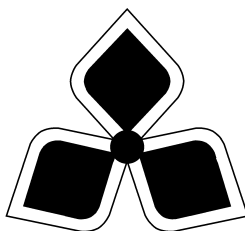


**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



Sault College

COURSE OUTLINE

Course Title: Research Methods: A Social Science Perspective

Code No.: SSC 101 Semester: 2 or 4

Program: G.A.S. Liberal Studies

**Professor: Gerry Page Rm E-3221 Ext. 555
E- mail: gerry.page@saultc.on.ca**

Date: January 2003 Previous Outline Dated: Jan. 2002

**Approved: _____
Dean Date**

Total Credits: 3 Prerequisite(s): PSY 102 or SOC 120

Length of Course: 16 wks Total Credit Hours: 48 hrs

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*For additional information, please contact the Dean,
School of Health and Human Service(705) 759-2554, Ext. 608/689*

Prerequisite: PSY 102 or SOC 120

Course Description:

Students who are interested in Social Science disciplines will find this course beneficial in understanding how and why research is conducted. This introductory course will assist students in identifying the major components of the scientific method. In addition, students will be exposed to four broad categories of behavioural research: descriptive, correlational, experimental, and quasi-experimental. Students will learn how to view, utilize, and interpret research data in a critical manner. Ethical issues will be evaluated throughout the course.

Learning Outcomes:

After completing this course the student will be able to :

1. Recognize the importance of research in contemporary society.

Indicators:

- a. define what research is and what it is not.
- b. recognize what a model of scientific inquiry is and how it guides research activities.
- c. determine what characteristics make up "good" research.
- d. review different types of research methods and identify examples of each.

2. List and describe the steps required in the research process.

Indicators:

- a. list in order the major steps in the research process, where each step sets the stage for the next.
- b. define and comprehend the language of research, i.e., types of hypothesis, theory, independent variable, dependent variable, samples and populations, statistical significance, informed consent, coercion, deception, etc..
- c. discuss and evaluate ethical issues related to research and its methods.

3. Discover how social scientist select topics or problems for research.

Indicators:

- a. review various methods researchers use in selecting an idea for research.
- b. review the steps in reviewing the literature.
- c. differentiate between primary and secondary resources.
- d. experience and locate research material utilizing computers in literature searches.

4. Recognize the importance of sampling and generalizability.

Indicators:

- a. determine the difference between a sample and a population
- b. discuss, describe and recognize various sampling techniques.
- c. define probability and non-probability and how they differ.
- d. explain what a sampling error is and review strategies for reducing sampling errors.

5. Review various methods for measuring behaviour.

Indicators:

- a. examine the different methods of measuring behaviour and collecting data.
- b. compare and contrast various scales of measurement.
- c. differentiate between descriptive and inferential statistics.
- d. calculate mean, mode, median, variance, standard deviation, t-test.
- e. compute the mean, median, mode, standard deviation and determine their use in research.
- f. determine what a normal curve is and its importance in the research process.

6. Identify non-experimental research methods.

Indicators:

- a. list the advantages and disadvantages of historical, descriptive, i.e., case study, survey methods.
- b. discuss longitudinal and cross-sectional methods.
- c. discuss and analyze the importance of correlational research.
- d. compute and analyze various data utilizing Pearson Correlation Coefficient.

7. Review and discuss various experimental methods.

Indicators:

- a. discuss the role of experimental designs and the role of chance.
- b. review the concept of internal and external validity and the roles they play in experiments.
- c. describe methods used to control extraneous sources of variability.
- d. explain the use of single subject-designs in experiments.

8. Determine what is meant by quasi-experimental research.

Indicators:

- a. state the differences between experimental and causal-comparative designs.
- b. determine the differences between quasi-experimental designs from one another.
- c. review how single-subject designs are used in experiments.
- d. discuss how single-subject designs are evaluated.

9. Complete a small group research assignment (survey) utilizing APA format and pass this assignment with a minimum 60% (18/30) grade on this project.

Indicators:

- a. Work with and be committed to a group in selecting a problem (topic).
- b. Develop a research question related to the problem and develop a null hypothesis.
- c. Conduct a literature search on the topic (minimum of 10 recent references).
- d. Develop a covering letter, survey, and follow proper protocol to administer the survey.
- e. Write up your research paper using the format provided to you by your professor.
- f. Ensure all sections of your research paper are completed satisfactorily.

Textbook REQUIRED!! (YES, you need this book!) "BRING TO CLASS":
"Exploring Research" 5th edition, (2003) by Neil J. Salkind
Prentice Hall Publishing Company

A CALCULATOR FOR SOME BASIC STATISTICS INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION WILL BE REQUIRED.

METHODOLOGY:

The instructor will attempt his/her best to make this course as "user friendly" as possible. A variety of teaching techniques will be used including traditional lecture, in class exercises, video presentations, computer re-enactments of some classic research, short assignments, and tests. Multiple examples of research both past and present will be used in conjunction with the above teaching methods.

SYLLABUS:

TOPICS

ASSIGNED READINGS

WEEK 1: What and who are social scientists?
What do they do and why?
Some basic research terminology.
Introduction to research types.

**PLEASE READ CHAPTERS
1 & 2**

WEEK 2: More terminology turbulence. (TAMMIK, 1986)
Samples and populations anyone?
Significance "The Concept" what does it mean?
The process of research, the McDonald's version.
An introduction to ethics, what are the issues?

***FINISH* CHAP. 2
"I SAID PLEASE!"**

WEEK 3:	Selecting a problem, do you have one? ARE WE KEEPING UP TIME? Questions, questions to research hypothesis Reviewing the literature, some rules and issues. The computer search. Can you find one? The APA Format (in brief)	BETTER READ CH 3
WEEK 4:	YEAH! IT'S TEST TIME ! Chap 1,2, & 3 Sampling and generalizability Populations and samples? Types or categories. Probability vs Non-probability Reducing sampling errors. (We will try)	GOOD LUCK! THANK GOODNESS THAT'S OVER! READ CHAP. 4
WEEK 5: & 6	Measurement, why and how. Introduce you to the types of measurement Reliability and validity? Why are they important? Increasing reliability and validity. Putting it all together (THE RESEARCH PAPER) V.I.P.	LOOK AT THIS! CHAP. 5 ALREADY! Read Chapter 13
WEEK 7:	How to gather data and measure behaviour. What's a test and are there many? Questions, questions, and designs. Observational techniques.	CHAP. 6
WEEK 8: & 9	TEST TIME (YEAH!!) Chap 4,5,6, 13 Data collection and descriptive statistics. How to collect data. Differences between descriptive and inferential.	*CALCULATOR TIME* HANDS ON STUFF NEED TO READ CHAP. 7
WEEK 10:	Measures of central tendency (easy stuff). Introduction to basic statistical concepts. Standard Deviation (an easy way)	
WEEK 11:	Let me introduce you to inferential statistics. Chance and statistical significance. How to do a test of statistical significance.	MORE HANDS ON STUFF CHAP. 8

- WEEK 12:** **TEST NO. 3 (We're doing well) Chap 7 & 8**
Nonexperimental research methods.
Descriptive and
Correlational research (the scattergram).
What does it mean? THIS CHAPTER IS EASY
CHAP. 9
- WEEK 13:** Nonexperimental research: Qualitative Methods. READ CHAP. 10
- WEEK 14:** Pre and True Experimental Research READ CHAP. 11
Why experimental designs are important
The basic designs.
Internal vs external validity.
- WEEK 15:** Quasi-experimental research GOOD STUFF
How does it differ from experimental?
Single subject designs. CHAP. 12 AWAITS YOU
- WEEK 16:** **(FINAL QUIZ Chap 9, 10, 11, 12)**

EVALUATION:

1.	4 Tests X 15% =	60%	A+=	90 - 100%
2.	1 Group Assignment =	30%	A =	80 - 89%
3.	Individual Assignments(2) =	<u>10%</u>	B =	70 - 79%
	Total	100%	C =	60 - 69%
			F =	Fail, less than 60 %

NO CELL PHONES, CD PLAYERS, MP3 PLAYERS, CASSETTE PLAYERS ETC.. ARE ALLOWED IN THE CLASS DURING EXAMS OR TESTS. CELL PHONES AND OTHER ELECTRONIC DEVICES MUST BE TURNED OFF AT ALL OTHER TIMES.

The group assignment and individual assignments will be discussed within the first three (3) weeks of classes. Students will be required to use observational skills in collecting data and will do a research search as part of the above assignments. It is ***extremely important not to miss classes*** as research indicates there is a high correlation between performance in this class and attendance.

TEST/EVALUATION POLICY:

FINAL NOTE RE: TESTS/EXAMS: if a student is unable to write a test due to a serious illness or incident, s/he is obligated to **contact the instructor in person or in writing or by phone "prior"** to the test time. The instructor may make a determination as to ***whether the student can write the test*** at a later time. If the student cannot contact the instructor in person, s/he is to call (touch-tone phone) call 759-2554, ext. **555**. If the instructor is unavailable ***please leave a message with your name and phone number*** on the voice mail answering machine. The voice mail will automatically indicate when the call was made. Failure to provide the instructor with notification will result in a "0" grade on that test.

Upon returning to the college, i.e. (first day back) the student will **immediately** contact the instructor to make arrangements for testing (call me, or come to my office, or leave a note under my door with a telephone number where I can reach you.) Failure to do so will result in a zero grade.

NOTIFICATION POLICY IN BRIEF

MUTUAL RESPECT, COURTESY AND ACCOUNTABILITY!

I. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

II. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

III. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.