



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit CLAS Department The Sanford School
 Subject SOC Number 391 Title Research Methods Units: 3

Is this a cross-listed course? Yes
 If yes, please identify course(s) FAS 361

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

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 dates are as follow:

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: _____



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

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.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus, textbook table of contents, Paper 1 & 2 instructions, approved journal list		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; padding: 2px;"> Sociology Family and Human Development </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Sociology Family and Human Development	Syllabus, textbook table of contents, Papers 1 and 2 instructions, approved journal list
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Sociology Family and Human Development				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b style="color: yellow;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus, textbook table of contents, Papers 1 and 2 instructions		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus, textbook table of contents, Papers 1 and 2 instructions, approved journal list		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
SOC	391	Research Methods	SB

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	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.	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.
2	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.	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.
3	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.	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.
4	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,	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

	textbook examples are drawn from social/behavioral research.	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.
--	--	---

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.

FAS 361/SOC 391: Research Methods
T. Denny Sanford School of Social and Family Dynamics
Arizona State University
Spring 2015
Course line #s 19643, 19642
T/TH 10:30-11:45, Cowden 218
1/12/15-5/5/15 (Final exam on 5/5/15)

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 CRITERIA 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 CRITERION 3)**

Required/Recommended Readings

Required Text: Cozby, P.C. (2012). *Methods in behavioral research* (11th edition). Boston, MA: McGraw-Hill. **(SB CRITERIA 1 - 4)**

Required Readings: Additional readings will be available on Blackboard.

Recommended: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (note: abbreviated as APA manual)

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)

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

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

Assignment	Possible Points
1. Article worksheet (on Blackboard)	18
2. In-class writing assignment (in class)	10
3. Outline (on Blackboard)	26
4. Paper (on Blackboard)	79
Total	133

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-quiz. 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:

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

* 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)

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

FAS 361/SOC 391
Paper 1: Literature Review Paper

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:

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

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)

Paper 2 Methodological Critique

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:

- Lobo, Y. B., & Winsler, A. (2006). The effects of creative dance and movement program on the social competence of Head Start preschoolers. *Social Development, 15*, 501-519.
- Markman, H. J., Renick, M. J., Floyd, F. J., Stanley, S. M., & Clements, M. (1993). Preventing Marital Distress Through Communication and Conflict Management Training: A 4- and 5-Year Follow-Up. *Journal of Consulting and Clinical Psychology, 61*, 70-77.
- Wolchik, S. A., Sandler, I. N., Millsap, R. E., Plummer, B. A., Greene, S. M., Anderson, E. R., et al. (2002). Six-year follow-up of preventive interventions for children of divorce. A randomized controlled trial. *JAMA: Journal of the American Medical Association, 288*, 1874-1881.

The methodological critique paper includes multiple assignments:

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

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 Disabilities

Animal Learning and Behavior

Annual Review of CyberTherapy and Telemedicine

Annual Review of Sex Research

The Annals 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

British Food Journal
British Journal of Psychology
British Journal of Social and Clinical Psychology
Bulletin of Psychonomic Society
Canadian Journal of Behavioral Science
Canadian Journal of Criminology and Criminal Justice
Canadian Journal of Experimental psychology
Child & Adolescent Social Work Journal
Child & Youth Care Forum
Child Abuse and Neglect
Child and Adolescent Mental Health
Child Development
Child: Care, Health and Development
Children and Youth Services Review
Children's Health Care
Clinical Child Psychiatry and Psychology
Cognition
Cognitive Psychology
Cognitive Science
Cognitive Therapy and Research
Contemporary Psychology
Contraception
Criminology
Critical Social Policy
Critical Sociology
Cultural Diversity and Ethnic Minority Psychology
Culture, Medicine and Psychiatry
Current Directions in Psychological Science
Current Opinion in Clinical Nutrition and Metabolic Care
Cyberpsychology & Behavior
CyberPsychology, Behavior and Social Networking
Demography
Development and Psychopathology
Developmental Psychology
Developmental Review
Discourse Processes
Drug & Alcohol Dependence
Drug and Alcohol Review
Early Child Developmental Care
Early Human Developmet

Eating Behaviors
Eating disorders
Education and Program Planning
Educational and Psychological Measurement
Educational Psychology in Practice
Educational Review
Emotion
Environment and Behavior
European Archives of Psychiatry and Clinical Neuroscience
European eating disorders review: the journal of the Eating Disorder Association
European Journal of Clinical Nutrition
European Journal of Psychology of Education
Evaluation Review
Experimental Aging Research
Experimental and Clinical Psychopharmacology
Families in Society
Families, Systems and Health
Family Court Review
Family Law Quarterly
Family Process
Family Relations: An Interdisciplinary Journal of Applied Family Studies
Feminist Studies
Focus on Autism and Other Developmental Disabilities
Gerontologists
Health Education and Behavior
Health Education Research
Health Psychology
Hispanic Journal of Behavioral Sciences
History of Psychology
Infant & Child Development
Infant Behavior and Development
Infants and Young Children
The International Journal of Aviation Psychology
International Journal of Behavioral Development
International Journal of Eating Disorders
International Journal of Intercultural Relations
International Journal of Japanese Sociology
International *Journal Of Men's Health*
International Journal of Migration Review
International Journal of Nursing Studies

International Journal of Older People Nursing
International Journal of Psychology
Journal of Abnormal Child Psychology
Journal of Abnormal Psychology
Journal of Addictive Diseases
Journal of Adolescence
Journal of Adolescent Health
Journal of Adolescent Research
Journal of African American Studies
Journal of Alcohol and Drug Education
Journal of American Academy of Child and Adolescent Psychiatry
Journal of American College Health
Journal of Applied Behavioral Analysis
Journal of Applied Developmental Psychology
Journal of Applied Psychology
Journal of Applied School Psychology
Journal of Applied Social Psychology
Journal of Applied Sports Psychology
Journal of Autism and Developmental Disorders
Journal of Black Psychology
Journal of Black Studies
Journal of Business and Psychology
Journal of Child and Adolescence Psychiatric Nursing
Journal of Child and Adolescent Substance Abuse
Journal of Child and Family Studies
Journal of Child Health Care
Journal of Child Psychology and Psychiatry
Journal of Child Psychology, Psychiatry and Allied Disciplines
Journal of Clinical Child & Adolescent Psychology
Journal of Clinical Child Psychology
Journal of Clinical Nursing
Journal of Clinical Psychology
Journal of Communication
Journal of Community & Applied Social Psychology
Journal of Comparative Family Studies
Journal of Comparative Psychology
Journal of Consulting and Clinical Psychology
Journal of Consumer Research
Journal of Counseling Psychology
Journal of Cross-Cultural Psychology

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

Journal of Research in Music Education
Journal of Research in Personality
Journal of Research on Adolescence
Journal of Science Education and Technology
Journal of Sex Research
Journal of Sexual Behavior
Journal of Social and Clinical Psychology
Journal of Social and Personal Relationships
Journal of Social Distress and the Homeless
Journal of Social Issues
Journal of Sociology and Social Welfare
Journal of Sports Sciences and Medicine
Journal of Studies on Alcohol and Drugs
Journal of the American Academy of Child & Adolescent Psychiatry
Journal of the American Academy of Psychoanalysis
Journal of the American Medical Association
Journal of the Experimental Analysis of Behavior
Journal of Vocational Rehabilitation
Journal of Women and Social Work
Journal of Youth and Adolescence
Journal of Youth Ministry
Law and Human Behavior
Leadership
Learning and Motivation
Learning Disabilities Research & Practice
Marriage and Family Review
Maternal and Child Health Journal
Media, Culture, & Society
Memory and Cognition
Men and Masculinities
Merrill-Palmer Quarterly
MIS Quarterly
Music Therapy Perspectives
Neuropsychology
New Media & Society
New Zealand Journal of Psychology
North American Journal of Psychology
Pediatrics
Perceptual Motor Skills
Personal Relationships

Personality and Individual Differences
Personality and Social Psychology Bulletin
Perspectives on Psychological Science
Pharmacotherapy
Polish Psychological Bulletin
Population and Development Review
Population Research and Policy Review
Population Studies
Preventive Medicine
Professional Psychology Research and Practice
Psychiatric Services
Psychiatry Research
Psychoanalytic Psychology
Psychological Assessment
Psychological Bulletin
Psychological Medicine
Psychological Methods
Psychology Of Sport & Exercise
Psychological Reports
Psychological Review
Psychological Science
Psychological Science in the Public Interest
Psychology and Aging
Psychology and Health
Psychology in the Schools
Psychology Monographs
Psychology of Addictive Behaviors
Psychology of Men and Masculinity
Psychology of Women Quarterly
Psychology, Health, & Medicine
Psychology, Public Polica, and Law
Rehabilitation Psychology
Research in Autism Spectrum Disorders
Review of Educational Research
Revista de Psiquiatria Clinica
Scandinavian Journal of Public Health
School-based Stress Management Training for Adolescents
School Psychology International
School Psychology Quarterly
School Psychology Review

Self and Identity
Sex Roles
Sexually Transmitted Diseases
Sleep: Journal of Sleep and Sleep Disorders Research
Sleep of Biological Rhythms
Social Behavior & Personality: An International Journal
Social Behavior and Personality
Social Development
Social Forces
Social Problems
Social Psychology Quarterly
Social Science and Medicine
Social Science Journal
Social Science Quarterly
Social Science Research
Social Work in Health Care
Social Work Research
Sociological Focus
Sociological Inquiry
Sociological Quarterly
Sociology of Education
Sociology of Health and Illness
South Africa Journal of Psychology
Structural Equation Modeling
The American Journal of Drug and Alcohol Abuse
The American Journal on Addictions
The Arts in Psychotherapy
The British Journal of Sociology
The European Journal of Contraception and Reproductive Health Care
The Family Journal
The International Journal of Behavioral Nutrition and Physical Activity
The Journal of Health Communication
The Journal of Mass Communication and Society
The Journal of Pediatric Society
The Journal of Pediatrics
The Lancet
The Milbank Quarterly
The Psychologist
The Spanish Journal of Psychology
Topics in Early Childhood Special Education

Western Journal of Nursing Research
Youth and Society

SOC 391 Required Textbook

Cozby, P.C. (2012). *Methods in behavioral research* (11th edition). Boston, MA: McGraw-Hill.

Contents

Preface xi

About the Authors xv

1 SCIENTIFIC UNDERSTANDING OF BEHAVIOR 1

Uses of Research Methods 2
The Scientific Approach 3
Goals of Behavioral Science 8
Basic and Applied Research 11
Illustrative Article: Introduction 15
Study Terms 16
Review Questions 16
Activity Questions 17
Answers 17

2 WHERE TO START 18

Hypotheses and Predictions 19
Who We Study: A Note on Terminology 20
Sources of Ideas 20
Library Research 25
Anatomy of a Research Article 35
Study Terms 37
Review Questions 37
Activity Questions 38

3 ETHICAL RESEARCH 39

Milgram's Obedience Experiment 40
The *Belmont Report* 41
Assessment of Risks and Benefits 41
Informed Consent 44

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
<i>Study Terms</i>	65
<i>Review Questions</i>	65
<i>Activity Questions</i>	65
<i>Answers</i>	67

4 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
<i>Study Terms</i>	92
<i>Review Questions</i>	92
<i>Activity Questions</i>	93
<i>Answers</i>	94

5 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
<i>Study Terms</i>	111
<i>Review Questions</i>	111
<i>Activity Questions</i>	111

6 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
<i>Study Terms</i>	125
<i>Review Questions</i>	125
<i>Activity Questions</i>	126
<i>Answers</i>	127

7 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
<i>Study Terms</i>	153
<i>Review Questions</i>	154
<i>Activity Questions</i>	154
<i>Answers</i>	155

-
- 8 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
- 9 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
- 10 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
<i>Study Terms</i>	284
<i>Review Questions</i>	284
<i>Activity Questions</i>	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
<i>Study Terms</i>	302
<i>Review Questions</i>	302
<i>Activity Questions</i>	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 381Table C.3 Critical values of F 382Table C.4 Critical values of r (Pearson product-moment
correlation coefficient) 385*Glossary 386**References 395**Credits 406**Index 407*