

Department of Sociology, Social Work & Family Science

SWF 3006 Basic Research

Fall 2023

3 Units

Instructor: Arduizur Carli Richie-Zavaleta, DrPH, MASP, MAIPS

Meeting days: Tuesday & Thursday

On-Campus Meeting Times: 1:30-2:45PM

Meeting location: On-Campus –Rohr Hall 109

Office hours: By appointment

E-mail: arichiez@pointloma.edu

Voice Message or Text: (619) 849-3042

Final Exam: See PLNU's schedule for specific time (December 11-15, 2023).

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department of Sociology, Social Work and Family Sciences Mission

PLNU's Department of Sociology, Social Work, and Family Sciences exists to nurture servant scholars who critically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

COURSE DESCRIPTION

This course is designed to provide students with the practical tools of doing social science research, and the theoretical background for critiquing and designing research on social issues. We engage in a wide range of methods throughout the term (including basic statistical analysis, interviewing, and ethnographic observations), and enable students to design a research project that addresses specific and testable questions. This course focuses on assisting students to develop the skills necessary to interpret, critique, and conduct social science research.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, you will be able to:

- Exhibit knowledge of major themes, theories, and debates in social research.

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- Successfully design ethical research as determined by PLNUs Institutional Review Board.
 - Compare how social scientists choose among qualitative and quantitative social research methods to create and disseminate knowledge.
 - Understand and articulate the importance of applied and theoretical research in the social sciences.
 - Identify research strategies to promote social and economic justice.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Blackstone, Amy. 2012. *Principles of Sociological Inquiry: Qualitative and Quantitative Methods*. Washington, D.C.: Saylor Foundation. This book is located free of charge at the following link: <https://open.umn.edu/opentextbooks/textbooks/principles-of-sociological-inquiry-qualitative-and-quantitative-methods>.

Additional readings will be available on an ongoing basis via Canvas.

COURSE ASSIGNMENTS

Participation & In-Class (or Online) Assignments (30% or 300 points):

You will be responsible for actively participating each time we meet. A significant part of these participation points will be your regular full engagement during your class meetings. Therefore, being physically present, and ready to participate are important components for your success in this course. You will earn 10 points each class meeting or 20 points weekly.

Analysis and Constructive Feedback (15% or 150 points):

Each week we will spend Thursdays reading either articles that the instructor will select and assign or each other work. The goal of these analysis and feedback is for the student to develop a critical thinking and communication skills. Also, it allows for the reader to learn from others' research studies. At the end of class, you will turn in your assignment to the instructor. To receive full credit, you will have to provide a synthesis of what you read, constructive feedback (when applicable) of your classmate's work to your instructor and to each other, and any other task assigned for the day. You can earn up to 10 points each week.

Final Presentation of Research Proposal (15% or 150):

A final presentation of your research proposal will count as a final examination. You will have 5 to 7 minutes to present and 3-5 minutes for Q & A. You can be as creative as you want to be as long as it meets the requirements for your presentation. You can create a video, PowerPoint presentation or a skit that presents the key components of your proposal. It is up to you. Nonetheless, you will be graded in the content, management of allotted time, and quality of presentation. Each classmate will have the opportunity to provide you with a score and feedback. Instructor will give the final grade but will consider the scores and feedback of each student evaluation. **Per university policy, successful completion of this class requires taking the final examination on its scheduled day. Please plan accordingly.**

Research Project Proposal Sections (30% or 300):

Students will create a research project proposal during the course of the semester. This proposal will be divided into 7 individual submissions. This project will then be converted into the final presentation that counts as your final exam. The sections of this proposal are as follows:

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- Developing an Empirical Research Question, Aims and Hypothesis (25 points)
 - Literature Review (50 points)
 - Background (50 points)
 - Methods and Theoretical Framework Approach (50 points)
 - Work Plan & Timeline (25 points)
 - Implications of Study for Practice and Policy (25 points)
 - Final Research Project Proposal (75 points)

These papers will allow the research partners to get feedback on these components as they build toward the Final Research Project Proposal (see points distribution above). The purpose of these is to help you develop the research writing skills used by professional researchers, to encourage you to keep up with the reading, allow the sharing of information and observations with others in the class, and make progress toward the design and completion of your own Research Project Proposal. It is vital that each be completed on time. Further details will be provided on Canvas and in class. These assignments are due at the beginning of class on Thursdays of the assigned week. **See Schedule for specific dates.**

PLNU IRB Application (10% or 100):

Your research project proposal will allow you to be able to put together a PLNU IRB application. At the end of the semester, you will be submitting a complete IRB application to your instructor, but you will not submit this PLNU to the actual IRB board. This is meant as an excise and learning experience not to be approved for your research project.

ASSESSMENT AND GRADING DISTRIBUTION SUMMARY

Grades will be based on the following:

Assignment Weight

Graded Assignment	Points	Percentile (%)
Participation & In-Class (or Online) Assignments	300	30
Analysis and Constructive Feedback (every Thursday)	150	15
Final Presentation of Research Proposal (FINAL EXAMINATION)	150	15
Scaffolding a Research Project Proposal (7 Submissions total)	300	30
PLNU IRB Application	100	10
	1000	100

Standard Grade Scale Based on Percentages

A	B	C	D	F
A+ 97-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F Less than 59.9
A 93-96.9	B 83-86.9	C 73-76.9	D 63-66.9	
A- 90-92.9	B- 80-82.9	C- 70-72.9	D- 60-62.9	

“A” grades represent: (1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively; (2) Excellent techniques of scholarship in all projects; (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.

“B” grades represent: (1) Evidence of ability to produce viable generalizations and insightful implications; (2) Good techniques of scholarship in all projects; (3) Sustained interest and the ability to communicate the ideas and concepts which are part of the subject matter of the course.

“C” grades represent: (1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials; (2) Fair techniques of scholarship; (3) Satisfaction of the minimum related requirements for the course in preparation, outside reading, and class participation.

(Bachelor students are required to retake core courses in which they earn a C-. Nevertheless, this grade may be assigned if appropriate.)

“D” grades represent: (1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material; (2) Very little competence in the techniques of scholarship; (3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation.

“F” grades represent: (1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material; (2) An inability to use sound techniques of scholarship; (3) Failure to meet the standard and fulfill the requirements of the course.

LATE POLICY FOR THIS COURSE

All assignments are expected to be turned in by the scheduled due dates for full credit. Assignments turned in after the due date will lose 10% per day after the assigned due date and time. Late days are counted in 24-hour periods. When the time due is 11:59pm, submitting between 12am and 11:59pm the next day is one day late, and so on.

If there is an emergency, you need to provide proof of the emergent situation. Communicating with instructor is a must. The sooner you communicate, the better it is.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may

assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

NOTE: See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#), in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the following Office:

[Office of Student Life and Formation.](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#).

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

NOTE: This syllabus is subject to change as needed.

SWF3006 Research Basics**COURSE CALENDAR**

Date	Topic	Requirements
Week 1	Introduction	Required Reading <ul style="list-style-type: none">● <u>Chapter 1: Introduction</u> Required Activities <ul style="list-style-type: none">● Begin thinking about your research question● Get access to your textbook.● Participation and In-Class Activities at the end of each class session.● Constructive Feedback due Thursday at the end of class.● Signed Class Contract
Week 2	Creating a Research Questions, Understanding Assumptions and Drafting a Hypothesis.	Required Reading <ul style="list-style-type: none">● <u>Chapter 4: Beginning a Research Project</u> Required Activities <ul style="list-style-type: none">● Participation and In-Class Activities at the end of each class session.● Analysis due Thursday at the end of class.
Week 3	The Systematic Process of Research	Required Reading <ul style="list-style-type: none">● Reading Material Posted via Canvas. Required Activities <ul style="list-style-type: none">● Participation and In-Class Activities due at the end of each class session.● Constructive Feedback due Thursday at the end of class● First Component of your Research Project Proposal—Topic, Research Question, Assumption(s), Hypothesis, and Aims due at the beginning of class on Thursday. Please bring an extra hard copy of your assignment to share with classmate.

<p>Week 4</p>	<p>Conducting Literature Review</p>	<p>Required Reading</p> <ul style="list-style-type: none"> ● <u>Chapter 14: Reading and Understanding Social Research</u> <p>Required Activities</p> <ul style="list-style-type: none"> ● Participation and In-Class Activities due at the end of each class session. ● Analysis due Thursday at the end of class.
<p>Week 5</p>	<p>Synthesis of Lit Review</p>	<p>Required Reading</p> <ul style="list-style-type: none"> ● Reading Material Posted via Canvas. <p>Required Activities</p> <ul style="list-style-type: none"> ● Participation and In-Class Activities due at the end of each class session. ● Constructive Feedback due Thursday at the end of class ● Second Component of your Research Project Proposal—Lit Review due at the beginning of class on Thursday. Bring a hard copy of your assignment to share with your classmate.
<p>Week 6</p>	<p>Research Design</p>	<p>Required Reading</p> <ul style="list-style-type: none"> ● <u>Chapter 5: Research Design</u> <p>Required Activities</p> <ul style="list-style-type: none"> ● Participation and In-Class Activities due at the end of each class session. ● Analysis due Thursday at the end of class

<p>Week 7</p>	<p>Conceptualization, Operationalization and Measurement.</p>	<p>Required Reading</p> <ul style="list-style-type: none"> ● <u>Chapter 6: Defining and Measuring Concepts</u> <p>Required Activities</p> <ul style="list-style-type: none"> ● Participation and In-Class Activities due at the end of each class session. ● Analysis due Thursday at the end of class ● Third Component of your Research Project Proposal—Background Section- due at the beginning of class on Thursday Please bring an extra hard copy of your assignment to share with classmate.
<p>Week 8</p>	<p>Instruments & Scales & Sampling</p>	<p>Required Reading</p> <ul style="list-style-type: none"> ● <u>Chapter 8: Survey Research: A Quantitative Technique</u> ● <u>Chapter 7: Sampling</u> <p>Required Activities</p> <ul style="list-style-type: none"> ● Participation and In-Class Activities due at the end of each class session. ● Critical Feedback of Classmates' Background section due Thursday at the end of class ●
<p>Week 9</p>	<p>Methods and Frameworks</p>	<p>Required Reading</p> <ul style="list-style-type: none"> ● <u>Chapter 2: Linking Methods with Theory</u> ● Reading Material Posted via Canvas. <p>Required Activities</p> <ul style="list-style-type: none"> ● Participation and In-Class Activities due at the end of each class session. ● Analysis due Thursday at the end of class. ● Fourth Component of your Research Project Proposal—Method and Theoretical Framework Section- due at the beginning of class on Thursday. Please bring a hard copy to share with your classmate.

<p>Week 10</p>	<p>Quantitative Approach to Inquiry and Data Collection</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • <u>Chapter 8: Survey Research: A Quantitative Technique</u> <p>Required Activities</p> <ul style="list-style-type: none"> • Participation and In-Class Activities due at the end of each class session. • Constructive Feedback due Thursday at the end of class. • Fifth Section of your Research Project Proposal --Work Plan & Timeline due at the beginning of class on Thursday. Please bring a hard copy to share with classmate for feedback.
<p>Week 11</p>	<p>Qualitative Approach to Inquiry and Data Collection</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • <u>Chapter 10: Field Research: A Qualitative Technique</u> <p>Required Activities</p> <ul style="list-style-type: none"> • Participation and In-Class Activities due at the end of each class session. • Analysis due Thursday at the end of class.
<p>Week 12</p>	<p>Mixed Methods Approach to Inquiry & Data Collection</p>	<p>Required Activities</p> <ul style="list-style-type: none"> • Participation and In-Class Activities due at the end of each class session. • Constructive Feedback due Thursday at the end of class. • Sixth Section of your Research Project Proposal -- Implications of Study for Practice and Policy due at the beginning of class on Thursday. Please bring an extra hard copy of your section to share with classmate.

<p>Week 13</p>	<p>Research Implications</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Chapter 15: Research Methods in the Real World. <p>Required Activities</p> <ul style="list-style-type: none"> • Participation and In-Class Activities due at the end of each class session. • Analysis due Thursday at the end of class.
<p>Week 14</p>	<p>Sharing Findings</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • <u>Chapter 13: Sharing Your Work</u> <p>Required Activities</p> <ul style="list-style-type: none"> • Participation and In-Class Activities due at the end of each class session. • Constructive Feedback due Thursday at the end of class. • Final Research Project Proposal due at the beginning of class on Thursday. Please bring an extra hard copy of your final proposal to share with classmate.
<p>Week 15</p>	<p>New and Future Trends in Research.</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • <u>Chapter 15: Research Methods in the Real World</u> • <u>Chapter 3: Research Ethics</u> • Additional Reading posted via Canvas. <p>Required Activities</p> <ul style="list-style-type: none"> • Participation and In-Class Activities due at the end of each class session. • Analysis due Thursday at the end of class. • PLNU IRB application with all its components (attachments) due at the beginning of class on Thursday.

Finals Week	Final: PLEASE SEE PLNU SCHEDULE FOR MORE INFORMATION	Required Activities <ul style="list-style-type: none">● Final Presentation of Research Project Proposal.
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Class Contract:

I, _____ (name of student enrolled in class), acknowledge that I have read all the sections of this syllabus and understand the commitment required to take this course. I have clarified any questions I have with my instructor. Therefore, I fully comprehend the different tasks and requirements I am expected to fulfill throughout this course. **I also understand that this syllabus is subject to change if needed at any time. I commit to communicate with instructor as soon as there are potential issues that arise out of my control that impact my academic success.**

Student Signature

Date