# Course Information

Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>CLAS</th>
<th>Department</th>
<th>The Sanford School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>SOC</td>
<td>Number</td>
<td>391</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>Yes</td>
<td></td>
<td>Units:</td>
</tr>
<tr>
<td>If yes, please identify course(s)</td>
<td>FAS 361</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Is this a shared course? | No |
| If so, list all academic units |

Course description:
Methods of social science research, including the fundamental assumptions underlying research, critique, research design, data collection, and data analysis.

Requested designation: Social-Behavioral Sciences-SB

Note: a separate proposal is required for each designation requested.

Eligibility:
Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines are as follows:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name: Dr. Mary Anne Duggan
Phone: (480) 727-6755
Mail code: 3701
E-mail: mary.duggan@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Dr. Richard Fabes
Date: 

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12, 5/14
Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>Sociology Family and Human Development</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>• ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>3. Course emphasizes:</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>• Courses with primarily arts, humanities, literary or philosophical content.</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>• Courses with primarily natural or physical science content.</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>• Courses with predominantly applied orientation for professional skills or training purposes.</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>• Courses emphasizing primarily oral, quantitative, or written skills.</td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The two major writing assignments for the course involve examining either sociological or developmental research, fields that by their very nature lead to a better understanding of human interaction. In addition, all textbook examples are drawn from social/behavioral research.</td>
<td>Evidence of how the course meets Criterion 1 can be found in the following sections of the syllabus: Course Description, Required/Recommended Readings, and the Course Calendar. In addition, evidence of the course contributing to a basic understanding and knowledge about human interaction can be found in both the Paper 1 and Paper 2 instructions, the textbook table of contents, as well as the approved list of journals for the writing assignments.</td>
</tr>
<tr>
<td>2</td>
<td>SOC 391 course is taught in the context of sociological, developmental, and psychological research. Examples in the textbook revolve around these areas of study, as do the topics students choose for their written products.</td>
<td>Evidence of how the course meets Criterion 2 can be found in the following sections of the syllabus: Course Description, Required/Recommended Readings, Paper 1 and Paper 2 assignments, and the Course Calendar. In addition, evidence of the course examining social behavior can be found in both the Paper 1 and Paper 2 instructions, the textbook table of contents, as well as the approved list of journals for the writing assignments.</td>
</tr>
<tr>
<td>3</td>
<td>SOC 391 deeply covers the distinct methods of inquiry used in social and behavioral sciences. Methods addressed include quantitative, qualitative, observational, case study, archival research, survey research, experimental and quasi-experimental designs, factorial designs, and developmental research.</td>
<td>Evidence of how the course meets Criterion 3 can be found in the following sections of the syllabus: Course Description and Objectives, Required/Recommended Readings, Paper 1 and Paper 2 assignments, and the Course Calendar. In addition, evidence of the course examining social behavior can be found in both the Paper 1 and Paper 2 instructions, and the textbook table of contents.</td>
</tr>
<tr>
<td>4</td>
<td>Through creating a literature review, students integrate social/behavioral research studies to make a claim about social science. Students also conduct a methodological review which involves analysis of social science literature. In addition,</td>
<td>Evidence of how the course meets Criterion 4 can be found in the following sections of the syllabus: Course Description, Required/Recommended Readings, and the Course Calendar. In addition, evidence of how the course uses social and behavioral science perspectives and data can be found</td>
</tr>
<tr>
<td>Textbook examples are drawn from social/behavioral research.</td>
<td>In both the Paper 1 and Paper 2 instructions, the textbook table of contents, as well as the approved list of journals for the writing assignments.</td>
<td></td>
</tr>
</tbody>
</table>
SOC 391 Course Catalog Description

Course description: Methods of social science research, including the fundamental assumptions underlying research, critique, research design, data collection, and data analysis.
Instructor Information

Instructor: Dr. Mary Anne Duggan, Assistant Research Professor
Email: mary.duggan@asu.edu
Work Phone: (480) 727-6755
Office Location: Cowden 192
Office Hours: Thursdays, 12:00-1:00pm or by appointment

Teaching Assistant: Vanessa Martinez-Morales
E-mail: vmartin5@asu.edu
Work Phone: (602) 492-8542
Office hours: By appointment

Course Description and Objectives

This course is designed to acquaint students with the most common research methods used by developmental, family, and sociological researchers. Students will learn how to conduct, present, and interpret research. This course will teach writing and critical thinking skills, thereby enhancing students' preparedness for future FAS, CDE, and SOC courses, jobs, and graduate school. (SB CRITRIA 1 - 4)

By the end of this course, you will be able to:

a) compare and contrast different research methods;
b) explain ethical issues inherent in conducting research;
c) interpret and analyze research findings;
d) describe and use basic statistical procedures;
e) organize ideas and write research papers using APA format. (SB CRITRION 3)

Required/Recommended Readings


Required Readings: Additional readings will be available on Blackboard.


Any good grammar and punctuation book or other writing resource (e.g., Elements of Style by Strunk & White or Thinking on Paper by Howard & Barton).
Course Format

This course uses a highly interactive format. Although there are no group assignments, you will work in small groups with other students in class to process course material. This course uses a lecture/discussion/applied learning format. Each student is expected to be an active learner in class by contributing to class discussions. This requires coming to class prepared by completing the assigned readings.

This class fulfills the requirements for a literacy course. You will be expected to demonstrate your writing skills through written assignments. All written work will be judged not only on its content, but also on how well it is written.

Course Assignments

A. Academic Honesty Quiz:
Completion of the “Academic Honesty Quiz” by the start of class on the due date is worth 5 points. Late submissions will receive 0 points.

B. Papers:
Students must hand in 1) a hard copy of their paper and 2) an electronic copy via Safe Assignment. Both are required for a grade. The hard copy must be given to me at the beginning of class the day the paper is due. Papers turned in after lecture begins are considered late and will receive a zero. Papers must be submitted via Safe Assignment before the start of class on the day the paper is due. Blackboard will automatically stop accepting Safe Assignment papers at the start of class. Papers that have not been submitted to Safe Assignment before the start of class are considered late and will receive a zero.

Paper #1: Literature Review: Synthesize the research findings of four related articles. (SB CRITRIA 2 – 4)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-text citations (in class)</td>
<td>9</td>
</tr>
<tr>
<td>2. Library assignment (on Blackboard)</td>
<td>13</td>
</tr>
<tr>
<td>3. Writing a reference page with 4 references (on Blackboard)</td>
<td>12</td>
</tr>
<tr>
<td>4. Developing a thesis (on Blackboard)</td>
<td>8</td>
</tr>
<tr>
<td>5. Outline (on Blackboard)</td>
<td>33</td>
</tr>
<tr>
<td>6. Paper (on Blackboard)</td>
<td>67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>142</strong></td>
</tr>
</tbody>
</table>

Paper #2: Methods Critique: Critique the methodology of one assigned article. (SB CRITRION 3)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Article worksheet (on Blackboard)</td>
<td>18</td>
</tr>
<tr>
<td>2. In-class writing assignment (in class)</td>
<td>10</td>
</tr>
<tr>
<td>3. Outline (on Blackboard)</td>
<td>26</td>
</tr>
<tr>
<td>4. Paper (on Blackboard)</td>
<td>79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>133</strong></td>
</tr>
</tbody>
</table>
C. Tests:
Two tests will be given over the course of the semester. Tests will not be administered early of after the test date. Each test is worth up to 70 points. Note: You must be on time for tests. Once the first person has turned in a completed test, no one will be permitted to begin the test. No make-ups will be allowed for tests.

D. Final Exam:
The final exam is not cumulative and must be taken at the scheduled time during finals week. It is worth up to 80 points. In accordance with University policy, the final exam will not be administered earlier than the designated time. No make-ups will be allowed for the final exam.

E. Attendance
There are approximately 30 class sessions over the course of the semester. At 6 of these sessions I will administer a pop-quizz. The purpose of these quizzes is to assess students’ level of comfort with the material presented and to encourage attendance. The material will come from the current chapter or chapters being discussed (and associated lectures), but may draw from a previous session (e.g., if we were discussing Chapter 5 across two class sessions, a quiz on Chapter 5 material may include material from the current session and the previous session). I will permit open notebook (but not textbook or electronic devices) for some quizzes. The top 5 scores will be recorded for a grade of up to 50 points.

Course Grading
There will be a total of 550 points possible in this course. The breakdown by course requirement is as follows:

A. Academic Honesty quiz: 5 points  
B. Paper 1: 142 points  
C. Paper 2: 133 points  
D. Tests (2 @ 60 points each): 140 points  
E. Final Exam: 80 points  
F. Attendance/Quizzes: 50 points

Grades are assigned by the following percentages/points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or more</td>
<td>492-550</td>
</tr>
<tr>
<td>B+</td>
<td>87% to 89%</td>
<td>476-491</td>
</tr>
<tr>
<td>B</td>
<td>84% to 86%</td>
<td>459-475</td>
</tr>
<tr>
<td>B-</td>
<td>80% to 83%</td>
<td>437-458</td>
</tr>
<tr>
<td>C+</td>
<td>77% to 79%</td>
<td>421-436</td>
</tr>
<tr>
<td>C</td>
<td>70% to 76%</td>
<td>382-420</td>
</tr>
<tr>
<td>D</td>
<td>60% to 69%</td>
<td>327-381</td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
<td>0-326</td>
</tr>
</tbody>
</table>

* There is no rounding of percentages or points for grades. The exact number of points determines the final course grade.
Tentative Course Calendar

See the last page of this syllabus for the course calendar listing required readings, assignment due dates, and test/final exam schedule.

Course Policies/Procedures (A.K.A “How to Succeed in this Course”)

Attendance/Course Readings – This course proceeds at a fast pace, and your in-class attendance is crucial for your success. Do everything you can to be at each and every class session. If you must miss a class, you should obtain class notes from a classmate. In addition, please be professional and drop me an e-mail if you will not be in class.

Coming to class having read the required reading assignment is imperative. Since this course uses an group/interactive format, you must be ready and able to engage in class discussions. Regular attendance and completed course readings go hand-in-hand. If you attempt to learn the material by attending the classes without reading (or you try to make up for missed class sessions by only reading), you will most likely fall short. To fully grasp the material in this course requires both attendance and completing the required readings.

Individualized Assistance - Handouts on study tips and writing tips will be available on Blackboard. Students who would like to discuss any aspect of the course should meet with me or the TA. Need help with a paper? The TA and I will be happy to discuss ideas with you, but we will not read drafts of your paper to offer suggestions for revisions or proofreading (nor may students read their papers to me/a TA). For this type of assistance, see ASU’s Writing Center, which offers free writing consultation to all students who are registered for at least one credit hour. For information, contact the writing center at (480)965-4272 or go to http://studentsuccess.asu.edu/writingcenters.

Planning Ahead - Students are expected to plan ahead for assignment due dates and Blackboard submissions. I strongly recommend that you upload materials to Blackboard no later than 1 hour before the start of class on the date an assignment is due. If you have some other obligation immediately prior to class (e.g., work, another class, family responsibilities), then you need to make adjustments accordingly. Doing so gives you a “cushion” in case there are some technical problems with Blackboard. If you are experiencing technical difficulties with uploading an assignment, send an e-mail to both me and the TA. Explain the situation and include your assignment as an attachment. If such an e-mail is received before the start of class on the due date, the assignment will likely be accepted for grading. If you forget to include your paper with this e-mail, it will NOT be accepted for grading and you will receive 0 points for the assignment.

Blackboard - Students are expected to make sure that their materials have successfully uploaded to Blackboard by the deadline. It is also important to double-check that your submission was successful. You need to double-check immediately after you submit your materials. To document that your materials were submitted correctly and that you double-checked it, I strongly encourage you to take a screenshot of it and save the screenshot for your records. Take a screenshot of the page that shows all the details of your completed assignment. (You can access this page by clicking on the View/Complete link again after you have submitted your assignment.) For information on how to take and save a screenshot please see http://take-a-screenshot.org/ Make sure to allow yourself time to take these screenshots prior to each
deadline. In the event a human or computer error does occur, the screen shot can serve as documentation that you submitted successfully and on time. It will be your back-up if there is any issue.

**Late Assignment Policy** - All assignments are due in class and via Safe Assignment before the start of class on the due date. Assignments received after class will receive a score of “0.” See Course Assignments>B: Papers in this syllabus for further explanation of the late assignment policy.

**Extra Credit** – Ten (10) worksheets will be made available over the course of the semester. When each worksheet becomes available, you have one week to complete the worksheet for extra credit. Each worksheet is worth three (3) extra credit points.

**In-class Cell Phone Use** - You may be able to chew gum and walk at the same time. However, actively participating in class and texting both require regions of the brain that would involve shifts in attention if trying to do both simultaneously. We are in actual class sessions for such a short amount of time. I want you to get the most out of this course, and so I respectfully request that you refrain from texting or using your cell phone in any way during class.

**In-class Laptop/Tablet Use** - You are welcome to use a computer in class. Although paying attention and participating is always your choice, I encourage you to live in the moment and refrain from checking e-mail/web surfing while you are in class. Again, shifts in attention will only take away from your learning in this class.

**Academic Integrity** - ASU’s Academic Integrity policy (http://provost.asu.edu/academicintegrity/policy) holds students to a code of conduct that defines academic dishonesty to include cheating, plagiarism, academic deceit, falsifying records, and inappropriate collaboration. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. To increase student awareness, and student-instructor discussion of these issues, students are required to read the TDSSFD Academic Integrity PowerPoint and to take the accompanying Academic Integrity quiz.

**ASU Incomplete Policy** - A grade of “I” (incomplete) is given by the instructor only when a student doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control. In these cases, students need to fill out a petition to receive an incomplete and talk with the instructor about their situation.

**Accommodations for Students with Disabilities** - Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in The Matthews Center (480) 965-1234 Phone, (480) 965-9000 TDD, or email Disability-Q@asu.edu Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. http://www.asu.edu/studentaffairs/ed/drc/
Additional Resource: ASU Counseling Services, Tempe Campus - Confidential, psychological services for enrolled ASU students to aid students in their personal, social, and academic adjustment and development. For more information, call 480-965-6146, or visit https://students.asu.edu/counselingtempe

Revisions to this syllabus - The instructor reserves the right to make revisions to this syllabus. Students will be notified of any revisions through the Blackboard announcement tool and in-class announcements.
# Research Methods Course Calendar (SB CRITRIA 1 – 4)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13</td>
<td>Course introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/15</td>
<td>Science and behavior</td>
<td>Ch. 1, Appendix A</td>
<td></td>
</tr>
<tr>
<td>1/20</td>
<td>Basics of the Scientific Method</td>
<td>Ch. 2</td>
<td><strong>Due: Online Student Academic Honesty Quiz</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Due (in class):</strong> In-text citations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/22</td>
<td>Reading research articles</td>
<td></td>
<td><strong>Due:</strong> Writing a reference page with 4 references</td>
</tr>
<tr>
<td>1/27</td>
<td>Ethics in research</td>
<td>Ch. 3</td>
<td><strong>Due:</strong> Library Assignment</td>
</tr>
<tr>
<td>1/29</td>
<td>Research with human subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>Research terminology/concepts</td>
<td>Ch. 4</td>
<td><strong>Due:</strong> Optional: Extra credit worksheet 2</td>
</tr>
<tr>
<td>2/5</td>
<td>Research terminology/concepts</td>
<td></td>
<td><strong>Due:</strong> Thesis Statement</td>
</tr>
<tr>
<td>2/10</td>
<td>Measurement terminology/concepts</td>
<td>Ch. 5</td>
<td><strong>Due:</strong> Optional: Extra credit worksheet 3</td>
</tr>
<tr>
<td>2/12</td>
<td>Measurement terminology/concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td>Exam #1</td>
<td></td>
<td><strong>In class:</strong> Exam #1</td>
</tr>
<tr>
<td>2/19</td>
<td>Using observational methods</td>
<td>Ch. 6</td>
<td><strong>Due:</strong> Paper 1 Outline</td>
</tr>
<tr>
<td></td>
<td><strong>Note, journal approval requests must be submitted to Marie Ricks by the end of today.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/24</td>
<td>Issues with observational methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/26</td>
<td>And “the survey says . . .”</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>3/3</td>
<td>Survey sampling issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/5</td>
<td>Experimental design</td>
<td>Ch. 8</td>
<td><strong>Due:</strong> Paper 1</td>
</tr>
<tr>
<td>3/10 &amp; 3/13</td>
<td>SPRING BREAK – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/17</td>
<td>Experimental design</td>
<td></td>
<td><strong>Optional:</strong> Extra credit worksheet 4</td>
</tr>
<tr>
<td>3/19</td>
<td>How to conduct experiments</td>
<td>Ch. 9</td>
<td><strong>Optional:</strong> Extra credit worksheet 5</td>
</tr>
<tr>
<td>3/24</td>
<td>How to conduct experiments</td>
<td></td>
<td><strong>Optional:</strong> Extra credit worksheet 6</td>
</tr>
<tr>
<td>3/26</td>
<td>Taking it up a notch: Complex experimental designs</td>
<td>Ch. 10</td>
<td><strong>Due:</strong> Paper 2 Article Assignment <strong>Due (in class):</strong> Paper 2 Writing Assignment</td>
</tr>
<tr>
<td>3/31</td>
<td>Complex experimental designs</td>
<td></td>
<td><strong>Optional:</strong> Extra credit worksheet 7</td>
</tr>
<tr>
<td>4/2</td>
<td>Exam #2</td>
<td></td>
<td><strong>In class:</strong> Exam #2</td>
</tr>
<tr>
<td>4/7</td>
<td>Other research designs</td>
<td>Ch. 11</td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>Other research designs</td>
<td></td>
<td><strong>Due:</strong> Paper 2 Outline</td>
</tr>
<tr>
<td>4/14</td>
<td>Descriptive research results</td>
<td>Ch. 12</td>
<td><strong>Optional:</strong> Extra credit worksheet 8</td>
</tr>
<tr>
<td>4/16</td>
<td>Descriptive research results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/21</td>
<td>Statistical inference in research</td>
<td>Ch. 13</td>
<td></td>
</tr>
<tr>
<td>4/23</td>
<td>Statistical inference in research</td>
<td></td>
<td><strong>Due:</strong> Paper 2</td>
</tr>
<tr>
<td>4/28</td>
<td>Generalizing results</td>
<td>Ch. 14</td>
<td><strong>Optional:</strong> Extra credit worksheet 9</td>
</tr>
<tr>
<td>4/30</td>
<td>Generalizing results</td>
<td></td>
<td><strong>Optional:</strong> Extra credit worksheet 10</td>
</tr>
<tr>
<td>5/5</td>
<td>FINAL EXAM – LOCATION TBA</td>
<td></td>
<td><strong>In class:</strong> Final Examination</td>
</tr>
</tbody>
</table>
Overview:

The purpose of this paper is to teach you how to succinctly synthesize research findings. Your job is to go beyond simply restating or summarizing the findings of the research studies that you will review. Instead, you will integrate, compare, and contrast the findings from 4 articles with new empirical research. In writing your paper, ask yourself how the findings from each of the articles fit together. What unique information does each article give? Do the articles agree or disagree in their findings?

In writing this paper, you are telling a story about a particular topic. What do the findings of the articles tell you about your topic? You should organize your writing around the topic. Thus, use your topic to create the subjects of sentences (e.g., Communication is an important aspect of family interactions). This is a much more effective way to structure your writing than using yourself as the topic (e.g., I think that communication is an important aspect of family interactions) or than using the authors of the articles as the topic (e.g., Smith and Jones (1995) found that communication is an important aspect of family interactions). Do not include information on research methods or designs unless it is important to the point you are making.

Each of your articles will open with a literature review. These are usually good examples of how to synthesize a set of research findings.

The literature review paper includes multiple assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible points</th>
<th>Additional Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-text references</td>
<td>9</td>
<td>provided &amp; completed in class</td>
</tr>
<tr>
<td>2. Library Assignment</td>
<td>13</td>
<td>Library Assignment on Blackboard</td>
</tr>
<tr>
<td>3. Writing a reference page with 4 references</td>
<td>12</td>
<td>Writing a reference page with 4 references, on Blackboard</td>
</tr>
<tr>
<td>4. Developing a thesis</td>
<td>8</td>
<td>Developing a Thesis, on Blackboard</td>
</tr>
<tr>
<td>5. Outline</td>
<td>33</td>
<td>Outline &amp; Outline example, on Blackboard</td>
</tr>
<tr>
<td>6. Paper</td>
<td>67</td>
<td>this document, on Blackboard</td>
</tr>
</tbody>
</table>

In total, the literature review paper assignments are worth up to 142 points.

To successfully complete your literature review paper, you will need to do the following:

1. As you are writing your paper, you may find that one or more of the articles that you selected for your outline are incompatible with the other articles. You are permitted to find other, more compatible, articles. Remember that the articles you choose must be empirical articles, not review articles. Also, acceptable journal
articles will be published in one or more of the journals listed in chapter 2 of your
textbook or the supplemental list provided at the end of this document. You may
not use popular periodicals (e.g., magazines, newspapers).

2. Follow the guidelines for the Paper as listed in this handout and the other Paper 1
documents.

Instructions for many of the assignments are listed in other documents in the Paper 1
folder on Blackboard. Please refer to the table on page 1 for the specific document.

**INSTRUCTIONS FOR THE FINAL PAPER**

Your final paper must be submitted two ways:

(a) Bring a hard copy of your paper to the start of class on the due date

(b) Submit an identical version through Safe Assign on Blackboard by the start of
class on the day it is due

Formatting your paper:

a. The first page must be a title page that follows APA format (see Appendix A).

b. The title page must be followed by 3 to 4 pages of text.

1) The first page of text should repeat the full title of the paper (this title
should be centered at the top of the page – see Appendix A).

2) The first paragraph should be an introductory paragraph that outlines the
topic of the paper.

3) There are many ways to structure the body of the paper and many possible
themes around which to organize your paper. Some of the possibilities
include:

   a) Comparing and contrasting the findings of the studies as a group.

   b) Identifying the strengths and weaknesses of the studies as a group.

   c) Discussing what we’ve learned about the topic from the findings
   presented in this group of studies and what remains to be explored
   and why.

4) No matter which structure you choose, the body of the text must go
beyond describing individual studies to integrating the whole group of
studies.

5) The final paragraph should conclude the paper by reviewing the major
theme of the paper and highlighting your overall conclusions.

c. The final page must be a reference page that follows APA format (see Appendix
   A).

d. The paper must be double-spaced and typed.

e. You must have one-inch margins on all sides of the page.

f. Only a 12 point font is acceptable

g. You must follow APA guidelines regarding typing, the use of headers and page
   numbers, format of the title page, format of the references page, and use of
citations. These are all described Appendix A of your textbook.

**Supplemental Journal List**
The most up-to-date list is available on Blackboard (Assignments⇒Paper 1)
Overview:

The purpose of this writing assignment is to critique an empirical article in the social sciences. There are three articles that you are expected to read. You will need to complete a worksheet asking questions about all three articles, an in-class assignment, and an in-depth critique of the article assigned to you. These readings are available on blackboard.

Assigned Readings:


The methodological critique paper includes multiple assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible points</th>
<th>Additional Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Article worksheet</td>
<td>18</td>
<td>Paper 2 Worksheet</td>
</tr>
<tr>
<td>2. In-class writing assignment</td>
<td>10</td>
<td>provided in class</td>
</tr>
<tr>
<td>3. Outline</td>
<td>26</td>
<td>Creating an Outline</td>
</tr>
<tr>
<td>4. Paper</td>
<td>79</td>
<td>this document</td>
</tr>
</tbody>
</table>

In total, the methodological critique paper assignments are worth up to 133 points.

Instructions for the worksheet and outline are listed in other documents in the Paper 2 folder on Blackboard. Please refer to the table above for the specific document.

**INSTRUCTIONS FOR THE PAPER**

Papers must be submitted two ways:

(a) Bring a hard copy of your paper to the start of class on the due date.
(b) Submit an identical version through Safe Assign on Blackboard by the start of class on the day it is due
1. This assignment will focus entirely on the article you are assigned. You will select **the article that you will critique**. Make sure to read your article carefully.

2. Complete the assignment as specified below.
   a. The first page should be a title page that follows APA format (see Appendix A).
   b. The text of the paper should be approximately 4 to 6 pages in length.
   c. The first page of the text should repeat the full title of the paper (this title should be centered at the top of the page – see Appendix A).
   d. The paper should open with an introductory paragraph outlines the goals of the paper and includes a thesis statement.
   e. After the introductory paragraph, you will need to provide a summary of the findings.
   f. The body of the paper should address the strengths and weaknesses of the study as well as recommendations for overcoming the weaknesses.

Identifying the strengths and weaknesses of your study should be guided by the questions noted below about the methods section. You should not simply respond to the questions posed; instead, these questions are provided to help you identify the strengths and weaknesses of the study. Some of these suggestions may not apply to the study you are critiquing. Also, you may identify other strengths or limitations that are not suggested here.

**Participants:** Were the participants recruited for the study appropriate given the goals of this study? What were the selection criteria and did the authors of the study provide a convincing rationale for the sample that they chose to study? (Hint: Look closely at the characteristics of the sample in terms of sex, age, race, education, socioeconomic class, and any other relevant criteria and evaluate the nature of sample based on the goals of the study.)

**Procedures:** Is it possible that the recruitment strategy (e.g., probability sampling, haphazard sampling) biased or limited the generalization of the findings? (Hint: Think about the implications of the strategy used to recruit participants.) Or, could the way in which the measures were administered bias the findings of the study? (Hint: Think about how the data were collected. The important details will vary depending on the kind of measures collected in the study you are critiquing.)

**Design:** How well did the investigators address the threats to internal validity for the design of their study (e.g., experimental, quasi-experimental, pretest-posttest design)? (Hint: Identify the design of the study and review information from class and your book on the threats to validity for that particular design. Think about which threats the authors controlled for and which threats they ignored.)
Assessments over Time: Did your study assess the participants at more than one point in time and were the time points selected appropriate? (Hint: Think about the advantages and disadvantages of cross-sectional and longitudinal designs and, in the case of experiments, pretest and posttest assessments, and when posttest assessments were administered.)

Measures: Have the measures been shown to be reliable and valid, particularly for samples similar to those studied in your article? Do the authors provide enough information that you are confident about the measures chosen for this study?

g. The concluding section of your paper should focus on the importance and usefulness of this study. Based on the strengths and weaknesses you identified in the previous sections of your paper, you should evaluate the goals, interpretations, and conclusions of your study. Are the authors justified in the conclusions they drew and the recommendations they made? (Hint: Think about who the findings can be generalized to and how confident you are in the results taking into account the methodological strengths and weaknesses of the study.) Finally, what recommendations would you make based on the findings of this study and how useful or valuable do you think this study is in expanding our knowledge in the social sciences?

h. The last page of your paper should be a reference page formatted according to APA guidelines.

i. The paper must be double-spaced and typed.

j. You must have one-inch margins on all sides of the page.

k. Only 12 point font is acceptable.

l. You must follow APA guidelines regarding typing, the use of headers and page numbers, format of the title page, references, and use of citations. These are all described in Appendix A of your book.

1. Please use a good book on grammar and writing style guidelines and the suggestions in Appendix A of your textbook to assist you in preparing a clear, concise, and comprehensible paper.

2. As with Paper 1, Paper 2 will be graded on the following criteria: content and quality of ideas, organization of ideas, format, spelling and proofreading, and grammar and punctuation.
This is a list of all peer-reviewed academic journals that have been approved as resources for your papers. This list includes additional titles that may be used as well as those on the lists of approved journals found in your textbook and on the Library Assignment.

Addictive Behaviors
Adolescence
Aggression and Violent Behavior
Alcohol and Alcoholism
Alcohol Research and Health
Alcoholism Treatment Quarterly
American Educational Research Journal
American Indian and Alaska Native Mental Health Research
American Journal of Health Studies
American Journal of Occupational Therapy
American Journal of Orthopsychiatry
American Journal of Preventive Medicine
American Journal of Psychiatry
American Journal of Sociology
American Psychologist
American Sociological Review
Analysis & Intervention in Developmental Desabilities
Animal Learning and Behavior
Annual Review of CyberTherapy and Telemedicine
Annual Review of Sex Research
The Annuals of Family Medicine
Appetite
Archives of Sexual Behavior
Australian and New Zealand Journal of Psychiatry
Australian Occupational Therapy Journal
Autism
Aviation, Space, and Environmental Medicine
Basic and Applied Social Psychology
Behavior Modification
Behavior Research and Therapy
Behavior Therapy
Behavioral Interventions
Behavioral Neuroscience
Behavioural and cognitive psychotherapy
Body Image
Journal of Developmental and Behavioral Pediatrics
Journal of Disability Policy Studies
Journal of Divorce and Remarriage
Journal of Drug Issues
Journal of Early Adolescence
Journal of Early Intervention
Journal of Educational Psychology
Journal of Emotional Abuse
Journal of Environmental Psychology
Journal of Experimental Child Psychology
Journal of Experimental Psychology
Journal of Experimental Social Psychology
Journal of Family & Economic Issues
Journal of Family Issues
Journal of Family Psychology
Journal of Family Studies
Journal of Family Violence
Journal of Genetic Psychology
Journal of Happiness Studies
Journal of Health and Social Behavior
Journal of Health Psychology
Journal of HIV-AIDS Prevention in Children and Youth
Journal of Homosexuality
Journal of Human Nutrition and Dietetics
Journal of Marital and Family Therapy
Journal of Marketing Research
Journal of Marriage and the Family
Journal of Men’s Studies
Journal of Mental Health
Journal of Mental Health Policy and Economics
Journal of Music Therapy
Journal of Nervous and Mental Disease
Journal for Nurse Practitioners
Journal of Pediatrics and Child Health
Journal of Personality and Social Psychology
Journal of Professional Counseling: Practice, Theory, & Research
Journal of Psychoactive Drugs
Journal of Psychology and Human Sexuality
Journal of Psychopathology and Behavioral Assessment
Journal of Reproductive and Infant Psychology
SOC 391 Required Textbook

## Contents

*Preface*  xi  
*About the Authors*  xv  

### SCIENTIFIC UNDERSTANDING OF BEHAVIOR  1

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses of Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>The Scientific Approach</td>
<td>3</td>
</tr>
<tr>
<td>Goals of Behavioral Science</td>
<td>8</td>
</tr>
<tr>
<td>Basic and Applied Research</td>
<td>11</td>
</tr>
<tr>
<td>Illustrative Article: Introduction</td>
<td>15</td>
</tr>
<tr>
<td>Study Terms</td>
<td>16</td>
</tr>
<tr>
<td>Review Questions</td>
<td>16</td>
</tr>
<tr>
<td>Activity Questions</td>
<td>17</td>
</tr>
<tr>
<td>Answers</td>
<td>17</td>
</tr>
</tbody>
</table>

### WHERE TO START  18

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypotheses and Predictions</td>
<td>19</td>
</tr>
<tr>
<td>Who We Study: A Note on Terminology</td>
<td>20</td>
</tr>
<tr>
<td>Sources of Ideas</td>
<td>20</td>
</tr>
<tr>
<td>Library Research</td>
<td>25</td>
</tr>
<tr>
<td>Anatomy of a Research Article</td>
<td>35</td>
</tr>
<tr>
<td>Study Terms</td>
<td>37</td>
</tr>
<tr>
<td>Review Questions</td>
<td>37</td>
</tr>
<tr>
<td>Activity Questions</td>
<td>38</td>
</tr>
</tbody>
</table>

### ETHICAL RESEARCH  39

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milgram's Obedience Experiment</td>
<td>40</td>
</tr>
<tr>
<td>The Belmont Report</td>
<td>41</td>
</tr>
<tr>
<td>Assessment of Risks and Benefits</td>
<td>41</td>
</tr>
<tr>
<td>Informed Consent</td>
<td>44</td>
</tr>
</tbody>
</table>
The Importance of Debriefing  48
Alternatives to Deception  49
Justice and the Selection of Participants  51
Researcher Commitments  52
Federal Regulations and the Institutional Review Board  52
APA Ethics Code  55
Research With Human Participants  56
Ethics and Animal Research  58
Risks and Benefits Revisited  60
Misrepresentation: Fraud and Plagiarism  61
Illustrative Article: Ethical Issues  64
Study Terms  65
Review Questions  65
Activity Questions  65
Answers  67

FUNDAMENTAL RESEARCH ISSUES  68
Validity: An Introduction  69
Variables  69
Operational Definitions of Variables  70
Relationships Between Variables  72
Nonexperimental Versus Experimental Methods  77
Independent and Dependent Variables  83
Internal Validity: Inferring Causality  85
External Validity  85
Choosing a Method  86
Evaluating Research: Summary of the Three Validities  90
Illustrative Article: Studying Behavior  91
Study Terms  92
Review Questions  92
Activity Questions  93
Answers  94

MEASUREMENT CONCEPTS  95
Reliability of Measures  96
Construct Validity of Measures  101
Reactivity of Measures  105
Variables and Measurement Scales 105
Research on Personality and Individual Differences 109
Illustrative Article: Measurement Concepts 110
Study Terms 111
Review Questions 111
Activity Questions 111

OBSERVATIONAL METHODS 113
Quantitative and Qualitative Approaches 114
Naturalistic Observation 115
Systematic Observation 118
Case Studies 121
Archival Research 122
Illustrative Article: Observational Methods 124
Study Terms 125
Review Questions 125
Activity Questions 126
Answers 127

ASKING PEOPLE ABOUT THEMSELVES: SURVEY RESEARCH 128
Why Conduct Surveys? 129
Constructing Questions to Ask 131
Responses to Questions 134
Finalizing the Questionnaire 138
Administering Surveys 139
Survey Designs to Study Changes Over Time 142
Sampling From a Population 143
Sampling Techniques 145
Evaluating Samples 148
Reasons for Using Convenience Samples 150
Illustrative Article: Survey Research 152
Study Terms 153
Review Questions 154
Activity Questions 154
Answers 155
EXPERIMENTAL DESIGN 156
Confounding and Internal Validity 157
Basic Experiments 158
Assigning Participants to Experimental Conditions 163
Independent Groups Design 163
Repeated Measures Design 164
Matched Pairs Design 169
Illustrative Article: Experimental Design 170
Study Terms 171
Review Questions 171
Activity Questions 172

CONDUCTING EXPERIMENTS 173
Selecting Research Participants 174
Manipulating the Independent Variable 175
Measuring the Dependent Variable 181
Additional Controls 184
Additional Considerations 188
Analyzing and Interpreting Results 191
Communicating Research to Others 191
Illustrative Article: Conducting Experiments 192
Study Terms 193
Review Questions 193
Activity Questions 194
Answers 195

COMPLEX EXPERIMENTAL DESIGNS 196
Increasing the Number of Levels of an Independent Variable 197
Increasing the Number of Independent Variables: Factorial Designs 199
Illustrative Article: Complex Experimental Designs 212
Study Terms 212
Review Questions 213
Activity Questions 213
Answers 214
11 SINGLE-CASE, QUASI-EXPERIMENTAL, AND DEVELOPMENTAL RESEARCH 215

Single-Case Experimental Designs 216
Program Evaluation 220
Quasi-Experimental Designs 222
Developmental Research Designs 231
Illustrative Article: A Quasi-Experiment 235
Study Terms 236
Review Questions 236
Activity Questions 237

12 UNDERSTANDING RESEARCH RESULTS: DESCRIPTION AND CORRELATION 239

Scales of Measurement: A Review 240
Analyzing the Results of Research Investigations 241
Frequency Distributions 243
Descriptive Statistics 245
Graphing Relationships 247
Correlation Coefficients: Describing the Strength of Relationships 248
Effect Size 252
Regression Equations 253
Multiple Correlation/Regression 254
Partial Correlation and the Third-Variable Problem 256
Structural Equation Modeling 257
Study Terms 259
Review Questions 259
Activity Questions 260
Answers 261

13 UNDERSTANDING RESEARCH RESULTS: STATISTICAL INFERENCE 262

Samples and Populations 263
Inferential Statistics 264
Null and Research Hypotheses 264
Probability and Sampling Distributions 265
Example: The t and F Tests 268
Type I and Type II Errors 274
Choosing a Significance Level 277
Interpreting Nonsignificant Results 278
Choosing a Sample Size: Power Analysis 279
The Importance of Replications 280
Significance of a Pearson r Correlation Coefficient 280
Computer Analysis of Data 281
Selecting the Appropriate Statistical Test 283
Study Terms 284
Review Questions 284
Activity Questions 285

14
GENERALIZING RESULTS 287
Generalizing to Other Populations of Research Participants 288
Cultural Considerations 292
Generalizing to Other Experimenters 294
Pretests and Generalization 294
Generalizing From Laboratory Settings 295
The Importance of Replications 296
Evaluating Generalizations via Literature Reviews and Meta-Analyses 298
Using Research to Improve Lives 300
Illustrative Article: Generalizing Results 301
Study Terms 302
Review Questions 302
Activity Questions 303

APPENDIX A: WRITING RESEARCH REPORTS 304
Introduction 304
Writing Style 305
Organization of the Report 310
The Use of Headings 321
Citing and Referencing Sources 322
Abbreviations 332
Some Grammatical Considerations 333
Reporting Numbers and Statistics 337
Conclusion 338
Paper and Poster Presentations 338
Sample Paper 340
APPENDIX B: STATISTICAL TESTS 359
  Descriptive Statistics 359
  Statistical Significance and Effect Size 362

APPENDIX C: STATISTICAL TABLES 380
  Table C.1 Critical values of chi-square 380
  Table C.2 Critical values of t 381
  Table C.3 Critical values of F 382
  Table C.4 Critical values of r (Pearson product-moment correlation coefficient) 385

Glossary 386
References 395
Credits 406
Index 407