

**HNRS 400**  
**Research Seminar**  
**MSSU, Spring 2021**  
**Tuesday and Thursday 2:30-3:45 PM**

## 1 Class Information

- ⇒ **Professor:** Nicholas P. Nicoletti, Ph.D.
- ⇒ **Office:** Webster Hall 212 AND Taylor Hall (Education Building) 208
- ⇒ **Phone:** (417) 625-9572<sup>1</sup>
- ⇒ **Email:** nicoletti-n@mssu.edu
- ⇒ **Class Time:** Tuesday and Thursday 11:00 AM - 12:15 PM
- ⇒ **Room:** 204 Webster Hall
- ⇒ **Office Hours:** Monday from 11:00 AM - 2:00 PM (Webster 212) AND Wednesday from 11:00 AM - 2:00 PM (Taylor 208) - Office Door is Always Open, Please Stop By.

## 2 Course Description

**Credit Hours:** 3 CR

**Prerequisites:** Junior or Senior Standing and good standing in the MSSU Honors Program

**Course Type:** Face-to-Face

This course will address the fundamental elements of research design and execution to prepare students for their senior thesis or portfolio projects. The course will cover an array of methodologies, emphasizing the decisions faced by researchers when designing and implementing a research design. The course will explore the skills employed in conducting research, including quantitative, qualitative, and mixed-methods strategies. We will cover research topics, research questions, write a literature review, develop a theoretical framework, deriving testable hypotheses, various hypothesis testing methods, data collection, and ethical considerations in research.

In the course of your college education, research methodology is one of the most critical course components. Understanding research methods is vital for two reasons. First, you will need a basic understanding of research methods to understand the works in your field. Most scholarly articles from peer-reviewed journals follow a pattern of analysis we call the *scientific method*. You will generally find that the authors have identified a puzzle or problem that they believe is important to explain or solve. This question is usually narrow and guided by the extant research. Next, the author will develop an explanation that sheds light on the puzzle or attempts to solve the problem. These explanations can

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<sup>1</sup>If you leave a voice-mail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you. The best way to reach me is by email.

take the form of a framework, theory, or model. Frameworks are relatively abstract and general, while theories and models are more specific, often identifying *causal mechanisms*. Theories are stories about how the world works that usually take a causal form: *X* has a direct affect on *Y*. Or *X* directly affects *Z*, and *Z* directly affects *Y*. Therefore *X* indirectly affects *Y*. Once an explanation is established, the author will then derive testable *hypotheses* or *observable implications* which would follow if the theory were to be correct. Finally, the author will choose an appropriate research tool (e.g., statistical model, experiment, quasi-experiment, qualitative case study, etc.) to test the hypotheses. This process is generally known as the *hypothetico-deductive model* or *scientific method*. While this is just one version of the scientific process, it is the one you will most commonly encounter in various scientific literature.<sup>2</sup>

The second reason research methodology is vital to your education is that to conduct original research, you must understand the structure and tools necessary to produce valid and reliable conclusions. If you are on the Thesis Track, this is a requirement of the Honors Program. However, even if you are on the Portfolio Track, these skills are vital for graduate school, and some academic departments on campus often require original research.

### 3 Learning Objectives

1. Demonstrate the ability to analyze and evaluate scholarly research.
2. Demonstrate the ability to develop and defend conclusions using relevant research techniques, evidence, and reasoned argument.
3. Compare and contrast research designs with the ability to choose the proper design for a chosen research question/problem.
4. Demonstrate the ability to construct a literature review, develop a novel framework/theory/model to answer a research question, derive observable implications from the theoretical framework, and choose the proper research design and instrumentation to test the hypotheses appropriately.
5. Understand the ethical concerns with conducting research on human subjects and research methods in general.
6. Students will refine their research proposals in the discipline of their choice and defend the research proposal before the Honors Program Committee.

### 4 Required Course Materials

- ◇ Creswell, John W. and J. David Creswell. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5<sup>th</sup> Edition*. Los Angeles, CA: Sage. ISBN: 978-1-5063-8670-6.

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<sup>2</sup>Other models of the scientific method include *model based inquiry* and inductive inquiry.

- ◇ The remaining readings are a mixture of scholarly articles and book chapters, which will be posted on Blackboard. A “+” indicates that the reading is posted on Blackboard. A “∇” indicates that the reading is in the physical Course Reserve in the MSSU libraries.
- ◇ The References section of this syllabus provides a list of readings for this class in the American Psychological Association (APA) citation style.

## 5 Course Expectations

I expect that *ALL* students will come to class each week having read the material assigned for that day. **The readings are due on the day they are listed in the syllabus, and you are required to bring the readings with you to class that day.** Some of the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond memorizing core concepts and vocabulary words; you will be expected to apply these concepts throughout the class, especially on the research proposal assignments.

Taking attendance is required by the University. Attendance will be taken regularly at the start of class. However, attendance is not enough to earn participation credit. I expect that students participate in class. Participation is worth 10% of your final grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. Part of your participation grade will be calculated using the *PlayPosit* online software. See the section on *PlayPosit* for more information on this class tool.

Late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all.** Late students will be taking a chance. This class will include pop quizzes that I call *D.I.R.T.* quizzes, which stands for “Did I Read Today”. *D.I.R.T.* quizzes are given at the very beginning of class via the *PlayPosit* system. If you are too late to take the quiz, you automatically lose the quiz points for that day, no exceptions. I never allow make-up quizzes for any reason. Thus, there are consequences for being late. Moreover, quizzes are not always comprised of the same number of points. Sometimes they are worth 1 point, and other times they can be worth up to 3 points (see the Grading section for point values). The number of points the quizzes are worth is not predestined - thus, it is important to be on time and limit class absences. Please give the class and me the courtesy of refraining from perpetual late arrivals.

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, Snapchatting, Yik Yaking, Whispering, using any other computer application (mobile or otherwise), or typing assignments for other courses during this class. **Take the earphones out of your ears please.** Cell Phones should only be used for the *PlayPosit* software. Laptop computers are a privilege and may be used for note-taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time.

Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged, but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general/administrative question. In the event that the answer to your question is not in the syllabus, I have set up a Discussion Forum under the "Discussion Board" tab in Blackboard, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post, and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions/issues must be resolved outside of the discussion forum.

All students in my classes are expected to check their school email regularly (I suggest once per day). I communicate solely via email sent to your **school email address**. Students are expected to use their school email address when sending messages to the professor. I will not make special accommodations for students that want to use personal email addresses. All email communications will be sent and received via your school email address.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right to request copies of any recordings in any form taken in my class.

I expect a lot from the students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and answer emails within a 24-hour window (outside of holidays and weekends). *If you are struggling with the material, do not hesitate to see me!* I take my teaching responsibility seriously, and I strive to be the best possible educator I can be. I will often ask for your feedback during the course, and I take your input seriously.

## 6 Evaluation and Grading Policy

Students can earn a total of 100 (non-extra credit) points per semester. Up to 15 points can be earned from successfully answering weekly D.I.R.T. quizzes correctly. Up to 10 points can be earned from participating in class throughout the semester and participat-

ing in *PlayPosit* participation questions. Up to 20 points can be earned by completing the individual Research Proposal assignments. Up to 35 points can be earned for the final Research Proposal Assignment and getting the Proposal successfully passed by the Honors Committee. Up to 15 points can be earned by completing the voice-over PowerPoint presentation. Lastly, 5 points can be earned by completing the CITI Human Subjects training and setting up an MSSU IRBNet profile.

This system means that each point in the class is literally worth one percent of your final grade. In other words, the denominator for your grade will change throughout the semester as points are accumulated. For example, let us assume that by mid-semester, students will have the possibility to earn approximately 50 points in the class. Let's say that you earned 41 total points by mid-semester. To figure out your grade simply divide 41 by 50 and multiply by 100:  $(\frac{41}{50}) * 100 = 82$ . This would mean that you earned a B halfway through the semester. By the end of the semester - when all assignments are turned in - there will be 100 total points that could have possibly earned in the course. Thus, if you earned 75 points out 100 possible points, your grade would be a 75 which is a C. Extra credit points also count directly toward your final grade, just like regular points do. However, these points are not included in the final grade denominator. For example, let's say that by the end of the semester a possible 5 extra credit points could have been earned. Technically, this means that there was a possible 105 points that students could have earned. However, no matter how many of those extra credit points you earned, the grade is still out of 100, not 105.

- \* D.I.R.T. Quizzes on the readings due that day, worth 15 points cumulatively or 15% of the Final Grade.
- \* Research Question and Literature Review Assignment, worth 5 points or 5% of the Final Grade.
- \* Significance/Purpose Assignment, worth 5 points or 5% of the Final Grade.
- \* Theory and Hypotheses Assignment, worth 5 points or 5% of the Final Grade.
- \* Methodology/Research Design Assignment, worth 5 points or 5% of the Final Grade.
- \* Final Research Proposal Assignment (All of the Above Edited and Combined) and Honors Committee Defense, worth 35 points or 35% of the Final Grade.
- \* Voice-Over PowerPoint Presentation, worth 15 points, or 15% of the Final Grade.
- \* Human Subjects Training and IRBNet Profile Setup, worth 5 points, or 5% of the Final Grade.
- \* Participation (PlayPosit and Class Discussion): 10%.

## 7 Grading Distribution

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

## 8 Time on Task Statement

For every one credit hour in which you are enrolled, you will spend approximately two to three hours outside of class conducting original research, reading, and/or studying. Therefore, to help determine the course load most appropriate for you, use the formula: 3 credit hours (1 course) = 3 hours in class per week plus 6-9 hours course time per week.

## 9 Library Materials

There are a vast array of resources on this topic that can be found using the MSSU Spiva Library search tools including, SUMMONS, JSTOR, individual journal subscriptions, Interlibrary Loan (ILL), and many more. Please visit the MSSU Library website to search through relevant materials.

## 10 Face Mask/Covering Policy

Effective July 13, 2020, all students, faculty, staff, contractors, vendors, and visitors are expected to wear masks/face coverings while on the MSSU campus, including in classrooms. Exceptions and the full policy are available: <https://emergency.mssu.edu/wp-content/uploads/2020/07/MSSU-Mask-Face-Covering-policy.pdf>.

## 11 Instructional Format

The teaching format for MSSU classes is subject to change at the university's discretion. Students should be prepared to handle alternative or online formats, if they should become necessary.

### 11.1 Inclement Weather and Course Cancellation Policy

If inclement weather occurs during Finals Week resulting in a closing, the printed and online versions of the Schedule of Classes contain information about a contingency plan for finals. If the professor cancels class for any reason during the semester, an alternative online assignment (PlayPosit or Blackboard) will be posted. The professor reserves the right to shift the class to an online video conferencing platform if school closes for any reason.<sup>3</sup>

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<sup>3</sup>\***Note:** Professor Nicoletti is the Coach of the Mock Trial Team. There may be times where classes need to be canceled due to competitions. Please be aware, if the schedule changes an announcement will be placed on Blackboard and sent to student email.

### 11.1.1 Proper Email Etiquette

**This is the format I expect all emails to be sent in:**

To: nicoletti-n@mssu.edu

From: Your Email Address Here

Subject: Always Include a Subject Line with Your Class Title and Time of Day

Dear Professor Nicoletti (Or Other Salutation),

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),

Jane/John Doe Student

## 12 Academic Integrity Statement

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all quizzes, except for the use of the PlayPosit software. Students using electronic devices during quizzes for anything other than PlayPosit will fail the assignment. If you are taking a quiz and are found using an electronic device inappropriately, I will be forced to fail your assignment and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment. I also reserve the right to fail students for the entire course for some instances of academic integrity violations. All academic integrity violations will be reported to the Administration via the Lion Alert system. The MSSU's policy on Academic Integrity and the plagiarism judicial process is as follows:

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty,

the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

## **13 Similarity Detection Software and Honor Lock**

To prevent and detect plagiarism, I may require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software (including my class assignments from previous semesters). When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

## **14 Disability Accommodation Statement (ADA)**

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725. I will make every effort to assist students with special needs. Students dealing with stress-related or other medical issues should visit the Willcox Health Center, Billingsly Room 242.

## **15 Non-Discrimination Statement**

Missouri Southern State University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, students, third parties on campus, and applicants for employment and admissions. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing. Questions, concerns, and reports about Title IX, including sexual misconduct or pregnancy educational planning, should be directed to the Title IX Coordinator in the



Student Affairs Office at (417) 625-9532.

I will seek to keep information private to the greatest extent possible. However, as an instructor, I have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred related to Title IX. Students may speak to someone confidentially by contacting a counselor in the Advising, Counseling, and Testing Services Office (ACTS) at (417) 625-9324. Crime reports to law enforcement can be made at (417) 623-3131.

## **16 Basic Needs Statement**

Students experiencing personal or academic distress, food insecurity, and/or difficulty navigating campus resources are encouraged to contact the Office of Student Affairs (417) 625-9392 or [studentaffairs@mssu.edu](mailto:studentaffairs@mssu.edu)) for support. If you are uncomfortable making this contact, please notify your instructor so they can assist you in locating the needed resources.

## **17 Academic Impact for University-Sponsored Academic and Athletic Absences**

Students participating in University sponsored academic and athletic events are considered representatives of the University and scheduled activities/competitions resulting in a missed class may be considered excused absences. Missed classes qualify as excused absences if the student informs the instructor(s) in advance, is responsible for all information, tests, materials and assignments, and completes assigned work prior to the departure, unless the instructor has agreed to other arrangements.

Faculty are encouraged to work with students, whenever possible, to facilitate their participation in University sponsored academic and athletic events; however, in some cases, it is not possible to replicate missed course content. In these cases, students may need to attend class.

Whenever possible, students participating in University sponsored academic and athletic events should work with their advisor to create a schedule that will avoid missed class time.

Students should not be penalized if absent from a test, lecture, lab or other activity because of an excused absence. Policies should be fair and equitable in application. For example, excused absences should not be penalized with point reductions or require students utilize the dropped grade option for a University sponsored activity or athletic event. Inclement weather and other factors may preclude a student's ability to provide notification in advance and/or to complete assigned work prior to departure or return to

campus. It may be necessary to provide make-up opportunities in these cases.

No class time shall be missed for practices or home events except for time required to prepare or warm-up before the activity/competition. Logistics necessary for home activities or competitions will vary by activity/sport so students and instructors should collaborate to handle this missed class time as part of the absence if possible. For away competitions students shall not miss class prior to 30 minutes before the scheduled time of departure.

Students who will miss class due to participation will identify themselves to their instructors at the beginning of each semester using the approved documentation and provide a schedule with departure times to identify class meetings in conflict with event dates. In addition, the student is responsible for reminding the instructor by e-mail and/or in person of each upcoming absence. The student who fails to properly communicate with her/his instructor in this regard may be penalized for an absence per the course syllabi. The amount of lead time for upcoming absences should be discussed by the instructor and student as this may vary with the situation. Sponsors and coaches are asked to confirm an accurate roster of students traveling for each event.

Students who are unable to participate or have not been cleared to play should attend class.

## **18 Copyright Statement**

You are encouraged to use the materials from these courses to learn. You can listen, read, view and interact with the pages. You can print them out for your own use. You may not, however, let others not registered in the courses hear audio, view or read pages, either on the screen or printed out. You may not make copies of these copyrighted and all rights reserved materials electronically or optically without express permission from the copyright holder. You may not incorporate these copyrighted materials or derivatives into other works. The copyright includes the course artwork. Some portions of the courses use material from other copyrighted material. These materials are noted and are used with permission of the author, or under compliance with federal guidelines. You are encouraged to use materials you create as part of the course, however, you may not use materials created by others taking the course without their written permission. This includes but is not limited to written assignments submitted to the instructor, postings to discussion groups or any online comments or other collaborative events. MSSU will not use any of your work for purposes other than your learning without getting your written permission. If we use your materials with your permission, we will credit your work if you so desire.

## 19 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. Participation is worth 10% of your grade. This will be a combination of your personal in-class participation and your participation in *PlayPosit* exercises given during class.

## 20 PlayPosit

PlayPosit Software is a digital platform that allows your professor to: (1) Take attendance each class, (2) Give pop quizzes, and (3) Intermittently ask questions throughout lecture. These questions will count toward your participation grade which is worth 10% of your final grade. Each class you will need to have your mobile device (phone, laptop, tablet, etc.) ready so that you can answer the questions pertinent to the lecture. I expect that students will not abuse the privilege of using their mobile device during class. The software is intended to make lecture more interactive and fun, not to give students an excuse to text. The software is integrated with Blackboard and is free to students.

## 21 Course Schedule

### Week 1: January 18 — 24, 2021

#### ⇒ Tuesday, January 19: Course Introduction

- ★ Course Introduction and Administrative Review.
- ★ Acquire Textbook.
- ★ Acquire Access to PlayPosit and Blackboard.

#### ⇒ Thursday, January 21: What is Science? What is the Process?

- ★ Lecture on the Scientific Method and Literature Review.
- ★ Go to <http://guides.library.vcu.edu/lit-review> and review this short guide for writing a Literature Review. You will have to click on the different PDF documents to view and read them.

## Part One: Introduction to Research Design

### Week 2: January 25 — 31, 2021

#### ⇒ Tuesday, January 26: Paradigms/World-views and Research Approaches

- ★ Creswell and Creswell, Chapter 1: The Selection of a Research Approach, pp. 3-22.
- α January 25 - Drop/Add & Late Registration Charges Begin.

⇒ **Thursday, January 28: The Literature Review and Why it is So Important!**

- ★ Creswell and Creswell, Chapter 2: Review of the Literature, pp. 23-47.
- α January 29 - Last Day for Full Refund of Charges.

### **Week 3: February 1 — 7, 2021**

⇒ **Tuesday, February 2: The Introduction**

- ★ Creswell and Creswell, Chapter 5: The Introduction, pp. 101-115.

⇒ **Thursday, February 4: The Importance of a Theoretical Framework**

- ★ Creswell and Creswell, Chapter 3: The Use of Theory, pp. 49-74.
- ✓ All students must have a mentor by the beginning of Week 3. A signed copy of Mentor-Student Agreement by the start of class

### **Week 4: February 8 — 14, 2021**

⇒ **Tuesday, February 9: Human Subjects and Ethical Considerations in Research and MSSU's Process**

- ★ Creswell and Creswell, Chapter 4: Writing Strategies and Ethical Considerations, pp. 75-98.
- ★ History of Human Subjects Ethics, CITI, IRBNet, and the MSSU process.
- ★ Lecture on how to Register and Begin the Humans Subjects Research Participants Training Through the *Collaborative Institutional Training Initiative* (CITI) Website (<https://www.citiprogram.org/>)  
This course will take approximately 3 hours to complete. Remember, if you are conducting human subjects research, your mentor will need to complete this training as well. The training is valid for 3-years after initial completion. After the 3-year mark, the refresher course will need to be completed for training to be good for another 3-years.
- α February 10 - Withdrawal after this Date No Refund of Charges.

⇒ **Thursday, February 11: Ethics in Research - The Zimbardo Prison Study**

- ★ Finish previous lecture, if necessary.
- ★ Watch The Philip Zimbardo Stanford Prison Experiments.

## **Part Two: Modes of Observation and Research Design**

### **Week 5: February 15 — 21, 2021**

⇒ **Tuesday, February 16: The Significance/Purpose Statement**

- ★ Creswell and Creswell, Chapter 6: The Purpose Statement, pp. 117-131.

⇒ **Thursday, February 18: From Research Questions and Theory to Hypotheses**

- ★ Creswell and Creswell, Chapter 7: Research Questions and Hypotheses, pp. 133-146.

## **Week 6: February 22 — 28, 2021**

⇒ **Tuesday, February 23: Measuring Variables for Quantitative Research**

- ★ Babbie, Chapter 5: Conceptualization, Operationalization, and Measurement, pp. 124-139.†

⇒ **Thursday, February 25: Operationalizing Variables**

- ★ Babbie, Chapter 5: Conceptualization, Operationalization, and Measurement, pp. 139-154.†
- ✓ **Literature Review and Research Question Assignment is Due at Start of Class.** Upload your assignment to the Blackboard Drop-Box with Safe Assign.

## **Week 7: March 1 — 7, 2021**

⇒ **Tuesday, March 2: Non-Scientific Sampling and Random Sampling**

- ★ Babbie, Chapter 7: The Logic of Sampling, pp. 182-201.†

⇒ **Thursday, March 4: The Scientific Method of Sampling**

- ★ Babbie, Chapter 7: The Logic of Sampling, pp. 201-220.†
- ✓ **Theoretical Framework and Hypotheses Assignment is due.** Upload your assignment to the Blackboard Drop-Box with Safe Assign.

## **Week 8: March 8 — 14, 2021**

⇒ **Tuesday, March 9: An Survey Design**

- ★ Creswell and Creswell, Chapter 8: Quantitative Methods, pp. 147-160.

⇒ **Thursday, March 11: Designing Experiments**

- ★ Creswell and Creswell, Chapter 8: Quantitative Methods, pp. 161-177.
- ✓ **Significance and Purpose Assignment is due.** Upload your assignment to the Blackboard Drop-Box with Safe Assign.
- ✓ The signed Mentor Release Form for the Literature Review, Research Question, Theoretical Framework, and Hypotheses is due at this time - please hand in a hard copy of the signed form at the start of class.

## **Week 9: March 15 — 21, 2021**

⇒ **Tuesday, March 16: Observational Data and Elaboration**

- ★ Babbie, Chapter 14: Quantitative Data Analysis, pp. 411-431.†.
- ★ Babbie, Chapter 15: The Logic of Multivariate Analysis, pp. 432-449.†.

⇒ **Thursday, March 18: Bivariate and Multivariate Contingency Tables**

- ★ Computer Lab Elaboration Model Activity.
- ✓ **Proposed Methodology Assignment is due.** Upload your assignment to the Blackboard Drop-Box with Safe Assign.

## **Week 10: March 22 — 29, 2021**

⇒ **Tuesday, March 23: NO CLASS SPRING BREAK**

- ★ No class, Spring Break.

⇒ **Thursday, March 25: NO CLASS SPRING BREAK**

- ★ No class, Spring Break.

## **Week 11: March 29 — April 4, 2021**

⇒ **Tuesday, March 30: Qualitative Methods and the Researcher**

- ★ Creswell and Creswell, Chapter 9: Qualitative Methods, pp. 179-198.

⇒ **Thursday, April 1: Qualitative Data Analysis and some Challenges**

- ★ Creswell and Creswell, Chapter 9: Qualitative Methods, pp. 198-211.
- ✓ **Human Subjects Training Assignment is Due at Start of Class.** A copy of the certificate must be submitted to IRBNet and Blackboard. You can print a certificate creating a PDF from the CITI website.

## **Part Three: Testing Hypotheses with Quantitative Methods**

### **Week 12: April 5 — 1, 2021**

⇒ **Tuesday, April 6: Measures of Association, Inferential Statistics, and Significance**

- ★ Babbie, Chapter 16: Statistical Analysis, pp. 451-456 and 461-470.
- ✓ **Complete Research Proposal Draft is due.** Upload your assignment to the Blackboard Drop-Box with Safe Assign. Remember, on **April 22 the Final Proposal is due.**

⇒ **Thursday, April 8: Regression Analysis**

- ★ Babbie, Chapter 16: Statistical Analysis, pp. 456-460.

### **Week 13 April 12 — 18, 2021**

⇒ **Tuesday, April 13: Power Point Presentations**

- ★ Practice PowerPoint during class - Round 1.
- ✓ **PowerPoint Presentation Draft is due.** Upload your assignment to the Blackboard Drop-Box with Safe Assign. This is also when you will deliver this assignment to your mentor for comments. Remember, on **April 22 the Final Presentation is due, along with the Mentor Release form.**

⇒ **Thursday, April 15: Power Point Presentations**

- ★ Practice PowerPoint during class - Round 2

### **Week 14: April 19 — 25, 2021**

⇒ **Tuesday, April 20: NO CLASS, Work on Proposal and Presentation**

- ★ No Class, Work on Proposal and Presentation

⇒ **Thursday, April 22: Everything is Due**

- ✓ There is no class on this day, but you must submit all final assignments to Blackboard.
- ✓ **Revised Research Proposal, taking into account all comments from your Mentor and Professor Nicoletti is due and will be sent to the Honors Committee.** No edits can be made after this submission.
- ✓ **Final Voice-Over PowerPoint Presentations are due.** No edits can be made after this submission. Remember, for this assignment I need a link to an unlisted (not private) video on YouTube. You can submit this as a word document with a link. Do not submit the slide show.

### **Week 15: April 26 — May 2, 2021**

⇒ **Tuesday, April 27: Preparing for the Committee**

- ★ An overview of the Honors Committee and what to expect.
- ✓ The signed Mentor Release Form for the Final Proposal and Final PowerPoint is also due at this time - please hand in a hard copy of the signed form at the start of class.

⇒ **Thursday, April 29: No Class, prepare for Defense**

- ★ No class, prepare for defense.

## **Week 16: May 3 — 9, 2021**

### **⇒ Tuesday, May 4: Student Presentations**

- ★ Student Defense in front of Committee.
- α May 3 is the Last Day for Single Class Withdrawal with a “W” and Complete Withdrawal with all “W’s.”

### **⇒ Thursday, May 6: Student Presentations (if needed)**

- ★ Student Defense in front of Committee, if needed.

## **Week 17: May 10 — 16, 2021**

### **⇒ Final Exam Week**

- ★ There is no final exam in this course.

## **References**

- Babbie, E. (2013). *The practice of social research 13<sup>th</sup> edition*. Belmont, CA: Thomson/Wadsworth.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches 5<sup>th</sup> edition*. Los Angeles, California: Sage.