

INTRODUCTION TO RESEARCH METHODS AND BEHAVIORAL STATISTICS SOC/PSY 309

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Office Hours: TBA

COURSE DESCRIPTION:

In this course, students will be introduced to techniques of behavioral investigation and application of descriptive statistics to methods of inquiry, with a basic overview of other statistical analyses. Additionally, students will learn the importance of ethics in behavioral sciences, the relationship between theory, research, and policy. Lastly, special attention will be given to the process of formulating one's own research project.

Prerequisites: SOC/PSY 230

COURSE OBJECTIVES:

By the conclusion of this course, each student is expected to:

- Explain the relationship between theory, research, and policy implications.
- Summarize the ethical guidelines of research and their utility in contemporary projects.
- Differentiate between conceptualization and operationalization through applied techniques and assignments.
- Analyze secondary data using Excel to produce descriptive statistics.
- Demonstrate a basic understanding of behavioral statistics and when they are used.
- Design their own research proposal.

REQUIRED TEXT:

Bachman, R. D., & Schutt, R. K. (2020). *The Practice of Research in Criminology and Criminal Justice, 7th Edition*. Thousand Oaks, CA: Sage Publications, Inc.

Additional readings and/or links may be posted on Blackboard.

Inclusive Access

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

Note: There is a \$__class fee is 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 _____. When you opt out, the \$__ 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 Blackboard to help guide you on navigating the various sections of the course 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.

COURSE ASSIGNMENTS & GRADING:

Research Proposal (300 points): At the end of the course, students must write an 8 to 10-page, double spaced research proposal complete with a title page, body paragraphs (with an Introduction, Literature Review, and proposed Methods sections), and a reference page. Students can choose any topic that relates to Criminology, Psychology, Sociology. Lastly, students must attach a survey questionnaire to their proposal. A rubric will be posted on Blackboard for guidance.

Rough Draft of Research Proposal (100 points): Students must submit a draft of their research proposal before the final draft is due. We will be working on the various pieces of the proposal throughout class so it should be easier for you to craft the draft when the time comes. The course schedule outlines which parts are due when so you have a sense of how the proposal will be broken up.

Homework Assignments/Exercises (50 points each): Throughout the semester, students must complete four homework activities. Each homework assignment/exercise will deal with content knowledge and mastery from the chapters we are covering for the week and may involve application of material.

Proposal Activities (various points): In preparation for writing your research proposal, you must also complete activities that will address the various parts of the paper. You will construct your proposal in pieces each week so you can put it all together during the last few weeks of class and not be as overwhelmed.

GRADES

Grade Percentage

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

POLICIES

Late Assignments/Missed Examinations

All assignments are due by the specified time on Blackboard. Any assignment turned in after the deadline is considered late and will receive a standard deduction of 10 points. After 2 late days, the assignment will be a “0” unless there is a university excused reason that the instructor receives within a reasonable time.

Students who do not have a university excused absence will not be allowed to make up a missed examination. You must have written documentation for the absence and have notified the instructor within 24 hours of the absence in order to be able to schedule a make-up exam. No exceptions will be made.

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.

Email Etiquette:

When writing to your instructor, please be certain to include the class title and section in the “Subject” line of the email. Address the instructor in a professional manner, without slang terms, and include your name at the close of your message. Always use your official Coker email address; I will not respond to emails from other sources in an effort to protect your confidentiality.

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, he/she 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 he/she submits work purporting to be his/her 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 his/her 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 he/she has 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.

Week	Topic	Assignments/Readings
1	Ch.1: Science, Society, & Research Ch.# 2: Process and Problems	Homework Exercise 1 Activity 1: Choosing a Topic & Developing a Research Question
2	Ch. #3: Ethical Guidelines Ch. #4: Conceptualization & Measurement	Homework Exercise 2 Activity 2: Identify Variables and Conceptualize Concepts
3	Ch. #5: Sampling	Homework Exercise 3 Activity 3: Annotated Bibliography & Paper Outline Due
4	Ch. #6: Causation & Research Design Ch. #7: Experimental Design	Homework Exercise 4 Activity 4: Draft of Introduction
5	Ch. #8: Survey Research	Activity 5: Draft of Literature Review
6	Ch. #14: Analyzing Quantitative Data	Activity 6: Draft of Research Methods
7	Ch. #9: Qualitative Methods	Rough Draft Due
8		Research Proposal Due Last Day of Class