COURSE DESCRIPTION

As an introduction to social research methods, this course acquaints the student with all aspects of social research. The course begins with an examination of the logic of scientific investigation of social phenomena: analysis of theoretical statements, problem formulation, and selection of indicators/measures of concepts. Then, we will cover most of the major types of data collection including content analysis, secondary analysis, survey methods, and experiments. This course also emphasizes how the computer can aid in the research process. Social statistics is a prerequisite for this course. By the end of the course, students will have practical experience with the research process through designing a study, gathering data, analyzing data and producing a research report.

COURSE GOALS AND STUDENT LEARNING OUTCOMES

The major goal of the course for the student is to understand the logic of social scientific research. This course is important for two reasons. First, it is intended to help students become more sophisticated consumers of information, especially information from professional journals. Secondly, it helps students develop research skills which may be needed in a professional career setting. By the end of the semester, each student should be able to do the following:

1. Demonstrate an understanding of the nature of science, theory and the logic of induction, deduction, and testing.
2. Develop a clear research question.
3. Apply the major research designs appropriately.
4. Demonstrate an understanding of the issues involved in measurement of concepts.
5. Demonstrate an understanding of data collection methods.
6. Prepare data for analysis.
7. Analyze data and test for significance.
8. Write a clear and concise research report.

TEXTBOOKS


EVALUATION CRITERIA

1. Evaluation is done on a point basis as listed below:
   Lab and homework assignments.................................100
   includes numerous lab and in-class exercises that
   illustrate the main points for that week. The exercises
   will prepare you for the exams and final project.
   (To calculate grade, take total points possible and
   divide into total points earned and multiply by 100.)

   Exams......................................................................200
   includes two (2) exams, each worth 100 points.
   All exams are compulsory regardless of the
   number of points you earn. NOTE: MAKE-UP
   EXAMS ARE GIVEN ONLY WITH PERMISSION
   OF THE INSTRUCTOR AND WITH PRIOR
   ARRANGEMENT.

   Final Project...............................................................100
   requires participation in a class research project
   and final paper using the American Sociological
   Association publication protocol. Chapter 17 in the
   Babbie text provides general guidelines for reading
   and writing social research. I will distribute more
   specific guidelines for the paper in class.

2. Grade assignment using the points system:
   A = 360 - 400
   B = 320 - 359
   C = 280 - 319
   D = 240 - 279
   F = 0 - 239

CLASS ATTENDANCE

Since this class stresses application of information, attendance in class and lab
are extremely important. Class attendance records are maintained and utilized for two
purposes. First, it aids in counseling a student who is experiencing difficulties with
some parts of course. Secondly, it functions as an additional factor to consider in
determining the course grade. It is the responsibility of the student to consult with
instructors for make-up assignments and other work missed after an absence. All late
work will be penalized.

DROPPING A CLASS

I hope no student needs to drop this course. Events sometimes occur, however,
that make dropping a course necessary or wise. The University has set November 6
as the last day to drop a course for the semester with an automatic grade of “W.”

ACADEMIC ETIQUETTE AND HONESTY
Academic etiquette is required in universities to insure an atmosphere conducive to learning. Universities expect students to demonstrate a high level of maturity, self-direction and acceptable social behavior in and out of the classroom. In any class, an individual can feel anonymous and his/her behavior may seem irrelevant. As a result, an individual may feel that his/her talking with a neighbor, using a cell phone, leaving early or arriving late will not matter. Such actions, however, are distracting for both other students and the instructor. My job is to provide the best learning environment possible. If a student’s behavior interferes with others’ learning in the classroom, the student may be asked to leave the classroom.

As discussed in the college catalog for 2009-2010, students are expected to demonstrate academic honesty. All forms of cheating, forgery, or plagiarism (presentation of the work of another as one’s own) are grounds for disciplinary action.

**ACADEMIC ADVISING**
The College of Arts and Humanities requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**ADA**
The Americans with Disabilities Act (ADA) requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

**GRADE APPEAL PROCESS**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**TENTATIVE CLASS SCHEDULE AND ASSIGNED READINGS FOR SOCI 4445 - FALL 2011**
<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>INTRODUCTIONS AND OVERVIEW</td>
<td>Read the syllabus</td>
</tr>
<tr>
<td>8/29+8/31</td>
<td>I.  INTRODUCTION TO INQUIRY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. What is Human Inquiry?</td>
<td>Babbie:1</td>
</tr>
<tr>
<td></td>
<td>B. What is Science?</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>LABOR DAY- NO CLASS</td>
<td></td>
</tr>
<tr>
<td>9/7+9/12</td>
<td>C. How are Theory and Research Related?</td>
<td>Babbie:2</td>
</tr>
<tr>
<td>9/14</td>
<td>D. Ethics</td>
<td>Babbie:3</td>
</tr>
<tr>
<td>9/19+9/21</td>
<td>II. STRUCTURING INQUIRY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Research Design</td>
<td>Babbie:4</td>
</tr>
<tr>
<td>9/21</td>
<td>RESEARCH QUESTION DUE</td>
<td></td>
</tr>
<tr>
<td>9/26+9/28</td>
<td>C. Conceptualization, Operationalization,</td>
<td>Babbie:5 &amp; 9</td>
</tr>
<tr>
<td></td>
<td>and Measurement</td>
<td></td>
</tr>
<tr>
<td>10/3+10/5</td>
<td>D. Indexes, Scales, and Typologies</td>
<td>Babbie:6</td>
</tr>
<tr>
<td>10/10</td>
<td>TEST I (Chapters 1, 2, 3, 4, 5, and 6)</td>
<td></td>
</tr>
<tr>
<td>10/12+10/17</td>
<td>E. Logic of Sampling</td>
<td>Babbie:7</td>
</tr>
<tr>
<td>10/19+10/24</td>
<td>III. MODES OF OBSERVATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Survey Research and Questionnaire</td>
<td>Babbie:9</td>
</tr>
<tr>
<td></td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>10/26</td>
<td>B. Experiments</td>
<td>Babbie:8</td>
</tr>
<tr>
<td>10/26</td>
<td>LITERATURE REVIEW REVISIONS AND METHODS SECTIONS DUE</td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td>C. Unobtrusive Research</td>
<td>Babbie:11</td>
</tr>
<tr>
<td>11/2+11/7</td>
<td>IV. ANALYSIS OF DATA</td>
<td>Babbie:14</td>
</tr>
<tr>
<td></td>
<td>A. Quantitative Data Analysis</td>
<td></td>
</tr>
<tr>
<td>11/14+11/16</td>
<td>B. Hypothesis Testing</td>
<td>Babbie:16</td>
</tr>
<tr>
<td>11/21+11/23</td>
<td>C. Elaboration Model</td>
<td>Babbie:15</td>
</tr>
<tr>
<td></td>
<td>D. Discuss paper issues</td>
<td>Babbie:17</td>
</tr>
</tbody>
</table>
11/28 RESEARCH PAPERS DUE

11/28+11/30 E. Qualitative Research Babbie:10
F. Qualitative Data Analysis Babbie:13

12/5 GRADED RESEARCH PAPERS RETURNED
Final Review - Jeopardy!

12/7 DEAD DAY - no classes - STUDY, STUDY!!!

12/12 FINAL EXAM – 4:30 – 7:00 PM