NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Course Name: Methods I: Research Design
Course Number: SOC 315
Term Offered: Fall 2017
Credits: 4
Instructor name: Ashley Parker
Instructor email: tuckeras@onid.orst.edu
Instructor phone: (541) 250-0861

Please only contact me by phone between 9am and 5pm (PST). If those hours do not work please email to arrange an alternate time prior to calling.

Course Description
First in a two-course sequence required of all sociology majors. Students learn to formulate researchable questions, devise measures, select data collection techniques, and examine ethical and practical dilemmas in constructing sociological research. (Writing Intensive Course) PREREQS: SOC 204 or SOC 204H and junior standing. Sociology majors only.

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits. A typical week will be comprised of:

a) Completion of 1 to 3 online tutorials that may be brief recorded lectures with visual aids, or interactive web-tutorials.
b) Reading assigned texts.
c) Active participation in discussion with instructor and students via course discussion boards, phone or email contact with the instructor, or other means of interaction.
d) Completion of graded and ungraded quizzes designed to assess your comprehension of the material.
e) Demonstration of measurable progress in the development of the research paper.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
Learning Resources
All resources are available online within the course. Students do not need to purchase any textbooks. Citations for the free, online textbook chapters are provided in the Canvas site.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
At the completion of this course, students will be able to: describe and compare various research techniques used in sociology

1. assess the usefulness of research methods for answering a variety of empirical questions
2. construct testable research hypotheses
3. design a quantitative analysis to test these hypothesis, and
4. write a literature review and data/methods section of a research report that meets professional standards.

Writing Intensive Curriculum (WIC)
The OSU Writing Intensive Curriculum (WIC) program gives you the opportunity to improve at writing in your field of study. Courses that meet this requirement seek to achieve this list of outcomes for students. Those who engage well in the course will:

1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
3. Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

Sociology 315 satisfies the WIC requirement for a bachelor's degree from OSU. Students should be prepared to spend significant time writing for this class so they can improve their sociological writing. The instructor and fellow students will provide useful feedback on ungraded drafts, and by the end of the term, students will produce a well-crafted first half of a longer research paper that will be completed in Sociology 316. Because of the course’s focus on writing, the research paper counts for a significant portion of the course grade.

Evaluation of Student Performance

Practice and Participation (20%): To succeed at learning the material, students must complete tutorials and participate in online discussions of topics with the instructor and students, and turn in evidence of progress in the course readings. These activities are all short, and worth a few points each, but in total they comprise a significant part of the learning experience and of the course grade. A list of the activities and their point values will be made available to enrolled students.

Quizzes (20%): Every week students must complete a quiz that relates to the course material covered in that week’s tutorial. The format of the quizzes may vary between short answer essays, multiple choice, and fill in the blank. If deemed necessary by the instructor, topics from previous weeks may be included in quizzes to reinforce topics from past tutorials.
**Midterm (25%)**: The proctored midterm will focus attention on material other than the research paper. The exam will cover several important concepts from the first half of the course. The exam questions are generally “short-answer” in nature, requiring paragraph-length answers. Information about proctoring of exams is available elsewhere in the syllabus.

1. **Required Proctoring for Midterm**: Students will take a midterm exam (in Week 6) under the supervision of an approved proctor. Proctoring guidelines and registration for proctored exams are available online through the Ecampus Exams and Proctoring website.

2. **It is important to submit your proctoring request as early as possible to avoid delays and reduce cost of exams.**

**Research Paper (35%)**: Students will write the first three sections (Introduction, Literature Review, Data & Methods) of a research paper. The paper will then be completed in Sociology 316. This paper will be drafted and undergo various forms of review (peer & instructor). Please follow closely the deadlines indicated in the course calendar.

**Notice**: No grade will be given for this class unless the term paper is turned in (C- or greater). Students must achieve a course grade of at least C- and a grade on the paper of C- or better to continue on to Soc 316. The reason for the strict policy about the paper and course grade is to insure that students are ready to proceed to Sociology 316.

**Grading Scale**
Letter grades are converted to numerical values (A = 4.0; A- = 3.7, etc.), and then calculated according to the weights shown on the previous page. A more detailed description and example is provided for enrolled students.

**Course Content**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Activities</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to core ideas in research design</td>
<td>Online tutorials, discussions, and quizzes&lt;br&gt;Readings and reading review questions&lt;br&gt;Brainstorming paper topics</td>
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<tr>
<td>2</td>
<td>Causation</td>
<td>Online tutorials, discussions, and quizzes&lt;br&gt;Readings and reading review questions</td>
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<tr>
<td>3</td>
<td>Evidence for Causal Relationships Between Variables</td>
<td>Online tutorials, discussions, and quizzes&lt;br&gt;Readings and reading review questions&lt;br&gt;Drafting a literature review</td>
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<tr>
<td>4</td>
<td>Multivariate Analysis</td>
<td>Online tutorials, discussions, and quizzes&lt;br&gt;Readings and reading review questions</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Learning Activities</td>
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<td>5</td>
<td>Critiquing Other Research</td>
<td>Online tutorials, discussions, and quizzes</td>
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<tr>
<td></td>
<td></td>
<td>Readings and reading review questions</td>
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<td></td>
<td></td>
<td>Draft of literature review submitted</td>
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<tr>
<td>6</td>
<td>Measurement</td>
<td>Midterm</td>
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<td></td>
<td></td>
<td>Instructor and student peer review</td>
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<td></td>
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<td>Other online tutorials</td>
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<td>7</td>
<td>Validity, Reliability</td>
<td>Online tutorials, discussions, and quizzes</td>
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<tr>
<td></td>
<td></td>
<td>Readings and reading review questions</td>
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<td>8</td>
<td>Survey Design and Delivery</td>
<td>Online tutorials</td>
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<td></td>
<td></td>
<td>Class project conducting online survey</td>
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<tr>
<td>9</td>
<td>Survey Design and Delivery</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Class project conducting online survey</td>
</tr>
<tr>
<td>10</td>
<td>Successfully Completing the Paper</td>
<td>Completion of research paper</td>
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<tr>
<td>Finals</td>
<td></td>
<td>No final exam</td>
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</table>

**Discussion Participation**
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week, specifically Sunday evening. This allows for you to participate in a learning environment with your peers; thus, it is crucial to this course. Failing to meet all of the postings will result in partial credit on the assignment.

**Proctored Exams**
Because it is very important for you to plan ahead for arranging a proctor, we repeat this announcement here. This course requires that you take your midterm exam under the supervision of an approved proctor. Proctoring guidelines and registration for proctored exams are available online through the Ecampus testing and proctoring website. *It is important to submit your proctoring request as early as possible to avoid delays.*

**Regarding late work, re-scheduled exams, and other deviations from the syllabus:**
Out of respect for fellow students who sacrifice to turn in their work on time and who complete the exams when they are scheduled, the instructor cannot ignore deadlines and participation expectations. Pre-arranged rescheduling of exams will only be approved under the most serious of circumstances. Late work will be penalized by a grade per day that it is late, unless arrangements are made ahead of time with the instructor or unless effective explanation is provided. The instructor may permit one or two late assignments without penalty, but students should seek to complete work ahead of schedule so that
unexpected events (including computer problems) do not keep them from turning in work on time. Incompletes are rarely offered, but if the student has made satisfactory progress through the first half of the term, the instructor may choose to allow an incomplete if there are serious circumstances preventing the student from completing the course.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:
- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Accessibility of Course Materials**
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Expectations for Student Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.
Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresented mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else’s words, ideas, artistry or data as one’s own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project and then submitting it as one’s own.
c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.