

Instructor: Dr. Elizabeth Braungart Fauth (Associate Professor in FCHD)
Office: 222 Family Life
Campus Mailing Address: UMC 2901, Logan UT 84322
Office Hours: Wednesdays 10-11 (& by appointment)
Email: beth.fauth@usu.edu
Phone: 435-797-1989
Class Meeting Times: Wednesday 2-5pm (Old Main 227)

Required Text:

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Recommended Text: If you don't own a copy, you will need access to this book
American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). American Psychological Association: Washington, D.C

Supplemental Readings: Posted on canvas.

Course Overview:

This course is designed to provide students with an overview of research methodologies used in the field of human development, psychology, education, and related social sciences. We will discuss problem selection, hypotheses formation, conceptual and operational definitions, sample selection, research design, measurement, data collection, data analysis and interpretation. Students who complete this course will be able to:

1. Understand basic concepts and terminology used in social-behavioral and educational research methodology;
2. Understand ethical practices for research with in human subjects;
3. Evaluate research conducted by others, as well as research interpreted by media;
4. Select appropriate samples, measures, and research designs for various types of research projects;

This course follows the following USU policies:

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Course Specific Deadlines

Students are expected to complete all of their assignments as scheduled. Assignments are due at the beginning of class on the date listed in the course schedule, unless otherwise specified, or for Canvas submissions, the due date is listed within the assignment. For every 24 period that an assignment is late, it will be deducted 3 points. If you must be away on the day these assignments are due, please plan to turn them in early.

Assignments

Assignments all require APA style, and clarity and quality of writing (points will be deducted for spelling and grammatical errors, poor organization, etc), as well as how well you addressed the purpose of the assignments. Please print and bring in hard copies of assignments to class, unless specifically cited as a Canvas submission assignment. DO NOT SLIDE PAPERS UNDER MY DOOR OR PLACE IN MY MAILBOX. If you are missing class and need to submit an assignment early, please email me the paper as an attachment in Word. Use my email, not canvas messenger.

Grading

Correct the APA, and Economy of Language Assignment (be prepared for discussion)	20
Theory, Research Question and Identifying variables Assignment (be prepared for discussion)	20
Measurement Assignment (be prepared for discussion)	30
Sampling/Participants Assignment (be prepared for discussion)	20
Research Design/Threats to validity Assignment (be prepared for discussion)	30
Identify a Qualitative Study Assignment (be prepared for discussion)	20
Data analyses Assignment (be prepared for discussion)	20
CITI training: Submit to canvas proof of completion	10
Identify Funding Agencies, Journals and Conferences Assignment	10
Class Participation (5 points per day, lowest score dropped)	60
Final Exam (in class)	100
Total Possible Points	340

A	=	317 points and higher	(>93.0%)
A-	=	306 - 316 points	(90.0% - 92.9%)
B+	=	296 - 305 points	(87.0% - 89.9%)
B	=	283 - 295 points	(83.0% - 86.9%)
B-	=	272 - 282 points	(80.0% - 82.9%)
C+	=	262 - 271 points	(77.0% - 79.9%)
C	=	249 - 261 points	(73.0% - 76.9%)
C-	=	238 - 248 points	(70.0% - 72.9%)
D	=	204 - 237 points	(60.0% - 69.9%)
F	=	203 points and below	(<60%).

Class Participation (60 Points):

Each week is assigned 5 points for your quality of participation. We meet for 13 weeks, but your lowest performance day (which might be a 0 if you missed class) will be dropped, so $5 \times 12 = 60$.

There are no make-ups for lost points. You must be present to participate and earn points.

High quality participation (score of 4 or 5) is:

- Oral discussion which demonstrates that you have read all assigned material and which demonstrates a thoughtful analyses and integration of topics
- Thoughtful questions that both clarify and promote deeper order thinking
- Listening to your instructor and peers in a professional way

Low quality participation is (score of 1 or 2):

- Being late/leaving early
- Not listening, being distracted by non-class-related tasks, or sitting silently
- Demonstrating that materials have not been read ahead of time
- Being discriminatory, closed-minded, or rude in discussion or directly to your professor or classmates

Please turn off all cell phones prior to the start of class.

Laptop computers are only allowed for class purposes. If students are engaging in email or work not related to class, they will have one warning, and on 2nd violation, they will no longer be allowed to use electronic devices in class.

If you are unable to attend class on a given day, make sure that you review what was covered in class with a classmate. I do not give out copies of my lecture notes to students.

COURSE SCHEDULE: Since my desired outcome is for you to learn the material, I cannot always gauge the time it will take to teach each section. Therefore please understand that this Schedule and readings are subject to change.

Date	Readings and Topic	Assignments/Quizzes
8/31	Introductions Review Syllabus Creswell Ch. 1: Ways of knowing, and what approach to choose in research	
9/7	Finding research and interpreting a research article (Creswell Ch. 2) Sections of a research report (APA manual chapter 2) Writing style (APA manual chapter 3; Creswell Ch. 4)	
9/14	Theories in social science (Creswell Ch.3) Independent and dependent variables Selecting a research question (Creswell Ch. 7)	Due in class: Correct the APA, and Economy of Language Assignment (be prepared for discussion)
9/21	Measurement of constructs (read Dooley Ch. 5 on canvas) Reliability and Validity	Due in class: Theory, Research Question and Identifying variables Assignment (be prepared for discussion)
9/28	Methods of measurement (read Dooley Ch. 6 & pages 135-137 on canvas)	
10/5	Sampling (Gall, Gall, & Borg, Ch. 6; Creswell pp. 158-159)	Due in class: Measurement Assignment (be prepared for discussion)
10/12	Research Designs I Gall, Gall, & Borg: pp. 297-315, 332-361)	Due in class: Sampling/Participants Assignment (be prepared for discussion)
10/19	Research Designs II Gall, Gall, & Borg, Ch. 12 and 13	
10/26	Qualitative and Mixed Methods (Creswell Ch. 9 and 10) Introduction to Program Evaluation methods	Due in class: Research Design/Threats to validity Assignment (be prepared for discussion)
11/2	Data analysis: mapping research questions and research designs to proper statistical tools	Due in class: Identify a Qualitative Study Assignment (be prepared for discussion)
11/9	Ethics in research Dooley: Ch. 2; APA Appendix C) IRB Data management	Due in class: Data analyses Assignment (be prepared for discussion)
11/16	<i>No class – Dr. Fauth at conference</i>	Instead of attending class, complete the CITI training
11/23	<i>No class – Thanksgiving break</i>	Instead of attending class, eat copious amounts of food
11/30	Research Funding and Dissemination: Identifying funding agencies, Presentations at academic conferences and Publication process (APA Chapter 8)	
12/7	In class activity: Critiquing research and Critiquing media interpretation of research	Due in Class: Identify Funding Agencies, Journals and Conferences Assignment
12/14	Final Exam – in class – 2pm – room TBA	