

The logo for Southern Wesleyan University, featuring the text "SOUTHERN WESLEYAN UNIVERSITY" in white, serif, all-caps font. The text is arranged in three lines: "SOUTHERN" on the top line, "WESLEYAN" on the middle line, and "UNIVERSITY" on the bottom line. The text is set against a dark blue background that has a shield-like shape with a pointed bottom.

SOUTHERN  
WESLEYAN  
UNIVERSITY

ADULT EVENING AND  
ONLINE PROGRAMS

## RSCH 3803: **Research Methods**

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COLLEGE OF ARTS AND SCIENCES

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### **Mission**

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

**To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.**

### **Accreditation**

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.



## **Research Methods RSCH 3803**

### **Course Description**

This course is an introduction to foundational research techniques, critical thinking, and research analysis skills within the social sciences. The course emphasis is understanding and mastering the skills to be both effective consumers of, and contributors to, current research in the social sciences.

This course has two primary foci. The first focus is on understanding the structure and conduct of research in the social sciences – this involves reading about the principles of research, reading research articles, and applying research principles to different scenarios. The second focus is on applying research principles to human services, this includes program evaluation and assessment of community. This course is based on the principle that good writing requires practice and takes a particular audience into account.

There are seven sessions in this course. The first session focuses on getting started in the course experience, the philosophy of science, and research ethics. The second session focuses on the first five research methodologies – ethnographic research. Session Three examines the second methodology – grounded theory research. Session Four examines the third methodology – unobtrusive measures. Session Five moves onto survey research. Session six examines experimental research. Session Seven examines trends in social science research that go beyond the principles and methodologies examined in this course.

### **Course Prerequisites**

There are no prerequisites for this course.

### **Course Learning Outcomes**

Upon successful completion of this course, each student will be able to:

- Discuss Christian perspectives on the philosophy of science and knowledge.
- Use the basic language of empirical research.
- Describe techniques for conducting empirical social research in an ethical manner.
- Describe the structure of APA style empirical methods sections
- Apply basic elements of program evaluation.
- Refine questions about issues into formats that permit empirical study.

## Course Learning Assignments and Assessments

| Assessment                               | Points   | Due Date           |
|--|--|--------------------|
| 1. Weekly Quizzes (7)                    | 60 points (10 points for each of 6 out of 7 quizzes) | Sessions 1-7       |
| 2. Discussion Forum Participation        | 72 points (see detailed chart below)                 | Sessions 1-7       |
| 2. Case Study/Method Section Reviews (6) | 50 points (10 points for each of 5 out of 6 reviews) | Sessions 2-7       |
| 3. Ancillary assignments                 | 10 points  | Sessions 1, 3, & 7 |
| 4. Research Team proposals               | 110 points (for 6 papers)                            | Sessions 2-7       |
| 5. Research Team assessments             | 30 points  | Sessions 3, 5, & 7 |
| <b>Total</b>                             | <b>270 points</b>                                    |                    |

### Explanation of Requirements

#### 1. Weekly Quizzes - 60 points (6 quizzes out of 7 @ 10 points each)

In each Session, there will be an in-class quiz on the relevant chapters AND the Results sections of the appropriate articles (during sessions 2-6). The quiz questions for the text will *primarily* be drawn from the chapter review questions at the end of each chapter. If a student has *studied* all of the required material (both notes and Results sections), he/she should do well on the quizzes. In order to receive credit, quizzes must be completed by designated due dates/times (Friday 11:59 pm). Recognizing that events such as illness or emergencies happen, I will drop the lowest research methods quiz grade for the purposes of calculating your final grade.

#### 2. Discussion Participation – 72 points (see detailed chart in this section)

Discussions are an integral part of this course and where much of our class integration will take place. Essentially, this is where we will have our class discussions. In a face-to-face course, if someone asked a question, everyone would benefit from hearing the response. Similarly, in the discussions, our responses to each other will prove useful to all of us. Discussion participation occurs every session of the course. Typically, initial comments/responses for a session are due on **Wednesdays by 11:59 p.m.**; responses to peer comments are due on **Sundays by 11:59 p.m.** These contributions and responses should demonstrate critical thinking and reflection and should not simply be a statement of fact or a recitation of information presented in the readings.

All discussions are graded, unless otherwise noted on the discussion itself. In each session, there are 10-12 points allotted toward your grade for contributions to the Discussions. These roughly correspond to the minimum of 3 posts required for each Discussion (1 initial post, and 2 responses), with

the exception of the Session 1, where 5 posts are required (2 posts – 1 initial post, and 2 responses – for the introduction discussion, and 2 posts - 1 initial post, and 1 response – for the Session 1 discussion). As a part of all Discussions, participants are expected to post an original response as well as a response to at least two other contributors. A detailed outline of the number of points allocated for each post is given below.

As a resource, I have provided a grading rubric for posts in Appendix B. Please avoid responses like, “I agree,” or “This was really good.” Instead, push yourself to engage in a meaningful dialogue with your peers, providing well-thought-out points instead of “shoot from the hip” answers. For example, if you agree, explain why.

| Discussion              | Points | Point Allotment   |
|-------------------------|--------|---|
| Session 1 Introductions | 4      | 2 points for initial post & 1 point for each of 2 peer responses  |
| Session 1 Discussion    | 8      | 6 points for initial post & 2 points for 1 peer response          |
| Session 2 Discussion    | 10     | 6 points for initial post & 2 points for each of 2 peer responses |
| Session 3 Discussion    | 10     | 6 points for initial post & 2 points for each of 2 peer responses |
| Session 4 Discussion    | 10     | 6 points for initial post & 2 points for each of 2 peer responses |
| Session 5 Discussion    | 10     | 6 points for initial post & 2 points for each of 2 peer responses |
| Session 6 Discussion    | 10     | 6 points for initial post & 2 points for each of 2 peer responses |
| Session 7 Discussion    | 10     | 6 points for initial post & 2 points for each of 2 peer responses |
| Total                   | 72     |   |

Keep in mind that the perceptions of other members of the class toward you may be almost entirely driven by your postings; consider the perception that you want others to have of you. All your online communications should be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course illustrates your level of professionalism. For more information, see the rules of netiquette at <http://www.albion.com/netiquette/corerules.html>

In addition, I have provided an ungraded, open discussion area named “Ask a Question.” Although posts to the “Ask a Question” discussion are optional, I encourage you to use it to ask questions about the assigned readings, course content, American Psychological Association (APA) writing style, and the site itself. You can even use this discussion to ask questions that you encounter as you work through the various assignments.

## 2. Individual papers - 50 points (5 papers out of 6 @ 10 points each)

In each of Sessions 1 through 6, members of the class will have individual papers due. There are 6 papers. The first paper focuses on a case study of research ethics – “Bad Blood: The Tuskegee syphilis research project.” The remaining 5 papers are method reviews, each covering one of the 5 common research methodologies we will examine during the course. Recognizing that events such as illness or emergencies happen, I will drop the lowest individual paper grade for the purposes of calculating your final grade.

|                               |               |
|-------------------------------|---------------|
| Bad blood case study          | Due Session 1 |
| Ethnographic method review    | Due Session 2 |
| Grounded theory method review | Due Session 3 |

|                                    |               |
|------------------------------------|---------------|
| Unobtrusive measures method review | Due Session 4 |
| Survey research method review      | Due Session 5 |
| Experimental method review         | Due Session 6 |

All individual papers should have a minimum word count of 650 words (i.e., a minimum of 2 full pages) and a maximum word count of 1300 words (i.e., a maximum of 4 full pages), written in double-spaced word-processed pages (10-12 point font size, and maximum 1 inch margins). All individual papers must be submitted through Canvas.

For all of the individual papers, half of your paper must be a summary of the case study/article method sections; the other half of your paper must be your analysis, reactions, and comments. As an example, for the method review articles, an effective way to write the articles is to devote one paragraph to summarizing the method section of each of the 2 articles you are to summarize (this will take 2 paragraphs - about 1-1.25 pages). Then use the remainder of your paper to compare and contrast the method sections, and compare them to the methodology as described in the text and in class. I *strongly recommend* that you keep your summary and your analysis clearly separated in your paper.

Be reminded that I have read all the material in the course; it is your job to convince me that you have read *and thought* about the material. I want to see evidence that you worked to understand the material. All papers are to be written in the third person, except that you can use first person in your comments/reactions. Students must follow American Psychological Association (APA) format for proper grammar, spelling, sentence/paragraph structure, and citations. A rubric for marking the case study papers is given in Appendix D at the end of this syllabus.

For the Bad Blood case study, you are to summarize the case study, tie it into the text, and provide an analysis, especially with regard to ethical issues. The Bad Blood case study is due in Session 1.

For each of the method section reviews, you are to read the method sections of TWO of the relevant articles. Then you are to summarize the method sections (in about 1 full paragraph each), compare them and tie them into the text, and provide an analysis. *Be sure to include the actual APA style citations at the end of your paper!* One method section review is due in each of Sessions 2-6.

### 3. Ancillary Assignments – 10 points

There are some assignments in the course that do not cover course content, but prepare the student for participation in and contributions to the course. These assignments are listed below. Details of each of the individual assignments are provided in the relevant assignment on Canvas. Completion of these assignments counts toward the course grade.

| Assignment                         | Points | Due       |
|------------------------------------|--------|-----------|
| Contact Information                | 1      | Session 1 |
| Syllabus acknowledgement quiz      | 1      | Session 1 |
| Midsession course evaluation quiz  | 3      | Session 3 |
| Final reflective course evaluation | 5      | Session 7 |

### 4. Research team papers - 110 points (6 papers @ 10-20 points each)

Table 1 contains a summary list of the 6 research team papers, including the point value, focus and due date for each of the papers. All team papers must be submitted through Canvas Papers are at 11:59 pm at the end of each Session. **Criteria for research team papers and a grading rubric for the papers are given in Appendix E.**

Table 1. Listing and description of research team papers

| Paper   | Point value | Due date  | Focus  |
|---|-------------|-----------|--|
| 1. Team introductory memo                         | 10          | Session 2 | A memo containing your research team, topic, 3-5 populations, 3-5 institutions, and 6-10 research questions/statements. This assignment may be submitted in point/bulleted format; the following formal research proposals should be written paragraph style and should follow the structure given after this table. (1-3 pages) |
| 2. Ethnographic methods research proposal         | 20          | Session 3 | A formal research proposal for conducting either program evaluation or empirical research, using ethnographic methods (3-5 pages)  |
| 3. Grounded theory methods research proposal      | 20          | Session 4 | A formal research proposal for conducting either program evaluation or empirical research, using grounded theory methods (3-5 pages)   |
| 4. Unobtrusive measures methods research proposal | 20          | Session 5 | A formal research proposal for conducting either program evaluation or empirical research, using unobtrusive measures methods (3-5 pages)  |
| 5. Survey methods research proposal               | 20          | Session 6 | A formal research proposal for conducting either program evaluation or empirical research, using survey methods (3-5 pages + survey)   |
| 6. Experimental methods research proposal         | 20          | Session 7 | A formal research proposal for conducting either program evaluation or empirical research, using experimental methods (3-5 pages)  |
| Total   | 110         |           |  |

The formal research proposals should be written paragraph style in good literate English, written in double-spaced word-processed pages (10-12 point font size, and maximum 1 inch margins). You will see that Method sections in articles are always written in past tense – you may find it somewhat easier to **write your proposal in the past tense as well – as if you have already conducted the research.** Proposals generally use 3<sup>rd</sup> person language – be very judicious in your use of first person pronouns (e.g., we, our).

**As a general guideline, formal research proposals should contain:**

1. APA style title page, with APA style title
2. APA style abstract page
3. Introduction (1-3 paragraphs – less than 1 page, *with* at least 2 citations of current literature and a rationale/justification for the study).
4. Method Section (with subsections). This will be the main portion of your paper (1-3 pages) and should be clear and precise enough so that someone in another state/country could read your proposal and replicate/repeat it at another location.

As a general guideline, the method section of a research paper or proposal contains:

A research question (as specific as possible – use clear hypotheses and refer to specific variables [i.e., dependent and independent variables], if possible.) (1 paragraph)

A section describing the participants and sampling procedures (1-2 paragraphs)

A section describing the materials/procedures of the study (2-5 paragraphs)

5. References page (with references for the 2 articles cited in the introduction).
6. Appendix (if necessary). For survey research, this would be the survey.

Keep in mind that your method section (Section 4 above) for each methodology can use any of the articles that you have read for that methodology as a model. For example, if you are using a grounded theory methodology, your methodology section should be constructed similarly to the methods sections you reviewed for qualitative grounded theory methodologies.

**5. Research team assessments - 30 points**

Upon the completion of each research team paper, you will be asked to rate the participation, communication, and contribution of your team members to the completion of team papers. In addition, your instructor will also assess your contribution to and participation in research team work. Each assessment of participation by a research team is 4 points, so the assessment of students will provide 24 out of the 30 points. The additional 6 points will be drawn from the instructor’s assessments of participation/contributions; this may include attendance. For example, 1 or 2 points may be deducted from the instructor’s evaluations of your participation/contributions for each class that you miss.

**Grading Procedures:**

Each item of coursework (e.g., quiz, case study paper) will receive a grade out of the appropriate number of points. Your course grade will be determined by summing all your points, and converting the total to a letter grade using the chart below.

| Point Value | Letter Grade | Numeric Value for GPA |
|-------------|--------------|-----------------------|
| 96.0-100%   | A            | 4.0                   |

|            |    |     |
|------------|----|-----|
| 92.0-95.9% | A- | 3.7 |
| 88.0-91.9% | B+ | 3.4 |
| 84.0-87.9% | B  | 3.0 |
| 80.0-83.9% | B- | 2.7 |
| 76.0-79.9% | C+ | 2.4 |
| 72.0-75.9% | C  | 2.0 |
| 68.0-71.9% | C- | 1.7 |
| 64.0-67.9% | D+ | 1.4 |
| 60.0-63.9% | D  | 1.0 |
| 0-59.9%    | F  | 0.0 |

### Work Expectations

RSCH 3803 is a 3 credit course. In accordance with SACS accreditation standards, a 3 credit hour course reflects 120 semester hours of work over the duration of the course. The chart below contains a proposed breakdown of work expectations for this course.

| Activity                            | Number of activities                         | Time per activity                                      | Semester hours |
|-------------------------------------|--|--|----------------|
| Watching course related videos      | 7 weeks                                      | Approximately 30 – 60 minutes each week                | 6.0 hours      |
| Course discussion participation     | 7 (generally, one discussion each week)      | 1.0 hour/discussion                                    | 7.0 hours      |
| Reading text                        | 7 (i.e., ~ 2 chapters/articles each week)    | ~ 1 hour for each chapter for 11 chapters + 4 articles | 15.0 hours     |
| Reading additional material         | 1 case study plus 15 article method sections | ~ 30 min for each additional reading                   | 8.0 hours      |
| Study and review of course material | 7 weeks                                      | 2.0 hours each week                                    | 14.5 hours     |
| Completion of on-line quizzes       | 7 weeks                                      | .5 hours each quiz/week                                | 3.5 hours      |
| Weekly individual papers            | 6 assignments - Sessions 2-7                 | 6 hours/paper  | 36 hours       |
| Research team papers                | 6 papers                                     | 5.0 hours/paper  | 30.0 hours     |
| Total Hours                         |  |  | 120 hours      |

### TEXTBOOK

McIntyre, L. J. (2005). *Need to Know: Social Science Research Methods*. Boston, MA: McGraw Hill.

### Additional Required Readings

**For the required readings given below, permanent links are given for each article in the relevant assignment on Canvas, with the exception of the article by Trull & Ebner-Priemer (2014), a copy of which is available under the Resources module on Canvas.**

- Hines, C. (2011). Internet research and unobtrusive methods. *Social Research Update*, 61, 1-5. Retrieved from EbscoHost SOCIndex.
- Trull, T. J., & Ebner-Priemer, U. (2014). The role of ambulatory assessment in psychological science. *Current Directions in Psychological Science*, 23(6), 466-470. Available on Canvas (not currently available through library databases).
- Rassafiani, M., & Sahaf, R. (2010). Single case experimental design: An overview. *International Journal of Therapy and Rehabilitation*, 17(6), 285-289.
- Zhang, W., & Watanabe-Galloway, S. (2014). Using mixed methods effectively in prevention science: Designs, procedures, and examples. *Prevention Science*, 15, 654-662. DOI 10.1007/s11121-013-0415-5.

**Additional Readings (for method reviews):**

For each methodology, you are to read the method section for 3 of the articles; you do NOT have to read all of an article (although it would be worthwhile to skim the article) NOR do you have to read all the articles in one section.

**Note: For all of the additional readings given below, permanent links are given for each article in the relevant assignment on Canvas. For example, you will find permanent links to the ethnographic articles under the ethnographic methods reading assignment on Canvas. The permanent links will take you directly to the relevant articles.**

**Additional Readings (for method reviews):**

For each methodology, you are to read the method section for 3 of the articles; you do NOT have to read all of an article (although it would be worthwhile to skim the article) NOR do you have to read all the articles in one section.

**Note: For all of the additional readings given below, permanent links are given for each article in the relevant assignment on Canvas. For example, you will find permanent links to the ethnographic articles under the ethnographic methods reading assignment on Canvas. The permanent links will take you directly to the relevant articles.**

**Ethnographic methods** (read the method section for 3 out of 5 articles – you choose which articles).

- Bonugli, R., Lesser, J., & Escandon, S. (2013). “The second thing to hell is living under that bridge”: Narratives of women living with victimization, serious mental illness, and in homelessness. *Issues in Mental Health Nursing*, 34, 827-835. DOI: 10.3109/01612840.2013.831149.

- Kosny, A., K., & Eakin, J. M. (2008). The hazards of helping: Work, mission and risk in non-profit social service organizations. *Health, Risk, & Society*, *10*(2), 149-166. DOI: 10.1080/13698570802159899.
- McNeil, R., Small, W, Lampkin, H., Shannon, K., & Kerr, T. (2014). “People knew they could come here to get help”: An ethnographic study of assisted injection practices at a peer-run ‘unsanctioned’ supervised drug consumption room in a Canadian setting. *AIDS & Behavior*, *18*, 473-485. DOI: 10.1007/s10461-013-0540-y.
- Oliveira, J. O., & Burke, P. J. (2009). Lost in the shuffle: Culture of homeless adolescents. *Pediatric Nursing*, *35*(3), 154-161.
- Purser, G. (2009). Circle of dispossession: An ethnography of eviction. Paper presented at the meeting of the American Sociological Association Annual Meeting, San Francisco, California. Retrieved from EbscoHost SocIndex.

**Grounded Theory methods** (read the method section for 3 out of 4 articles – you choose which articles).

- Horwitz, S. H., Mitchell, D., LaRussa-Trott, M., Santiago, L., Pearson, J., Skiff, D. M., & Cerulli, C. (2011). An inside view of police officer’s experience with domestic violence. *Journal of Family Violence*, *26*, 617-625. DOI 10.1007/s10896-011-9396-y.
- Shaw, M. R., & Oneal, G. (2014). Living on the edge of asthma: A grounded theory exploration. *Journal for Specialists in Pediatric Nursing*, *19*, 296-307. DOI: 10.1111/jspn.12080.
- Knickmeyer, N., Levitt, H. M., Horne, S. G., & Bayer, G. (2003). Responding to mixed messages and double binds: Religious oriented coping strategies of Christian battered women. *Journal of Religion & Abuse*, *5*(2), 29-53. DOI: 10.1300J154v05n02\_03.
- Schaffer, M. A., Jost, R., Pederson, B. J., & Lair, M. (2008). Pregnancy-free club: A strategy to prevent repeat adolescent pregnancy. *Public Health Nursing*, *25*(4), 304-311. DOI: 10.1111/j.1525-1446.2008.00710.x.

**Unobtrusive Measures methods** (read the method section for 3 out of 4 articles)

- Hawkins, D. L., Pepler, D. J., & Craig, W. M. (2001). Naturalistic observations of peer interventions in bullying. *Social Development*, *19*(4), 512-527. Retrieved from EbscoHost Academic Search Complete.
- Kesic, D., Ducat, L. V., & Thomas, S. D. M. (200). Using force: Australian newspaper depictions of contacts between the police and persons experiencing mental illness. *Australian Psychologist*, *47*, 213-223. doi:10.1111/j.1742-9544.2011.00051.x.
- Leonard, M. A. (2004). Predicting completion vs. defection in a community-based reintegration program. *Journal of Offender Rehabilitation*, *40*(1-2), 133-146. (EJ844530) Retrieved from EbscoHost SocINDEX.
- Wolf, M., Sedway, J., Bulik, C. M., & Kordy, H. (2007). Linguistic analyses of natural written language: Unobtrusive assessment of cognitive style in eating disorders. *International Journal of Eating Disorders*, *40*, 711-717. Retrieved from EbscoHost Academic Search Complete.

**Survey methods** (read the method section for 3 out of 4 articles)

- Belanger, K., Copeland, S., & Cheung, M. (2008). The role of faith in adoption: Achieving positive adoption outcomes for African American children. *Child Welfare, 87*(2), 99-123. Retrieved from EbscoHost CINAHL.
- Francis, A. M. & Mialon, H. M. (2015). 'A diamond is forever' and other fairy tales" The relationship between wedding expenses and marriage duration. *Economic Inquiry, 53*(4), 1919-1930. DOI: 10.1111/ecin.12206.
- Prine, R. K., Ballard, C., & Robinson, D. M. (2001). Perceptions of community policing in a small town. *American Journal of Criminal Justice, 25*(2), 211-221. Retrieved from EbscoHost SocINDEX.
- Theodore, A. D., Chang, J. J., Desmond, K. R., Hunter, W. M., Bangdiwala, S. I. B., & Agans, R. (2005). Epidemiologic features of the physical and sexual maltreatment of children in the Carolinas. *Pediatrics, 115*, 331-337. DOI: doi/10.1542/peds.2004-1033.

### **Experimental methods** (read the method section for 3 out of 4 articles)

- Bushman, B. J. & Anderson, C. A. (2009). Comfortably numb: Desensitizing effects of violent media on helping others. *Psychological Science, 20*(3), 273-277. DOI: 10.1111/j.1467-9280.2009.02287.x
- Fantuzzo, J., Stevenson, H., Kabir, S., & Marlo, P. (2007). An investigation of a community-based intervention for socially isolated parents with a history of child maltreatment. *Journal of Family Violence, 22*(2), 31-89. DOI: 10.1007/s10896-006-9058-7.
- Siddle, R., Haddock, G., Tarrier, N., & Faragher, B. B. (2004). Religious beliefs and religious delusions: Response to treatment in schizophrenia. *Mental Health, Religion, & Culture, 7*(3), 211-233. DOI: 10.1080/13674670310001602454.
- Ware Balch, J., & Ray, D. C. (2015). Emotional assets of children with Autism Spectrum Disorder: A single-case therapeutic outcome experiment. *Journal of Counseling & Development, 93*, 429-438. DOI: DOI: 10.1002/jcad.12041.

### Additional Resources

Appendix F in this syllabus contains information about accessing SmartThinking. SmartThinking is a 24 hour online support/tutoring service that provide a broad range of help in writing, math (and a number of other areas). You can submit papers and assignments to SmartThinking and support personal will look over your work and provide comments/feedback about your assignments.

### **TECHNOLOGY REQUIREMENT**

*NOTE that, as a part of this course, you may be expected to view a number of video segments AND CREATE video segments yourself and to upload these video segments to the course pages so that others may view them. If you do not have the capability to do so, contact your instructor as soon as possible, so that appropriate actions may be taken.*

To be successful in this course, all participants are expected to have access to a reliable Internet connection, an updated Internet browser (preferably Internet Explorer or Firefox), a PDF reader, a Flash Player, and Microsoft Office. Participants will also need access to a computer that has speakers, a sound card, and a video card capable of 800 x 600 pixel resolution.

In addition, the course site and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all participants must have access to the course site and SWU e-mail. Participants are expected to access the course site and SWU e-mail on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

SWU is not responsible for and does not provide technical support for home computers. However, if a student needs to reach technical support personnel, he/she should send an e-mail to [helpdesk@swu.edu](mailto:helpdesk@swu.edu) or call 864.644.5050.

**RSCH 3803 – SESSION ONE: Introduction and ethics**

| <b>Objectives</b>   | <b>Assignments/Assessments to be completed during this Session</b>   |
|---|--|
| <p><b>Each student will</b></p> <ul style="list-style-type: none"> <li>• be familiar with the course syllabus, expectations, and coursework requirements.</li> <li>• be able to discuss Christian perspectives on the philosophy of science and knowledge.</li> <li>• be able to describe and discuss basic research ethics.</li> </ul> | <p><b>Each student will</b></p> <ol style="list-style-type: none"> <li>1. complete the Contact Information Assignment (online) and the Syllabus Acknowledgement Quiz (online).</li> <li>2. post to the Session One Discussion Forum: Introductions (initial post and one response).</li> <li>3. read Ch. 1 of the text, “Why You Need to Know: An Introduction.”</li> <li>4. read Ch. 2 of the text, “The Nature of the Scientific Enterprise.”</li> <li>5. read Ch. 5 of the text, “Doing the Right Thing: Ethics in Social Research.”</li> <li>6. read the case study: “Bad Blood: the Tuskegee syphilis project,” and be prepared to discuss this case study in the discussions.</li> <li>7. watch, as necessary, any online videos/segments relevant to Chapters 1, 2, &amp; 5.</li> <li>8. complete the first on-line quiz on Chapters 1, 2, &amp; 5 by the due date (i.e., the end of week 1).</li> <li>9. think of a couple of topics/fields in which the student is interested and can work with other class members.</li> <li>10. post to the Session One Discussion Forum: Introduction and Ethics (initial post and one response).</li> <li>11. Complete for submission on Canvas your first individual paper on Bad Blood</li> </ol> |

**RSCH 3803 – SESSION TWO: Ethnographic methods**

| <b>Objectives</b>  | <b>Assignments/Assessments to be completed during this Session</b>   |
|--|--|
| <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• describe and apply basic concepts in research methodologies in the social sciences</li> <li>• distinguish between qualitative and quantitative research methods</li> <li>• identify 5 common research methodologies in the social sciences</li> <li>• discuss the nature and structure of ethnographic research methods</li> </ul> | <p><b>Each student will</b></p> <ol style="list-style-type: none"> <li>1. read Ch. 7 of the text, “Elements of Research Design.”</li> <li>2. read Ch. 12 of the text, “Qualitative Research Methods.”</li> <li>3. read the method sections of 3 of the articles on ethnographic research methods (your choice as to which of the method sections to read). Be prepared to discuss the method sections in discussions.</li> <li>4. familiarize themselves with the article summary and comparison framework provided in Appendix C of the syllabus. Students should be prepared to analyze the ethnographic method sections according to the article summary and comparison framework.</li> <li>5. watch, as necessary, any online videos/segments relevant to Chapters 7 and 12.</li> <li>6. complete the second on-line quiz on Chapters 7 and 12 (i.e., the end of week 2).</li> <li>7. post to the Session Two Discussion Forum: Ethnographic Methods (initial post and two responses).</li> <li>8. complete for submission on Canvas your individual paper-your first method review on ethnographic methods research</li> <li>9. with your research team, complete for submission on Canvas, the team introductory memo</li> </ol> |

**RSCH 3803 – SESSION THREE: Grounded theory methods**

| <b>Objectives</b>  | <b>Assignments/Assessments to be completed during this Session</b>  |
|--|---|
| <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• describe and apply basic concepts in research methodologies in the social sciences</li> <li>• describe and apply basic sampling concepts in the social sciences</li> <li>• discuss the nature and structure of grounded theory research methods</li> </ul> | <p><b>Each student will</b></p> <ol style="list-style-type: none"> <li>1. read Ch. 4 of the text, “The Vocabulary of Science.”</li> <li>2. read Ch. 6 of the text, “Sampling.”</li> <li>3. read the method sections of 3 of the articles on grounded theory research methods (your choice as to which of the method sections to read). Each student should be prepared to discuss the method sections and to analyze the grounded theory method sections according to the framework in Appendix C.</li> <li>4. watch, as necessary, any online videos/segments relevant to Chapters 4 and 6.</li> <li>5. complete the second on-line quiz on Chapters 4 and 6 (i.e., the end of week 3).</li> <li>6. post to the Session Three Discussion Forum: Grounded Theory Methods (initial post and two responses).</li> <li>7. complete for submission on Canvas your individual paper – your second method review on grounded theory research</li> <li>8. with your research team, complete for submission on Canvas, the team ethnographic methods research proposal</li> <li>9. assess the contributions and participation of your research team to your first and second team papers</li> <li>10. complete the midsession course evaluation quiz (online).</li> </ol> |

**RSCH 3803 – SESSION FOUR: Unobtrusive measures methods**

| <b>Objectives</b>   | <b>Assignments/Assessments to be completed during this Session</b>   |
|---|--|
| <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• discuss the nature and structure of unobtrusive measures research methods</li> <li>• describe internet research methods and explain the relationship between internet research and unobtrusive measures research</li> </ul> | <p><b>Each student will</b></p> <ol style="list-style-type: none"> <li>1. read Ch. 11 of the text, “Unobtrusive Methods.”</li> <li>2. read Hines (2011) Internet research and unobtrusive methods.</li> <li>3. read the method sections of 3 of the articles on unobtrusive measures research methods (your choice as to which of the method sections to read).</li> <li>4. watch, as necessary, any online videos/segments relevant to Chapter 11 and Hines (2011).</li> <li>5. complete the second on-line quiz on Chapter 11 and Hines (2011) by the due date (i.e., the end of week 4).</li> <li>6. post to the Session Four Discussion Forum: Unobtrusive Measures Methods (initial post and two responses).</li> <li>7. complete for submission on Canvas your individual paper – your third method review unobtrusive measures methods research</li> <li>8. with your research team, complete for submission on Canvas, the team grounded theory methods research proposal</li> </ol> |

**RSCH 3803 – SESSION FIVE: Survey research methods**

| <b>Objectives</b>  | <b>Assignments/Assessments to be completed during this Session</b>   |
|--|--|
| <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• discuss the nature and structure of survey research methods</li> <li>• refine questions about issues into formats that permit empirical study</li> <li>• apply different research methodologies to empirical research</li> </ul> | <p><b>Each student will</b></p> <ol style="list-style-type: none"> <li>1. read Ch. 9 of the text, “Survey Research-Part 1: The Art of Asking Questions.”</li> <li>2. read Ch. 10 of the text, “Survey Research-Part 2: Design and Implementation.”</li> <li>3. read the method sections of 3 of the articles on survey research methods (your choice as to which of the method sections to read).</li> <li>4. watch, as necessary, any online videos/segments relevant to Chapters 9 and 10.</li> <li>5. complete the on-line quiz on Chapters 9 and 10 (i.e., the end of week 5).</li> <li>6. post to the Session Five Discussion Forum: Survey Methods (initial post and two responses).</li> <li>7. complete for submission on Canvas your individual paper – your fourth method review on survey methods research</li> <li>8. with your research team, complete for submission on Canvas, the team unobtrusive measures methods research proposal</li> </ol> |

**RSCH 3803 – SESSION SIX: Experimental methods**

| <b>Objectives</b>  | <b>Assignments/Assessments to be completed during this Session</b>   |
|--|--|
| <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• discuss the nature and structure of experimental research methods, including SCED (Single Case Experimental Designs)</li> <li>• apply basic experimental research methods to program development and evaluation</li> </ul> | <p><b>Each student will</b></p> <ol style="list-style-type: none"> <li>1. read Ch. 8 of the text, “Experiments.”</li> <li>2. read Rassafiani &amp; Sahaf (2010). Single case experimental design: An overview</li> <li>3. read the method sections of 3 of the articles on experimental research methods (your choice as to which of the method sections to read).</li> <li>4. watch, as necessary, any online videos/segments relevant to Chapter 8 and Rassafiani &amp; Sahaf (2010).</li> <li>5. complete the second on-line quiz on Chapter 8 and Rassafiani &amp; Sahaf (2010) by the due date (i.e., the end of week 6).</li> <li>6. post to the Session Six Discussion Forum: Experimental Methods (initial post and two responses).</li> <li>7. complete for submission on Canvas your individual paper – your fifth method review on experimental methods research</li> <li>8. with your research team, complete for submission on Canvas, the team experimental methods research proposal</li> </ol> |

**RSCH 3803 – SESSION SEVEN: Research trends**

| <b>Objectives</b>   | <b>Assignments/Assessments to be completed during this Session</b>   |
|---|--|
| <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• apply different methodologies for conducting research in the social sciences</li> <li>• apply basic social science research methods to program development and evaluation</li> <li>• describe some trends in social science research</li> </ul> | <p><b>Each student will</b></p> <ol style="list-style-type: none"> <li>1. read Trull &amp; Ebner-Priemer. (2014). The role of ambulatory assessment in psychological science.</li> <li>2. read Zhang &amp; Watanabe-Galloway. (2014). Using mixed methods effectively in prevention science: Designs, procedures, and examples.</li> <li>3. watch, as necessary, any online videos/segments relevant to on Trull &amp; Ebner-Priemer (2014) and the article by Zhang &amp; Watanabe-Galloway (2014)..</li> <li>4. complete the second on-line quiz on Trull &amp; Ebner-Priemer (2014) and the article by Zhang &amp; Watanabe-Galloway (2014) by the due date (i.e., the end of week 7).</li> <li>5. post to the Session Seven Discussion Forum: Research Trends (initial post and two responses).</li> <li>6. with your research team, complete for submission on Canvas, the team experimental methods research proposal</li> </ol> |

## **Course Policies and Miscellaneous Information**

### **Attendance Policy**

Face to face sessions are held once a week for three hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

### **Academic Integrity**

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any

student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

### **Accommodations for Students with Disabilities**

Accommodations can be made for students with disabilities, as outlined in “Services for Students with Disabilities,” at <http://mySWU.swu.edu> . Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe ([mmishoe@swu.edu](mailto:mmishoe@swu.edu)), Coordinator of Student Learning Services for Southern Wesleyan University.

## *Appendix A*

**What is truth?** Pontius Pilate (John 18:38a)

### **How do you know the following statements are true?**

Briefly indicate, below each statement, how you know that the statement is true.

1. In the beginning, God created the heavens and earth.
2.  $1 + 1 = 2$
3. The boiling point of water is  $212^{\circ}$  Fahrenheit (or  $100^{\circ}$  Celsius/Centigrade).
4. I am sitting in a chair.
5. Jesus loves me.
6. The square of the length of the hypotenuse of a right-angle triangle is equal to the sum of the squares of the length of the remaining sides (i.e.,  $H^2 = A^2 + B^2$ ).
7. Cigarette smoking causes cancer.

## *Appendix B*

**Ontology** – The branch of philosophy that studies the nature of reality (i.e., what is really real?)

**Epistemology** – The branch of philosophy that studies the nature of knowledge, its presuppositions and foundations, and its extent and validity

**Axiology** – The branch of philosophy that studies the nature of ethics and values

### **Some True Statements**

Statements 1 – 7 from Appendix A

Truth is arrived at by the painstaking process of eliminating the untrue.

Sherlock Holmes  
Arthur Conan Doyle

### **Knowledge (Truth) Comes Through:**

Intuition and revelation

Authority

Logic

Rationalism (The theory that reason, rather than the acceptance of empiricism, authority, or spiritual revelation is the prime source of knowledge.)

Observation (including sensation)

Empiricism (The view that experience, especially of the senses, is the prime source of knowledge, or the pursuit of knowledge by observation and experiment.)

If a person believes that the only approach to truth is the approach of the laboratory, he will never be able to be able to find a spiritual God. God is a property of the universe as a whole, and not of its observable parts.

Edgar S. Brightman (1884–1953)  
Is God a Person?

### *Appendix C*

A framework for summarizing and comparing methodology sections

| Criterion                      | Description   | Article 1 | Article 2 | Article 3 |
|--------------------------------|---|-----------|-----------|-----------|
| 1. Research question/statement | What is the goal of the article/authors? What are they trying to determine? What question/issue is the research trying to answer/address?   |           |           |           |
| 2. Structure                   | What is the structure of the method section (i.e., how is it organized)? What is the main title of the section? What are the subsections entitled?  |           |           |           |
| 3. Sampling & sample           | What do the authors tell us about how they arrived at the sample (from the larger population)? That is, how did the authors go about identifying the sample from the sampling frame?<br><br>What is the sample (i.e., describe the characteristics of the sample)? What value is N (the sample size)? |           |           |           |
| 4. Procedures                  | What steps did the authors take to collect their data? How did they get the data from the sample? This area is where you will see differences in methodologies. This should usually be the most detailed part of a review.  |           |           |           |
| 5. Ethical issues/terms        | What ethical issues are raised, if any, by the article? What ethical principles/terms/concepts do the authors employ in their article?  |           |           |           |
| 6. APA citation style          | How should the article be cited in the text of an APA style paper? That is, what format/structure would the in-text citation follow?  |           |           |           |

*Appendix D*

**Grading Rubric for Individual Papers**

| <b>Item</b>          | <b>5 points</b>   | <b>4 points</b>   | <b>3 points</b>   | <b>1 point</b>   |
|----------------------|---|---|---|--|
| Content and Analysis | The review is original, focused, unambiguous, and concise (i.e., without extra material). The summary could serve as superior guide to the method sections. The analyses and comments not only explain the methodology but go beyond to effectively analyze the underlying nature of the methodology. | The review is clear and reasonably well focused. The summary could serve as accurate, basic guide to the methodology; that is, the writing accurately explains the method section, but the analyses and comments do not provide any substantive understanding of the topic. | The review is limited and not well focused. The summary contains most of the basic ideas appropriate to the method sections, but the ideas are not expressed well enough to be a safe guide for someone else to use. There is a lack of analysis of the article beyond presentation of the basic ideas. | The review does not meaningfully exist. The summary contains only a small fraction of the ideas appropriate to the method sections, with noticeable omissions or errors, or the ideas are not presented clearly.             |
| Style and Grammar    | The prose and focus of the writing flow smoothly. The writing contains clear and effective transitional and linking material. There are no errors in grammar, mechanics, and no significant APA style errors.   | The prose is clear with no awkward or incorrect constructions. There are minor errors in grammar and mechanics that do not hinder comprehension.  | The writing is understandable and clear, although with some errors or ambiguities of expression, or awkward phrases which obscure the meaning of the material. There are some errors in grammar and mechanics that hinder comprehension.  | The writing is garbled and/or awkward to such an extent that it significantly interferes with comprehension of the material. There are many errors in grammar, mechanics, or APA format that seriously hinder comprehension. |

## *Appendix E*

### **Checklist and grading rubric for team research proposals**

#### **Checklist/criteria**

- \_\_\_\_\_ APA style title page – 1 point
- \_\_\_\_\_ APA style abstract (but shorter: 50-75 words) – 1 point
- \_\_\_\_\_ In-text citations follow APA style (e.g., Smith & Jones, 2009) – 1 point
- \_\_\_\_\_ Header in APA style format (i.e., with short title and page numbers) – 1 point
- \_\_\_\_\_ Appropriate number of citations (2 references/citations) – 3 points
- \_\_\_\_\_ Appropriate structure and format (as described in Explanation of Requirements earlier in this syllabus) – 2 points

| <b>Item</b>           | <b>5 points</b>   | <b>4 points</b>   | <b>3 points</b>   | <b>1 point</b>   |
|-----------------------|---|---|---|--|
| Content               | The structure and presentation of the research proposal is original, focused, unambiguous, and concise (i.e., without extra material). The proposal could serve as superior guide to the research; an individual could easily replicate the proposal. | The structure and presentation of the research proposal clear and reasonably well focused. The proposal could serve as accurate, basic guide to the research; others could replicate the proposal with a small amount of clarification or additional information. | The structure and presentation of the research proposal is limited and not well focused. The proposal contains most of the basic ideas appropriate to the research, but the ideas are not expressed well enough to be a safe guide for someone else to use. Others could not replicate the proposal without substantial additional information. | The research proposal does not meaningfully exist. The proposal contains only a small fraction of the ideas appropriate research, with noticeable omissions or errors, or the ideas are not presented clearly. It is not possible to replicate the proposal. |
| Grammar and Mechanics | There are no errors in grammar, spelling, or mechanics, and no significant APA style errors.  | There are minor errors in grammar, mechanics, or APA format that do not hinder comprehension.   | There are some errors in grammar, mechanics, or APA format that hinder comprehension.   | There are many errors in grammar, mechanics, or APA format that seriously hinder comprehension.  |

|          |  |   |   |  |
|----------|--|---|---|--|
| Style    | The prose is interesting to read and, at best, might be considered elegant or original. The prose and focus of the writing flow smoothly. The writing contains clear and effective transitional and linking material                                       | The prose is clear with no awkward or incorrect constructions. There is an orderly and fairly smooth progression of topics and paragraphs, without significant weakness in transitions or inappropriate changes in focus. | The writing is understandable and clear, although with some errors or ambiguities of expression, or awkward phrases which obscure the meaning of the material. There may be occasional inappropriate changes of focus within paragraphs, or weak transitions or links from one paragraph or topic to another. | The writing is garbled and/or awkward to such an extent that it significantly interferes with comprehension of the material. The topic of paragraphs or sections of the writing cannot be clearly established, and there are few or no transitions/links between sections. |
| Criteria | 5 points will be awarded if all of the criteria that are listed before this table are met. For each criterion that is not met, the appropriate number of points will be subtracted from the total. This could result in a negative score for the criteria. |   |   |  |

The grade for the final paper may be calculated by adding the grades for all 4 criteria together.

## *Appendix F*

### Instructions for Using Smarthinking

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Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

**Note:** To create your FREE account in Smarthinking, you must access mySWU and follow the steps below.

#### **Getting Started**

1. Log on to <https://mySWU.swu.edu>.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (CTL) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to [www.smarthinking.com](http://www.smarthinking.com).

#### **Additional Information**

There are many tutoring options available on the Smarthinking Website. Each option has a “Tell Me How” feature. Use the dropdown menu next to each option to choose what you would like to do.

The “Submit Your Writing” option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at [support@smarthinking.com](mailto:support@smarthinking.com) or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.