: Introduction to Research Methods.

COURSE OBJECTIVES & LEARNING OUTCOMES

- Introduce students to systematic sociological inquiry
- Identify the steps sociologists use to develop a research project
- Develop research questions based on topics of interest
- Identify the components of a well-crafted literature review
- Produce a literature review based on student generated research questions

REQUIRED TEXT:

Newsome, Bruce Oliver. (2016). *An Introduction to Research, Analysis and Writing*. Sage Publications.

INCLUSIVE ACCESS

For this course, we will be using the above book as an e-book via RedShelf.

Note: There is a \$ 35 class fee attached to your tuition. You do have the ability to opt out once you click on the class material link and choose that you wish to purchase the book and course materials on their own. You can opt out and back in as many times as you wish. The deadline to opt out is **January 25**. When you opt out, the \$35 class fee is removed from your student account. If you opt back in, it is added back to your account.

Tutorial Videos for Access Coded Materials, e-Books, and How to Opt Out

<https://solve.redshelf.com/hc/en-us/articles/360007589114-Blackboard-student-journey->

ONLINE COURSE EXPECTATIONS

This course is being delivered asynchronously (not at a set time) and is fully online. Students are expected to understand how to access Blackboard, as well as how to locate all necessary assignments and readings on the course Blackboard page.

An introductory video is available on the Blackboard page to help guide you on navigating the various sections of the Blackboard page. It is expected that you have access to the textbook, either a physical or digital copy. It is also expected that you have access to a computer and a reliable internet connection.

If you anticipate you may have issues with internet access, please contact me and we can figure out how to proceed.

For this class, you will need to generate a written paper so you must have access to technology that will allow to do this. If you do not have access to Microsoft Word, Google Docs is a very reliable alternative.

Due to the nature of the course, you will also be required to meet with me at various points throughout the semester, so make sure you have appropriate technology to facilitate either a virtual meeting or telephone meeting.

COMMUNICATION

I often send notices and announcements by email and Blackboard, so you will need to check your student email and Blackboard daily (if not more often). If you ever need to contact me, I am best reached by email and will make every effort to respond within 48 hours.

EMAIL ETIQUETTE

In email correspondences, please include the class title and section in the “Subject” line of the email. I teach several classes, so this allows me to better assess students’ concerns. Emails should be professional in nature as this is a professional relationship. Avoid using colloquial language. Always use your official Coker email address; I will not respond to emails from other sources to protect your confidentiality.

COURSE STRUCTURE & GRADING

This course is 100% online meaning course material and submissions will be on Blackboard. You will need to know your Coker login information to access the course. It is absolutely critical to check Blackboard for course updates as things are subject to change as the semester progresses. Set aside adequate time to complete assignments which vary by depth and difficulty.

GRADING

Your course grade will be based on the following straight percentage scale:

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

Course grades will be calculated as follows: Points

ITEM	TOTAL POINTS
Chapter Exercises x 4 (100 points each)	400
Mini Activities x 5 (50 points each)	250
Annotated Bibliography	100
Draft of Literature Review	150
Literature Review Final	300
TOTAL	1,200

ASSIGNMENTS

Chapter Exercises (400 Points)

These chapter exercises are tools to help you connect the book to the practical purposes of developing a research project. You will want to read the chapters carefully and make notes about the research process. These exercises help assess how well students apply information from the text into a tangible product. Chapter exercises are worth 100 points each.

Mini Activities (250 Points)

These mini activities will also relate to the chapter content but be more informal assignments. They may involve application of content to media or current events. They may also involve application of content to more general topics. Mini activities are worth 50 points each.

Annotated Bibliography (100 Points)

An annotated bibliography serves as an exploration into presenting information of a source in a sufficient manner. This assignment will assess how well students summarize their sources with the relevant components of an annotated bibliography.

Draft of Literature Review (150 Points)

Literature reviews are a critical part of informing the audience of a research topic. This draft will serve as an exercise to express the different aspects of a research topic. Students should introduce themes and relevant research findings about their topic. Also, this exercise should expose students to the differences between an annotated bibliography and a literature review.

Literature Review Final (300 Points)

This assignment should be a comprehensive product that reflects a student's mastery of the various components of a literature review.

POLICIES

Late Assignments

All assignments are due by the specified time on Blackboard. Any assignment turned in after the deadline is considered late and will receive a deduction of 10% of the assignment value each day it is late. There will be no deduction of points with appropriate documentation.

Correct Pronouns, Names, And Inclusion:

I hope to create a space where students have the opportunity to bring all aspects of their selves into the classroom in order to fully engage in this course. I support people of all gender expressions and gender identities and encourage students to use the name and set of pronouns which best reflect who they are. In this spirit, I welcome and expect all students to also use the correct name and pronouns of their classmates. I will do my best to respect and use the language you use to refer to yourself and will encourage other members of our online classroom community to do the same. Please inform me if my documentation reflects a name or set of pronouns different from what you use, and if you have any questions or concerns, please contact me.

Title IX and Reporting of Discrimination and Sexual Harassment:

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment? Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to? While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson Student Center, 2nd floor, mwilliamson@coker.edu, 843-383-8194 directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting: If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Center for Health and Wellness (843-917-4044).

Additional information is located under the Title IX section on the Coker website:
<https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>.

Accommodation:

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, rrichardson@coker.edu) or Jennifer Rhodes (jrhodes@coker.edu) to provide the necessary documentation.

Plagiarism and Academic Dishonesty:

From the Coker College Student Handbook:

“Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include:

- Penalties assessed to the assignment, or
- Penalties assessed to the course grade, or
- Suspension or expulsion from the University

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of the Provost to arrange review by an academic hearing panel composed of members serving on the Student Development Committee of the Faculty Senate. Should an instructor choose to take direct action, they should inform both the student and the Office of the Provost. The Office of the Provost maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process articulated in this section.

Cheating: A student is guilty of cheating when they wrongfully give, takes, or receive unauthorized assistance or information in the preparation of academic work to be submitted for course credit, or in fulfillment of a University requirement, including re-purposing material from another assignment or course without providing proper attribution by citing the original content.

Plagiarism: A student is guilty of plagiarism when they submit work purporting to be their own, but which in fact, borrows ideas, organization, wording, or anything else from other sources — a published article, a chapter of a book, a friend’s paper, etc. — without appropriate source acknowledgement. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as their own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research with

outside sources of information, the student must carefully acknowledge exactly what they are, and where and how they have employed them.

Source Acknowledgement: All members of the Coker University community are expected to adhere to the strictest standards regarding acknowledgement of the use of another person's words, ideas, opinions or theories. Individual instructors and disciplines may employ different methods of citation and acceptable sources (e.g., Sources taken from the Internet may not be acceptable in some classes). It is the student's responsibility to be familiar with the guidelines for citation in their various courses.

Students should contact their instructors for the specific standards and methods that might apply to individual academic assignments or courses. The information above should serve only as a general guideline for acknowledgment of sources at the University."

Basic Needs Statement:

We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please talk with me or with the Dean of Students. Together we can work to help you find solutions.

If you find yourself struggling with course materials, concepts, or assignments at any time, please do not hesitate to contact me via email or visit me during my office hours. I would be happy to help any and all students in their journey to academic success and will do my best to offer assistance when it is needed. However, please do not wait until the end of the semester to contact me for help.

COURSE SCHEDULE

WEEK	CHAPTERS	ASSIGNMENTS
1	Read Chapter 1 Read Chapter 2	<ul style="list-style-type: none"> Mini Activity 1: Research in the Media due Sunday @ 11:59PM Exercise 1: Chapter 2- Due Sunday @ 11:59PM
2	Read Chapters 3 Plagiarism and Citation	<ul style="list-style-type: none"> Mini Activity 2: Selecting a Topic for Research-Due Sunday @ 11:59PM Mini Activity 3: Citation and Plagiarism Exercises
3	Read Chapter 4 Research Questions	<ul style="list-style-type: none"> Mini Activity 4: Developing Your Research Question <ul style="list-style-type: none"> Exercise 2: Chapter 4
4	Read Chapter 5	<ul style="list-style-type: none"> Mini Activity 5: Annotations Annotated Bibliography- Due Sunday @ 11:59PM <ul style="list-style-type: none"> Exercise 3: Chapter 5
5	Read Chapter 7	<ul style="list-style-type: none"> Draft of Literature Review- Due Sunday @ 11:59PM
6	Read Chapter 8	<ul style="list-style-type: none"> Exercise 4: Chapter 8 Work on Literature Review Edits
7		<ul style="list-style-type: none"> Literature Review Final- Due Last Day of Class @ 11:59PM