

*****This is a preliminary syllabus. A final syllabus will be posted prior to the beginning of Fall 2012 classes.*****

Sociology 3111 Research Methods

3 credit hours

Fall 2012

Time: MWF 10:45-11:35 am

Location: BEH S 116

Section 001: without community engaged learning (CEL)

Section 002: with CEL

Instructor: Dr. Akiko Kamimura, Ph.D., M.S.W., M.A.

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• I prefer to only be contacted through Canvas email.

Office Hours: By appointment

Course description:

This research method course focuses on principles and standard practices of survey design and provides students with the knowledge and skills to be able to properly design research surveys and projects. The course includes theory of social science research, designing survey instruments, and planning a survey research study. Sampling and nonresponse issues are also addressed.

Objectives:

At the end of the course, the student will be able to:

- Understand theory of social science research
- Choose desirable data collection modes
- Understand sampling in surveys
- Develop, evaluate and ask survey questions
- Decrease survey nonresponse
- Do post-collection survey data processing
- Understand research ethics in surveys

Teaching and learning methods:

Teaching strategies include lecture and discussion. Students are expected to read course materials prior to the class, raise questions, and come prepared to discuss the issues on topics of the day.

Grading:

Section 001

Class activities: 20 points

Assignments: 30 points (5 points each; 6 assignments in total)

Exam 1: 20 points

Exam 2: 30 points

Total 100 points

Section 002

Class activities: 20 points

Assignments: 30 points (5 points each; 6 assignments in total)

CEL 50 points

Services 20 points (2-3 hours/week)

Presentation 10 points

Reflections 10 points

Bi-weekly before/after class meetings- 15 minutes 10 points

Total 100 points

Grading Scale:

100-92.5 points: A

92-89.5 points A-

89-86.5 points B+

86-82.5 points B

82-79.5 points B-

79-76.5 points C+

76-72.5 points C

72-69.5 points C-

69-66.5 points D+

66-62.5 points D

62-59.5 points D-

59 and below E

Class activities:

There will be approximately 40 class activities throughout the semester. One point deduction per one missed activity. The first two missed activities will not affect total points. A make-up will be considered only if the student submits a note from a hospital or other PROFESSIONAL individual or organization (up to twice per semester). A make-up must be completed within 2 weeks after the class activity. (Students need to submit a note from professional individual/organization before they start a make-up process.)

Assignments:

All assignments are to be completed on Canvas. **No late assignments will be accepted.** There won't be any make-up or bonus points. Single-spaced (Times New Roman, 12 pts) or text entry on Canvas. Due 8 am on Tuesday (6 times/ semester). The student can see any course materials and own class notes but should not collaborate with or seek help from other people. If the student uses materials outside of the course, the source should be properly cited.

Exams (Section 001 only):

The exam is to be completed on Canvas. **No late submission will be accepted.** There won't be any make-up or bonus points. Single-spaced (Times New Roman, 12 pts) or text entry on Canvas. The student can see any course materials and own class notes but should not collaborate with or

seek help from other people. . If the student uses materials outside of the course, the source should be properly cited.

Exam 1: Available on Canvas from noon on Oct 1 (M) to noon on Oct 5 (F)

Exam 2: Available on Canvas from noon on Dec 5 (W) to 8 am on Dec 11 (T)

Readings:

Required text books:

Groves RM, et. al. (2009). *Survey Methodology*. (2nd edition). NJ: Wiley.

Seidman, I. (2005). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. NY: Teachers College Press.

Ragin, CC. (2010). *Constructing Social Research*. Thousand Oaks, CA: Sage.

Booth, W. et. al. (2008). *The Craft of Research*. Chicago: University of Chicago Press.

All other reading materials are available on Canvas.

Faculty and student responsibilities:

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

The student must understand and be familiar with the University of Utah Student Code <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

The failure to comply with the student code, including academic misconduct, may result in the serious consequence such as failure in the course, and/or expulsion from the university.

Americans with Disabilities Act (ADA) Statement: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Class and Reading Schedule:

***This outline is tentative and subject to change at any time. See Modules on Canvas for update.**

Week 1: An Introduction to social research

M Aug 20: Introduction to the course

W Aug 22: Guest speaker Ms. Yen Nguyen (YWCA) “Community engaged learning”

F Aug 24: What is social research?

Ragin Ch. 1 & 2, Booth Ch. 1 & Ch. 2

Week 2: How to start research project?

M Aug 27: topics and research questions

Booth Ch. 3-6

W Aug 29: arguments

Booth Ch. 7

F Aug 31: claims and evidence

Ragin Ch. 3, Booth Ch. 8

Week 3: Quantitative and qualitative approaches

M Sep 3: **No class (Labor Day)**

W Sep 5: quantitative study

Ragin Ch. 7

F Sep 7: qualitative study

Ragin Ch. 6 & 7

Assignment #1 due Sep 4 (Tue) 8am

Week 4: Modes of data collection 1

M Sep 10: introduction to surveys

Groves pp. 2-7, 30-33, 39-49

W Sep 12: mail survey, online survey

Mangione pp. 1-7 (on Canvas)

Best pp. 1-4

F Sep 14: Discussion on assignment #1

Assignment #2 due Sep 11 (Tue) 8am

Week 5: Modes of data collection 2

M Sep 17: focus groups, case study, : interviews (phone/face-to-face)

Morgan DL (1997). Focus Groups As Qualitative Research. Second Edition. pp. 1-17. (on Canvas)

Lavrakas pp. 1-26 (on canvas)

Yin RK. (2003). Case Study Research: Design and Methods. Thousand Oak, CA: Sage. pp. 1-14 (on Canvas)

Seidman Ch 1 & Ch 2

W Sep 19: Choosing the appropriate method

Groves Ch. 5

F Sep 21: Discussion on assignment #2

Assignment #3 due Sep 18 (Tue) 8am

Week 6: survey questions and answers

M Sep 24: development of survey questions

Groves pp. 217-253

W Sep 26: survey participation

F Sep 28: Discussion on assignment #3

Week 7: Exam 1(001)/ Discussion (002)

M Oct 1: (section 001) Review; (section 002) No class

W Oct 3: (section 001) Exam 1; (section 002) discussion on CEL

F Oct 5: (section 001) Exam 1; (section 002) discussion on CEL

[Fall Break]

Week 8: Research ethics

M Oct 15: human subject research

Ragin Ch. 4, Groves Ch. 11

W Oct 17: IRB

Seidman Ch. 5

F Oct 19: informed consent

Week 9: sampling & non-response

M Oct 22: sampling

Groves pp. 69-94

W Oct 24: non-response

Groves pp. 192-210

F Oct 26: how to increase response rate

Seidman Ch. 4

Week 10: Evaluation of survey questions

M Oct 29: evaluation of survey questions

Groves pp. 259-286

W Oct 31: survey question comparison

F Nov 2: Discussion on assignment #4

Assignment #4 due Oct 30 (Tue) 8am

Week 11: interviewing

M Nov 5: interviewer bias and variance

Groves Ch. 9

W Nov 7: how to interview

Seidman Ch. 6

F Nov 9: interviewer - interviewee relationship

Seidman Ch. 7

Assignment #5 due Nov 6 (Tue) 8am

Week 12: post-collection process

M Nov 12: quantitative study

Groves pp. 329-346

W Nov 14: qualitative study

Seidman Ch. 8

F Nov 16: Discussion on assignment #5

Week 13: management & supervision

M Nov 19: management

Mangione pp. 88-105 (on Canvas)

W Nov 21: supervision

Lavrakas pp. 124-145 (on Canvas)

F Nov 23: [No class \(Thanksgiving\)](#)

Assignment #6 due Nov 20 (Tue) 8am

Week 14: Drafting

M Nov 26: Discussion on assignment #6

W Nov 28: Drafting

Booth Ch. 11

F Nov 30: CEL presentations

Week 15: Exam 2 (001)/ Discussion (002)

M Dec 3: (section 001) Review; (section 002) No class

W Dec 5: (section 001) Exam 2; (section 002) discussion on CEL

F Dec 7: (section 001) Exam 2; (section 002) discussion on CEL

List of community partners and projects for CEL (as of June 29)

Maliheh Free Clinic (free clinic for the low income people, about half of the patients are undocumented immigrants)

3111/4674/6674: needs assessment for breast health

YWCA (providing services to victims of domestic violence and women)

3111: Conducting focus groups for marketing

4674: helping the front desk and intake at the Family Justice Center

Access Home Care and Hospice

4674: helping patients for daily errands

6674: International comparison on care giver support

RDT's Green Map Project

3111/4674: Checking community resources (e.g. healthy grocery stores, environmental hazard) and possibly interviewing people in the community and developing maps that would help to promote healthy lifestyle in the community.

\ **Magna Senior Center** (providing people over the age of 60 a place to come)

4674: helping classes on wellness coaching, provide personal training, maintain your brain, diabetes education/support group, smoking cessation, or any other class that is relevant to health promotion.

Asian Association of Utah (providing services to refugees)

About CEL option (Section 002)

*No student is required to participate in a service placement that creates a religious, political and/or moral conflict for the student.

Services:

- 2-3 hours/ week
- At the beginning of the semester, the student will discuss service learning placement with the instructor to choose an organization that fit both the organization's needs and the student's interest.
- There will be an orientation session so the student can prepare for CEL. The topics will include introduction to CEL, introduction of community partners, expectations to and from students, what the student would do at a community organization, how to solve/ deal with problems if the student experiences them.
- The student and a community partner will sign partnership agreement forms and submit to the instructor before the student starts services.
- Service interactions in the community will respond to the needs of community partners.
- Service content will be decided based on community partners' needs.
- Community partners will be involved in the evaluation of the service. (The instructor will visit the community organizations to discuss student performance with community partners.)

Reflections:

Face-to-face: The students will meet 15 minutes bi-weekly before or after class.

Online: The students are expected to post reflections every week and participate in discussion on Canvas:

- Reflection will be guided by the instructor. Specific questions to start discussion will be posted each week.

CEL presentation:

The student will present what she or he learned from CEL. Community partners will be invited.

Updated 07/05/2012