SOC 3111 (001) - Intro to Social Research Methods

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Rebecca Utz, PhD</th>
<th>Pre-Requisites: none</th>
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<tbody>
<tr>
<td>Office:</td>
<td>322A BEHS</td>
<td>Credit Hours: 3</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:rebecca.utz@utah.edu">rebecca.utz@utah.edu</a></td>
<td>Semester: Fall 2021</td>
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<tr>
<td>Phone:</td>
<td>801 581 7922</td>
<td>Class Format: In-Person</td>
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<tr>
<td>Hours:</td>
<td>By appointment - or -</td>
<td>Class Meeting: Mondays, Wednesdays</td>
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<td>Mon, Wed 10:30-11:30 or 1:15 to 2:00</td>
<td>11:50-1:10pm</td>
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<td>JFB 102</td>
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| Librarian:  | Dale Larsen               | Email: dale.larsen@utah.edu          |
| TA:         | Lauren Solkowski          |                                       |
| Email:      | lauren.solkowski@soc.utah.edu |                                     |

Course Description

Course Overview
Throughout this course, you will be introduced to the basic principles of scientific research, as well as different ways to conduct research in social sciences. You will get acquainted with the logic of research design, learn more about some common forms of data collection and develop basic research skills that you can use to conduct your own research and critically evaluate research presented by others.

The focus of this course is on becoming both a critical consumer and producer of research, allowing learning to transcend beyond the walls of our classroom and be applied to lives and careers where we will be constantly confronted with the need to evaluate the validity and source of information presented to us. Furthermore, because research methodology can be applied to most any topic, students are encouraged to integrate their knowledge and learning from other courses to the development and critique of the research methods learned within this class.

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

- Name the basic principles and describe the history of research ethics.
- Identify, summarize, and critically evaluate existing research.
- Define the key features and compare the advantages and disadvantages of common research designs and methodologies.
- Develop own research project by applying principles learned.
- Demonstrate communication skills for different audiences and purposes.

In Fall 2021, our class has an awesome opportunity to develop a research project and present our results to a local community organization, Envision Utah.
**Requirements & Expectations**

All students should have access to two types of textbooks – one is a social research method textbook, and one is focused on the craft of writing and formulating research. These books are available for purchase at the University of Utah bookstore, on reserve at the Marriott Library, or students should be able to find online a used copy of these commonly used texts. Additional materials will be available via Canvas.


Students are expected to regularly access CANVAS for course announcements and course materials.

**Teaching and Learning Methods**

This course involves a variety of teaching and learning methods, including traditional lectures, group work, and experiential activities that teach research methods by doing research methods. Students are expected to be active participants in their own learning.

**General Education**

Successful completion of SOC 3111 with grade of C- or better satisfies the Upper Division Writing Intensive general education requirement (CW) for a Bachelor's degree at the University of Utah. As an approved CW general education course at the University of Utah, SOC 3111 will provide instruction on how to write a research report/proposal, how to read and critique existing research, and how to present research findings to different audiences (i.e., poster or oral presentation). Frequent written assignments, building to a larger written research project and oral presentation at the end of the term, will allow students to develop, get feedback, and then revise/refine their research ideas throughout the semester.

**Specific Learning Outcomes & Assessments for Intellectual and Practical Skills**

1. *Inquiry & Analysis* – Inherent in “research methods” is learning how to ask research questions (inquiry) and how to answer that question with data or evidence (analysis). The course schedule has dedicated learning units focused on both question formulation and data analysis. **Assessment** developing research topics/questions, data analysis (quantitative or qualitative), and a final research project.

2. *Information Literacy* – A major objective of the course is to teach students to become both a critical consumer and producer of research. To do so, students will learn how to ask questions about how the evidence was collected, whether it is representative of a larger phenomenon or population, how it was analyzed, and whether it is presented in an unbiased way. These are all examples of information literacy. **Assessment** includes a literature review assignment where students identify and evaluate others’ published research, assignment related to presenting/analyzing data, final research project.

**Specific Learning Outcomes & Outcome Assessments for Personal & Social Responsibility**

1. *Foundations and Skills for Lifelong Learning* – A course in “research methods” emphasizes the need to match data/evidence with our theories/ideas. While this course provides a solid foundation for those who want to pursue a career in research, it also teaches students to be more critically aware of the sources and validity of information that we see everyday (i.e., in the media) – an important skill for lifelong learning and success for everyone. The course's focus on developing and refining one's communication skills (orally and in writing) is another important outcome of this course. **Assessment**: quality of writing, presentation, and discussion, especially those assignments where students critique their own or other's research.

2. *Ethical Reasoning* – Researchers are obligated to conduct ethical research, especially when dealing with human subjects. This course has a dedicated learning module related to the basic principles and practice of ethical research. **Assessment**: Students will complete a standardized and rigorous training course related to “research ethics” where they will receive a certificate allowing them to work on research projects at the University or other research entities (CITI training).
Evaluation & Grading

Grading Expectations and Guidelines
The instructor is committed to be as fair and transparent as possible when assessing students and determining grades. To this end,

- Instructor will provide grading rubrics at least 7 days prior to an assignment due date.
- Instructor will grade assignments and provide feedback within 7 days of submission.
- It is the student's responsibility to report and discuss grade discrepancies with instructor.
- Instructor will entertain grade change requests, but such discussions should occur outside of class time and at least 24 hours after a grade is assigned (i.e., take a day to reflect on the comments provided and review the material prior to requesting grade change)
- No late assignments will be accepted, without approved documentation.
- No extra credit is available.

Assessment
Learning and participation will be assessed by four types of assignments.

Quizzes. There will be a series of 10-12 non-cumulative quizzes, each associated with a single chapter in the textbook. Each quiz contains approximately 20-25 multiple choice, T/F, and short answers. Quizzes have suggested due dates, but can be submitted anytime before the final day of class. Quizzes cannot be retaken. **35% of final grade.**

Research Project. Students will work together in teams to develop, execute, and present their own research project throughout the semester. The final product includes both a written research report and oral presentation. Throughout the semester, there will be a series of “building blocks” assignments (i.e., topic approval, annotated bibliography, drafts, in-class activities), where students will receive feedback and which can be used to guide the creation, revision, and completion of the final paper/presentation. Assignments can be done individually or as a group. **35% of final grade.**

Ethics Training & Certification. We will be doing a research project in this class, so you will be required to do a standardized online training about human subjects research. **10% of final grade.**

Attendance/Participation. Regular attendance and active participation/engagement during our in-class meetings are essential to your success in this course. In-class activities and occasional roll-call will be used to assess your attendance/participation. **10% of final grade.**

Peer/Self Evaluation. At the end of the semester, each student will provide an evaluation/grade for members of their team, including themselves. If students choose to work by themselves, they will do a self-evaluation **10% of final grade.**

Final Course Grades
Final course grades will be calculated based on percentage-weights noted above and then assigned a letter grade: **A 100%-90%, B 89.9%-80%, C 79.9%-70%, D 69.9%-60%, E 59.9%-0%**
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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| 1 | Module 1: Welcome to Course  
Module 2: Social Science Research | Schutt, Chpt 1  
Booth et al, Chpts 1-2 | Quizzes 1, 2 |
| 2 | Module 3: Research Ethics | Schutt, Chpt 3 | Quiz 3  
CITI Certification |
| 3 | Module 4: Choosing Topic | Schutt, Chpt 2  
Booth et al, Chpts 3-4 | Quiz 4  
Topic Approval |
| 4-5 | Module 5: Researching Topic | Schutt, Chpts 3-4  
Schutt, Appendix A&B  
Booth, Chpts 5-14, 16 | Annotated Bib  
Intro Draft |
| 6-7 | Module 6: Designing a Study  
Measurement, Sampling & Generalizability, Causality, Experiments | Schutt, Chpts 4-7 | Quizzes 6A, 6B, 6C, 6D |
| 8 | ** Fall Break | | |
| 9-10 | Module 7: Collecting Data  
Survey Research, Qualitative Methods  
Mixed Methods & Other Methods | Schutt, Chpts 8, 10  
Schutt, Chpts 12-15 (skim) | Quizzes 7A, 7B  
Method Draft |
| 11-12 | Module 8: Analyzing Data  
Quantitative, Qualitative | Schutt, Chpts 9, 11  
Booth et al, Chpt 15 | Quizzes 8A, 8B |
| 13-14 | ** Project Work Time – data collection, data analysis, writing/revision, presentation prep ** | | |
| 15-16 | Module 9: Presenting Research | Schutt, Chpt 16  
Booth et al, Chpt 17 | Presentation |
| Final Exam Period | | | Final Paper  
Peer/Self Evaluation |

*More detailed course schedule, with due dates, will be available via Canvas*
Drop/Withdrawal Policies
Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

Academic Misconduct
Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student’s degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (http://regulations.utah.edu/academics/6-400.php).

Americans with Disabilities Act (ADA)
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (https://disability.utah.edu/), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Safety at the U
The University of Utah values the safety of all campus community members... To report suspicious activity or to request a courtesy escort, contact Campus Police & Department of Public Safety 801-585-COPS (801-585-2677) dps.utah.edu You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

Wellness at the U
Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework. For helpful resources to manage your personal wellness and counseling options, contact: Center for Student Wellness 801-581-7776 wellness.utah.edu

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or
assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Inclusive Excellence**
The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below: *Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.* For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact: Office for Inclusive Excellence, 801-581-460,0 inclusive-excellence.utah.edu

**Student Success**
Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, please reach out to your instructor who can put you in touch with relevant student support services. Check out the following websites to learn more about the resource groups available at the U

- getinvolved.utah.edu/
- studentsuccess.utah.edu/resources/student-support

*As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.*
COVID-19 Public Health & Safety Guidelines

Vaccination
While Utah law prohibits state universities from requiring COVID-19 vaccinations, all members of the University of Utah community are encouraged to receive a COVID-19 vaccine.

Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization, and death from coronavirus. Vaccinations are available to everyone 12 years and older. Appointments are open in the U of U Health system for patients as well as additional vaccine providers throughout Utah. For up-to-date campus vaccination information go to: https://alert.utah.edu/covid/vaccine/

Masking & Physical Distancing
As of Spring 2021, masks and face coverings are no longer required at most University of Utah facilities. Exceptions include University of Utah Health dedicated clinical facilities, and campus buses and shuttles.

As of Fall 2021, classrooms spaces have returned to pre-COVID-19 densities

According to the CDC, wearing a mask remains an effective means of preventing infection for both unvaccinated and vaccinated people. Regardless of what someone chooses (mask or no mask), the university seeks to foster a sense of community and asks everyone on campus to be respectful of individual decisions on mask wearing.

Exposure & Testing
If you have been exposed, or are experiencing symptoms, you are expected to self-report and follow university guidelines for exposure.

Voluntary asymptomatic testing will continue to be available weekly for all members of the campus community. To schedule a COVID-19 test, click here.

Attendance During Self-Isolation & Quarantining
Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, in the event that you need to self-isolate or quarantine due to COVID-19 for a limited period of time, please consult with the instructor to work out an informal accommodation plan. If you need to seek an ADA accommodation to request an exception to the attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.
As a classroom community, we will discuss our emergency action plans during the first week of class.

**Emergency Action Plan**

**BUILDING EVACUATION**

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at [http://emergencymanagement.utah.edu/eap](http://emergencymanagement.utah.edu/eap).

**CAMPUS RESOURCES**

U Heads Up App: There’s an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://alert.utah.edu/headsup) to access the following resources:

- **Emergency Response Guide**: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- **See Something, Say Something**: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts**: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.