



## SOCL-3633, Research Methods, Spring 2024

**Instructor:** Dr. Wesley Cohoon

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**Course Modality:** Face-to-Face

**Meeting Times:** Mon, Wed, & Fri from 9:00-9:50 a.m. in Martin Hall, 106

**Office:** 0-134

**Office Hours:**

- Mon, Wed, & Fri from 7:50 a.m. to 8:50 a.m.
- Mon & Wed from 1:00 p.m. to 2:00 p.m.

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“Research is what I’m doing when I don’t know what I’m doing.”

Wernher von Braun

“Writing organizes and clarifies our thoughts. Writing is how we think our way into a subject and make it our own. Writing enables us to find out what we know—and what we don’t know—about whatever we’re trying to learn.”

William Zinsser

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*(Instructor reserves the right to amend all syllabus information as necessary)*

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### **Course Introduction**

I am very happy that you are taking my course, and I look forward to learning with you this semester! Learning how to conduct research is like moving from being a spectator in the stands

to a participant on the field. Instead of passively sitting back and letting others control the game, as a researcher you become an essential player or coach who gets to make decisions and decides how the game goes. Researching is a skill that you can learn that allows you to ask profound questions, think critically, explore problems, and develop solutions. This course will teach you how to conduct research on your own.

The class is highly collaborative, and at the end, you get to develop a research project and decide on a question you want to ask. You will draw from what you have learned from previous classes and put it into action. I will not tell you what to research or ask, but instead, I will guide you on clarifying a project that is interesting and pertinent to you.

### Course Description

This course is an introduction to the methods and techniques of sociological research. The course allows students the ability to examine and apply quantitative and qualitative methods of data collection through selected research. This course offers students practical experience in conducting and understanding research. The knowledge gained from this course applies to several professions and careers.

### Required Text

Book: *Writing in Sociology*, 2<sup>nd</sup> Edition  
Author: Edwards  
ISBN: 9781483351292 or 9781483354590  
Publisher: Sage Publications

Book: *Introduction to Research Methods: A Hands-On Approach*, 2<sup>nd</sup> Edition  
Author: Pajo  
ISBN: 9781544391700 or 9781071879825 or 9781544391724  
Publisher: Sage Publications

### Who is the instructor?

I have taught classes at several universities. I have earned a Ph.D. in Sociology, a Doctor of Ministry, an M.S. in Sociology, a Master of Divinity, and a B.S. in Religion.

My professional experience is not limited to academia. I have several years of practical experience incorporating sociology in various settings like businesses, nonprofits, hospitals, and governmental agencies. I am a Certified Clinical Sociologist through the Association of Applied and Clinical Sociology.

I am married with five children. My youngest three are 15, 13, and 11. My two oldest children are married and live with their spouses. My oldest son has two daughters, which makes me a grandpa. We have three dogs—Cupcake, Oreo, and Waffles, and I love spending time with my family.

## Teaching Philosophy

I want to come alongside students and help them discover themselves and their social world. In addition to providing information, I want to listen and learn from others and their experiences. While I care about students, I also want them to grow and experience some level of discomfort. While people do not like tension and conflict, people experience growth through it. People need to feel some stress and have their existing knowledge challenged to gain new understanding. I encourage students to engage in an action/reflection model where they can learn, do something with their knowledge, come back and reflect on their experience, and repeat the process. Lastly, learning is difficult, but it is also fun. I welcome playfulness, humor, and student interaction throughout class time.

## Course Requirements

Please pay attention to these instructions. Failure to submit assignments as instructed will result in a zero for the assignment.

### Submitting and Returning Assignments

#### Assignment Submission

Submit all your assignments via D2L – upload in Word or PDF format. Students are responsible for ensuring that assignments are submitted on time and in an accessible format.

#### Assignment Feedback

I will provide assignment feedback within seven (7) days of the due date. My feedback will be provided in the form of comments on the assignment in D2L. You are welcome to come and talk to me about any assignments and any feedback that I have provided.

Your grades will be posted to the D2L.

#### Communication with the Instructor

Please follow the below template when sending me an email. Failure to follow this format will result in a response email from me stating, “Please read the syllabus and follow the email formatting instructions.” Students are welcome to ask any questions, but I want the students to first check the syllabus for the answer before asking or clarifying a question.

Dr. Cohoon

My name is (Xyz), and I am a student in your SOCL 3633: Research Methods class this fall semester. I am emailing to ask you about (*blank*). I looked in the syllabus, and it states (*blank*) about my question.

Thanks,

(*Your Name*)

### Late Work

All assignments are due in D2L before 11:59 p.m. on their listed due date in a Word document. If the assignment does not upload, I do not have it. The student is responsible for ensuring that their assignments are uploaded. Corrupted documents do not count, and you need to ensure that the assignment is uploaded in the proper format. I will deduct ten percent per day for late assignments. ***There are no exceptions, and all late work will be deducted 10% for every day it is late.*** This late policy is generous, and students can still earn a good grade on an assignment even when it is late. The only exception to late work is the Final Paper which I will only accept a maximum of four days late with the appropriate deductions.

### Evaluation & Grading

All grades will be made available to students in D2L.

#### **A. Certifications – 15%**

Students can earn 15% of their final grade by completing and submitting proof of their research certifications. The students can include these certifications on their resume, and they provide a general overview about research ethics. These trainings are free when signed up through your MSU account.

Go to: [www.citiprogram.org](http://www.citiprogram.org), and students will need to earn the:

1. Conflict of Interest
2. Social and Behavioral—Basic/Refresher
3. Social and Behavioral Responsible Conduct of Research

#### **B. Book Review – 10%**

Students will provide one critical book review this semester. The book review will be *Writing in Sociology, 2<sup>nd</sup> Edition* by Edwards. Before students submit this Book Review, they need to read “Chapter 17: Writing a Book Review” in *Writing in Sociology, 2<sup>nd</sup> Edition*. The book review is worth ten points: ***The critical book review needs to be 4 to 6 pages of written content in paragraph form, and it is due by March 9<sup>th</sup>.***

Students should have the following sections in their book review:

- Basic Information
  - Provide the basic information for the author and book. Also, write your understanding of the author’s purpose for the book.

- Summary
  - Summarize the pertinent contents of the book. Note: you may want to briefly talk about each chapter or at least cover a significant amount showing that you read the book).
- Evaluation
  - What is your evaluation and explanation of how well the author achieved his purposes.
  - Explain any sociological or practical disagreements with the premises set forth in the material. What is the basis for your disagreement?
- Practicality
  - Explain how the material might hold value for your academic and professional careers. Specifically, how might the key concepts addressed strengthen your overall approach to writing and communicating?
- Include page numbers
  - This last one is not a section, but you need to reference actual page numbers in your book review. Here is an example pulled from the book you will actually review:
    - I found it interesting that the article argues that writing is a social act and not just a personal one of self-revelation (p.4).
      - This is pulled from page four where the author wrote:
        - “Ironically, while writing feels like a very personal performance, it is not merely an individual act of self-revelation. When done well, it is a social act too. In the process of letting others read drafts, give feedback, and talk out loud about your work, we can participate in a community of fellow writers or protowriters seeking to improve our craft.”

### Grading Criteria for Critical Book Review:

#### Well-written— 30%

- Paper meets the minimum requirement of 4-6 pages – 10%
- Grammar and mistake-free – 10%
- Paragraphs are appropriate length – 10%

#### Formatted Correctly— 30%

- Student has clear section headings – 5%
- The font is 12-point, Times New Roman – 5%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- Paragraphs are indented – 10%

#### Demonstrated an Ability to Think Sociologically – 40%

- Student addressed the four above criteria for a book review (Basic Information, Summary, Evaluation, and Practicality) – 20%
- The student included page numbers throughout their review – 20%

## C. Assignments – 35%

There will be seven assignments that are worth five points each for a total of 35% of your final grade. Each assignment builds your knowledge and lays the foundation for the research paper. Staying on track of these assignments means that your paper has been virtually written by the end of the semester. Keep on track.

The objective of these assignments/assessments is to ensure that you are producing work towards your final paper, that you comprehend the nature of your research and how to accomplish it, as well as ensure that you do not end up writing a research paper on the day it is due.

### Assignment 1: Find Your Topic

For the first stage of your project, you will need to pick a topic of interest from the list included on this assignment sheet. If you do not find a topic that interests you, please consult with me to pick one that does. Keep in mind that you will eventually be transforming this personal interest into a professional topic that you will study and write a detailed paper about. The best topic is always one you have a personal interest in, and one that you anticipate needing information about in your professional or academic career.

Your topic must be approved before you begin collecting literature. There is not one perfect way to choose a workable topic. Rather, what you are looking to develop is a topic that is a) clearly within the bounds of this course, b) is suitable for a critical literature review, and c) can be completed in the time available to us. What you are seeking to identify and clearly describe is a researchable problem around which there is enough literature to construct a fully developed review. I have to approve your research topic. ***Assignment #1 is 1-2 pages, and it is due February 10<sup>th</sup>.***

### Grading Criteria for Assignment 1: Find Your Topic

- Well-written— 30%
  - Paper meets the minimum requirement of 1-2 pages – 10%
  - Grammar and mistake-free – 10%
  - Paragraphs are appropriate length – 10%
- Formatted Correctly— 20%
  - Paragraphs are indented and the font is 12-point, Times New Roman – 10%
  - Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- The paper addresses the following questions – 50%
  - The topic you are choosing for your paper – 10%
  - Why you picked this topic and what is interesting about it to you – 10%
  - A brief explanation of what you already know about the topic – 10%
  - How this topic is sociologically relevant – 10%

- What theoretical perspective is best used for studying this topic and why – 10%

## **Assignment 2: Annotated Bibliography**

Reading an article that you don't use helps you clarify what you are doing and teaches you how to write better. For this assignment, you are to write an Annotated Bibliography of at least 10 academic sources—like peer-reviewed journal articles. I will show you how to do this in the MSU Library.

The writing of a one-paragraph review or annotated bibliography, per source, will test your skills in the writing of a compact summary. The summary will resemble the book report but will be much briefer and deal with only the most appropriate elements. Remember that every word and idea must count with no room for details. Use brief, simple, direct sentences.

This assignment should include at least 10 academic sources. The students should list the sources by ASA guidelines and write a paragraph per source. *Assignment #2 is due February 24<sup>th</sup>.*

### Grading Criteria for Assignment 2: Annotated Bibliography

- Formatted Correctly— 40%
  - Has a titled that is bolded and centered – 5%
  - Paragraphs are single-spaced with 0 points before and 0 points after – 10%
  - The font is 12-point, Times New Roman – 5%
  - The paragraph setting “Hanging” is selected under the Special setting – 20%
- Student demonstrates critical engagement – 60%
  - The student has at least 10 scholarly sources – 25%
  - The student has written a summary paragraph for each source. – 25%
  - The scholarly sources are current (less than 10 years old) – 10%

## **Assignment 3: Problem Statement and Purpose**

The problem and purpose statements are a significant part of your paper. This will include the background and significance of the research, a problem statement, and your purpose of the study. *Assignment #3 is 1-2 pages, and it is due March 2<sup>nd</sup>.*

### Grading Criteria for Assignment 3: Problem and Purpose Statements

- Formatted Correctly— 30%
  - Paragraphs are double-spaced with 0 points before and 0 points after – 5%
  - The font is 12-point, Times New Roman – 5%
  - The assignment is 1-2 pages in length – 5%
  - The paragraphs are appropriate in length – 15%

- Student demonstrates critical engagement – 60%
  - Background and Significance of the Research – 20%
    - Did the student discuss how the results of the research will fill a gap in our knowledge?
    - Did the student offer a brief synopsis and background of the complex problem they plan to study?
    - 1–3 paragraphs
  - Problem Statement – 20%
    - Did the student present the problem, research focus, and population affected?
    - 1–2 paragraphs.
  - Purpose of the Study – 20%
    - Did the student clearly outline the participants, the topic, and the methodology?
    - 1 paragraph (this is a very important part of the study)

#### **Assignment 4: Literature Review**

The literature review is written to place your study within the context of existing knowledge and other studies in your discipline. It gives recognition to other scholars, and it also allows you to point out what is new about your research. Be sure to indicate if you are building on a previous study or a well-established theory; addressing certain gaps in knowledge that exist; or adding to existing knowledge by doing a study with a different or more complete methodology.

The Literature Review is where you will take the sources from your Annotated Bibliography, add to it, and clarify it. After you have written the literature review read it carefully and make sure it is clear. Notice whether you can easily determine how the proposal is built on earlier studies, as well as exploring a line of research that is new.

In the review you seek to find out what questions scholars have asked about the problem, what methods they have used, what theories they have used, what lines of inquiry they have pursued, and to organize and summarize the literature. You seek to identify limitations or gaps in the literature, questions that need to be asked but have not been asked, and by your review aim to make a contribution by helping push the study of this problem forward.

When you mention other studies, they are usually cited by the author’s last name and the date of publication. For example: “Another important study in the area (Chan and Gibbs, 2003) found that...” Later on, in the bibliography, you will provide a full citation to all the studies you cited in your proposal.

What you are looking for is to collect a set of literature that is both broad enough and deep enough to give you a sense of the major trends in the literature that bear on your topic. You may be wondering how much literature you should collect. This will vary greatly depending on the depth and breadth of available literature that relates to your topic. You will normally need to



consult 20 or more references. Also, note that the most contemporary material will be found in journal articles.

Your literature review should begin with a clear statement of purpose, followed by a brief overview of each of the forthcoming sections of the review. The main body of the review is then divided into sections, corresponding to how you have categorized the literature that you have located. Within each section, your goal is to describe and critique the main trends in research in that area. You focus on themes, issues that researchers have identified as important, and give particular attention to any problems or limitations that you (or other researchers) may see or have seen in that area of research. The research that you refer to is used to illustrate the “big picture” that you are sketching out in each section and in that sense not the focus of each section. You do not write in detail about each article or book that you find relates to a section. Rather, the articles and/or books that you find are used to illustrate the broader points you want the reader to gain from each section. ***Assignment #4 should be 4-5 pages, and it is due March 23<sup>rd</sup>.***

#### Grading Criteria for Assignment 4: Literature Review

- Formatted Correctly— 40%
  - Paragraphs are double-spaced with 0 points before and 0 points after – 10%
  - Paragraphs are appropriate in length – 10%
  - The font is 12-point, Times New Roman – 10%
  - The assignment is 4-5 pages in length – 10%
- Student demonstrates critical engagement – 60%
  - Did the student demonstrate a thorough and current understanding of the peer-reviewed literature related to their topic? – 10%
  - Did the student begin the literature review with a clear statement of purpose? – 10%
  - Did the student organize the literature in themes and clearly mark them with subheadings? – 20%
  - Did the student identify gaps in the current research? – 20%

#### **Assignment 5: Methods and Methodology**

As you will learn in the Social Science Research Methods course, sociologists use a variety of methods in their research. The methods you use in your research will depend on three things: the research question you select, your own individual preferences, and the constraints of time and resources.

The research question you select will largely determine the methods you will use in your research – or at the very least, make some methods less appropriate and others more so. The main methodological distinction in the social sciences comes between *quantitative* and *qualitative* methods. If you use quantitative analysis, you will almost certainly be using the methods of statistics to analyze a publicly available dataset. Conversely, qualitative data analysis includes methods such as content analysis, interviews, and ethnographic research. Sociologists

also use experimental methods, which may be either qualitative or quantitative in terms of the data collected and subsequently analyzed. **Assignment #5 should be 5-6 pages, and it is due April 13<sup>th</sup>.**

To some extent, how sociologists write about their methods is common across all forms of methodological inquiry. Regardless of their means of analysis, sociologists must do the following things:

- Describe your sample of data, and explain how it was constructed
- Define variables, means of measurement, and any hypotheses you have
- Describe the methods by which you will analyze this data

#### Grading Criteria for Assignment 5: Methods and Methodology

- Formatting – 30%
  - Paragraphs are indented, double-spaced with 0 points before and 0 points after – 5%
  - The paragraphs are appropriate in length – 5%
  - The paper is at least 4-5 pages in length – 10%
  - Student has three main sections – 10%
    - Data Construction
    - Means of Measurement
    - Methods to Analyze
- Student demonstrates critical engagement – 70% or 7% each
  - The student indicated their proposed methodology (qualitative, quantitative, mixed methods).
  - The student provided a rationale for why they selected this approach.
  - The research question(s) and any hypothesis are stated clearly.
  - The student provided a description of the variables and population under study.
  - The student provided a description on how they would identify and recruit participants or find data.
  - The student listed any necessary permissions to access and recruit population or data sources under study.
  - The student listed their proposed data collection tools (surveys, interviews, etc.).
  - The student identified any ethical considerations.
  - The student described their process of data analysis (software, coding, etc.).
  - The student provided potential limitations to their study.

#### **Assignment 6: Discussion and Limitation**

Provide a nice summary of what you've written. Restate the problem that you set out to analyze, review the methodology you would propose, and include some anticipated findings. This provides the "so what" part of the paper. In this section, you will highlight why your study is important and why others should care. **It ties the threads of your review together, summarizes the key conclusions, and makes explicit suggestions for advancing the literature**

related to your topic. For example, what new studies or new methodologies do you think may allow researchers to more profitably address your question? The suggestions that you make should clearly address problems, gaps, weaknesses, or limitations you have seen and identified in the preceding sections. **Assignment #6 should be 2-3 pages, and it is due April 20<sup>th</sup>.**

#### Grading Criteria for Assignment 6: Discussion and Limitations

- Formatted Correctly— 40%
  - Paragraphs are double-spaced with 0 points before and 0 points after – 10%
  - Paragraphs are appropriate in length – 10%
  - The font is 12-point, Times New Roman – 10%
  - The assignment is 2-3 pages in length – 10%
- Student demonstrates critical engagement – 60%
  - Discussion – 30%
    - The student discussed their expected results and how it will make a positive impact.
    - Based on my findings, what would one expect to find in similar or future research?
    - Provide suggestions for future research.
  - Limitations – 30%
    - The student discussed any potential limitations of their study/data/sample, and how might those limitations affect their interpretations.
    - The student discussed what kinds of data or additional studies could build on their research or improve their argument.

#### **Assignment 7: Introduction, Abstract, and Title**

While it may seem counterintuitive to develop the title, intro, and abstract last, doing it after your research is completed can help. You may have already been thinking about these things, and that's fine. Finalizing them at the end is important because you are now better set up to describe and define how your research will be presented.

You will probably revisit the problem statement and purpose that you initially wrote in Assignment 2. Reread those documents and rewrite them to better fit your current research and understanding. **Assignment #7 should be 1-2 pages, and it is due April 27<sup>th</sup>.**

How to write an introduction:

- The proposal starts on a general level with some type of introductory remarks before going into the details of the specific research question you are proposing.
- Provide a statement of the question, issue or general problem that you are examining. A common problem in research proposals is for the author to delay too long in stating the specific research question. Make sure the research question is stated no later than the end of the second or third paragraph. Make sure the research question is fully stated in one place.

- Discuss what other studies have said about your research topic and how your research relates to that of other scholars who have written on the topic.

How to write an abstract:

- The need for the study (1-2 sentences)
- The research problem statement or what you want to study (1 sentence)
- Theory, hypotheses, and/or argument (1-2 sentences)
- Data and methods (1 or 2 sentences)
- Findings/results (1-2 sentences. If results are not yet available, you can talk about the expected results)
- Implications of the findings (1-2 sentences)
- 3-5 key words
- Some variations are possible. The abstract of a theory paper is largely different. The maximum word count normally ranges from 100 to 250 words.

How to develop a title:

- Does it summarize the main idea of the proposed research?
- Will the general public understand it?
- Can it stand alone? Is it fully explanatory?
- Is the title catchy, unique, or memorable?

#### Grading Criteria for Assignment 7: Introduction, Abstract, and Title

- Formatted Correctly— 40%
  - Paragraphs are double-spaced with 0 points before and 0 points after – 10%
  - Paragraphs are appropriate in length – 10%
  - The font is 12-point, Times New Roman – 10%
  - The introduction is 1-2 pages in length – 10%
- Student demonstrates critical engagement – 60%
  - Introduction – 20%
    - The student reframed and repurposed their original problem and purpose section into an introduction section.
    - The student started their proposal on a general level with introductory remarks before going into the details of the specific research question you are proposing. This can be accomplished by providing a frame of reference, a definition, or a discussion of the significance of the topic in the field
    - The student provided a statement of the question, issue or general problem that they are examining. A common problem in research proposals is for the author to delay too long in stating the specific research question. Make sure the research question is stated no later than the end of the second or third paragraph. Make sure the research question is fully stated in one place.
  - Abstract – 20%
    - The abstract is at least 100 to 250 words.

- The quality of the abstract.
- Title – 20%
  - The title is informative
  - The title is catchy

#### **D. Final Research Proposal – 40%**

This course requires a final project, which is a research proposal. The objectives of the assignment include being able to distinguish the type of research you are undertaking, being able to undertake the research and progress through the process and write up your research in a concise manner applying the appropriate theories and concepts.

*The Final Research Proposal should be 13-17 pages, and it is due May 6<sup>th</sup>.* Late assignments will be deducted 10% for each day they are late. The latest a student can submit the Final Research Proposal is four days late with the appropriate deductions.

#### Sections of Your Paper

- Title Page
  - Assignment 7
- Abstract
  - 100 to 250 words
  - Assignment 7
- Introduction
  - Part of Assignments 1, 3, & 7
  - 2-3 pages
- Literature Review
  - Assignment 4
  - 4-5 page
- Proposed Methods and Methodology
  - Assignment 5
  - 5-6 pages
- Discussion and Limitations
  - Assignment 6
  - 2-3 pages
- References
  - At least 20 scholarly sources
  - Part of Assignment 2, but you should find sources throughout.
  - Most of your sources will be from peer-reviewed journal articles, but you can also use your textbook as a source (specifically for your methods section).

#### Grading Criteria for Final Research Proposal

- Formatted Correctly— 25%
  - Paragraphs are appropriate in length – 10%
  - The paper follows ASA formatting guidelines – 5%

- Paper is well-edited with little to no mistakes – 5%
- The proposal is 13-17 pages – 5%
  - Title, Abstract page, and Reference page(s) don't count towards page total
- Students demonstrate critical engagement – 65%
  - Title Page and Abstract – 5%
  - Introduction – 10%
  - Literature Review – 20%
  - Proposed Methods and Methodology – 20%
  - Discussion and Limitations – 10%
- At least 20 primary sources – 10%
  - Scholarly sources – 5%
  - Sources are cited properly – 5%

Final Grade	Final Points/Average
A	90% and above
B	80%-89%
C	70%-79%
D	60%-69%
F	Below 60%

## Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Any changes will be communicated clearly and as soon as possible.

<b>Class Assignment</b>	<b>Due Date</b>
<b>Week 1</b>	<b>Jan 16th-20th</b>
Read <i>Intro Research Methods</i> , Chpt 1: Purpose	Jan 17th
Wed Class Participation	Jan 17th
Fri Class Participation	Jan 19th
<b>Week 2</b>	<b>Jan 21st-27th</b>
Read <i>Writing in Sociology</i> , Section I (Chpts 1-5)	Jan 21st
Read <i>Intro Research Methods</i> , Chpt 2: Research Question	Jan 21st
Mon Class Participation	Jan 22nd
Wed Class Participation	Jan 24th
Fri Class Participation	Jan 26th
CITI Certifications	Jan 27th
<b>Week 3</b>	<b>Jan 28th- Feb 3rd</b>
Read <i>Writing in Sociology</i> , Section II (Chpts 6-10)	Jan 28th

Read <i>Intro Research Methods</i> , Chpt 3: Lit Review	Jan 28th
Mon Class Participation	Jan 29th
Wed Class Participation	Jan 31st
Fri Class Participation	Feb 2nd
<b>Week 4</b>	<b>Feb 4th-10th</b>
Read <i>Writing in Sociology</i> , Section III (Chpts 11-14)	Feb 4th
Read <i>Intro Research Methods</i> , Chpt 4: Quantitative	Feb 4th
Mon Class Participation	Feb 5th
Wed Class Participation	Feb 7th
Fri Class Participation	Feb 9th
Assignment #1: Find Your Topic	Feb 10th
<b>Week 5</b>	<b>Feb 11th-17th</b>
Read <i>Writing in Sociology</i> , Section IV (Chpts 15-18)	Feb 11th
Read <i>Intro Research Methods</i> , Chpt 5: Errors, Validity, etc.	Feb 11th
Mon Class Participation	Feb 12th
Wed Class Participation	Feb 14th
Fri Class Participation	Feb 16th
<b>Week 6</b>	<b>Feb 18th-24th</b>
Read <i>Intro Research Methods</i> , Chpt 6: Sampling	Feb 18th
Mon Class Participation	Feb 19th
Wed Class Participation	Feb 21st
Fri Class Participation	Feb 23rd
Assignment #2: Annotated Bibliography	Feb 24th
<b>Week 7</b>	<b>Feb 25th- March 2nd</b>
Read <i>Intro Research Methods</i> , Chpt 7: Data Collection	Feb 25th
Mon Class Participation	Feb 26th
Wed Class Participation	Feb 28th
Fri Class Participation	March 1st
Assignment #3: Problem Statement and Purpose	March 2nd
<b>Week 8</b>	<b>March 3rd-9th</b>
Read <i>Intro Research Methods</i> , Chpt 8: Secondary Data	March 3rd
Mon Class Participation	March 4th
Wed Class Participation	March 6th
Fri Class Participation	March 8th
Book Review: <i>Writing in Sociology</i>	March 9th
<b>Spring Break- No Classes</b>	<b>March 10th-17th</b>
<b>Week 9</b>	<b>March 18th-23rd</b>
Read <i>Intro Research Methods</i> , Chpt 9: Organizing	March 18th
Mon Class Participation	March 18th
Wed Class Participation	March 20th
Fri Class Participation	March 22nd

Assignment #4: Literature Review	March 23rd
Week 10	March 24th-30th
Read <i>Intro Research Methods</i> , Chpt 10: Analyzing	March 24th
Mon Class Participation	March 25th
Wed Class Participation	March 27th
<b>No Class on Friday- Holiday Break</b>	
Week 11	March 31st- April 6th
Read <i>Intro Research Methods</i> , Chpt 11: Qual. Design	March 31st
Mon Class Participation	April 1st
Wed Class Participation	April 3rd
Fri Class Participation	April 5th
Week 12	April 7th-13th
Read <i>Intro Research Methods</i> , Chpt 12: Analyzing Qual.	April 7th
Mon Class Participation	April 8th
Wed Class Participation	April 10th
Fri Class Participation	April 12th
Assignment #5: Methods and Methodology	April 13th
Week 13	April 14th-20th
Read <i>Intro Research Methods</i> , Chpt 13: Results/Discuss	April 14th
Mon Class Participation	April 15th
Wed Class Participation	April 17th
Fri Class Participation	April 19th
Assignment #6: Discussion and Limitations	April 20th
Week 14	April 21st-27th
Read <i>Intro Research Methods</i> , Chpt 14: Presenting	April 21st
Mon Class Participation	April 22nd
Wed Class Participation	April 24th
Fri Class Participation	April 26th
Assignment #7: Introduction, Abstract, & Title	April 27th
Week 15	April 28th- May 4th
Read <i>Intro Research Methods</i> , Chpt 15: Big Data	April 28th
Mon Class Participation	April 29th
Wed Class Participation	May 1st
Fri Class Participation	May 3rd
Final Examination Week	
<b>Final Research Proposal Due</b>	<b>May 6th</b>



## **University and Class Policies**

### **Attendance**

Presence is important. There is a high correlation between attendance and class grades. In-class attendance is required. If a student is going to miss class, they need to email the instructor. Students who miss more than 15% of the classes can result in a reduction of a full letter grade. Students who miss more than 30% of the classes can either be dropped or receive an F in the course. Students with excessive absences, or those who fail to notify the instructor of class absences, can be dropped at the instructor's discretion.

### **Plagiarism**

The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit. Using AI technology (like ChatGPT) to write assignments is considered plagiarism. Students who plagiarize will receive a zero on the assignment and can face additional academic consequences. However, students are welcomed and encouraged to use proofreading applications like Grammarly. The difference between technology ChatGPT and Grammarly is that technology like Grammarly uses the student's original ideas and helps proofread.

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **College Policies**

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

## **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

## **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## **Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

## **Active Shooter**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as

an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

### **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.