

Research Methods

AOD 2201 – 001 | Asynchronous via Canvas



Photo by Hans-Peter Gauster on Unsplash

CONTACT



Email: jakewinfield@temple.edu

Office hours: Thurs 11:00 am to 12:30pm
(Philly time) & By appointment

COURSE OVERVIEW

This course will familiarize students with principles, methods and procedures used to design, analyze, and report scientific research. The course will foster competence in (1) identifying and generating hypotheses; (2) defining and measuring variables; (3) selecting appropriate research designs; (4) selecting appropriate analytical techniques and interpreting results; (5) using disciplinary conventions to communicate research findings. The course is organized around 5 areas:

- Principles of Scientific Inquiry
- Identifying Scientific Variables, subjects and research designs
- Planning nonexperimental, quasi-experimental, and experimental research
- Analyzing and interpreting these types of research
- Communicating findings from these types of research

Content

02/03

Course Policies

04/05

Grading

05/06

Course Calendar

I would like to acknowledge that this course takes place on the traditional land of the Lenape people.

To learn more, please read [this Temple News article](#).

Required Text

Privitera, Gregory J. (2020) Research Methods for the Behavioral Sciences (3rd Edition). SAGE. ISBN: 1544309813
[Amazon Link](#) | On reserve at the Library | Previous editions are okay, but not ideal in an asynchronous format

LEARNING GOALS

At the end of this course, you should:

How is this assessed?

Identify a research topic, peer reviewed research, and potential research designs

Writing assignments

Articulate and apply the scientific method, ethics and research designs to social science topics

Quizzes
Discussion Posts

Critique the research designs of primary source information

Writing Assignments
Discussion Posts

BEST WAYS TO SUPPORT LEARNING

(for you)

- 1) Reading the assigned material and watching recorded lectures.
- 2) Be an active participant in the course. This means asking and answering questions in class and sending emails when questions arise outside of class time.
- 3) Be respectful to both your classmates and me. Every one of us has had different journeys to Temple and therefore being respectful of others, their views and experiences is a must. Students who are disrespectful to others will be asked to leave.
- 5) Do your own work. There is no wiggle room here – plagiarism/cheating will not be tolerated.
- 6) Be flexible – we don't know what this semester has in store. Things might change quickly and being flexible will be key to our success.

(for me)

- 1) Come to class prepared each day.
- 2) Be enthusiastic about course material and my role in helping you learn.
- 3) Understand that I cannot know everything. When questions arise that I don't know the answer to, I will find the answer for the next class period and get back to you.
- 4) Create a course atmosphere conducive to learning for all by respecting my students and their views.
- 5) Be flexible – who knows what the semester ahead has in store.
- 6) Have fun!

HOW WE CREATE A LEARNING ENVIRONMENT

Technology: Each week you'll be expected to have technology to access Canvas to complete assignments. You should also expect each week to (1) read a chapter of the textbook and (2) complete a discussion board post.

The best way to contact me is via email, NOT through Canvas' messaging or comment systems. When emailing me at jakewinfield@temple.edu please put the course number (AOD 2201) in the title so I can prioritize it accordingly. You can expect a response within 24 hours M-F. I will typically be much quicker than this. I do not manage email on weekends so emails sent Friday, Saturday or Sunday may not get a response until the following week.

Classroom environment:

Privacy and confidentiality: There may be times when class members share personal experiences and beliefs. Because we all benefit from hearing each other's perspectives, we must be respectful of those who feel comfortable in sharing this personal information. Therefore, we will have an understood policy that nothing shared in class can be divulged outside of the class. While you may discuss general issues with others, you cannot share any information that may identify another member of the class.

Netiquette: Your fellow students and I hope to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Profanity should be avoided, as well as the use of all capital letters when writing discussion posts, which may be construed as "shouting" online.

Our differences, some of which are outlined in the [University's nondiscrimination statement](#), will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions.

HOW I CAN HELP YOU SUCCEED

Office (student) hours: Each week I will be available via Zoom on Thursdays between 11:00 am and 12:30(Philly time). Please contact me via [email](#) to schedule a Zoom meeting if that time doesn't work. We can talk about the course, the department, some education topic, etc.

Basic needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the CARE Team in the Dean of Students office for support (careteam.temple.edu). Additional resources are available through TUPortal. If you are comfortable in doing so, please notify me. This will enable me to provide any resources that I can.

Accommodations: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss your situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 or drs@temple.edu to coordinate the appropriate accommodations for a student with documented disabilities. If you have a DRS accommodation letter to share, or would like to discuss your accommodations, please contact me as soon as practical. Please bear in mind that COVID-19 may result in a need for new or additional accommodations.

Late work: I recognize that we are continuing to live in extraordinary times and that this course is not your only responsibility during the COVID-19 pandemic. In light of this, written assignments will be accepted without penalty, until **April 25, 11:59PM**. However, feedback on late assignments will be less robust which may hinder performance on future assignments. Quizzes **cannot** be turned in late.

Resources: The following academic support services are available to support you. Check the color-coded system in TUPortal to determine which services are virtual or in-person:

- [Student Success Center](#)
- [University Libraries](#)
- [Undergraduate Research Support](#)
- [Career Center](#)
- [Tuttleman Counseling Services](#)
- [Disability Resources and Services](#)

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University [Cherry Pantry](#) and the Temple University [Emergency Student Aid Program](#) are in operation as well as a variety of resources from the [Division of Student Affairs](#).

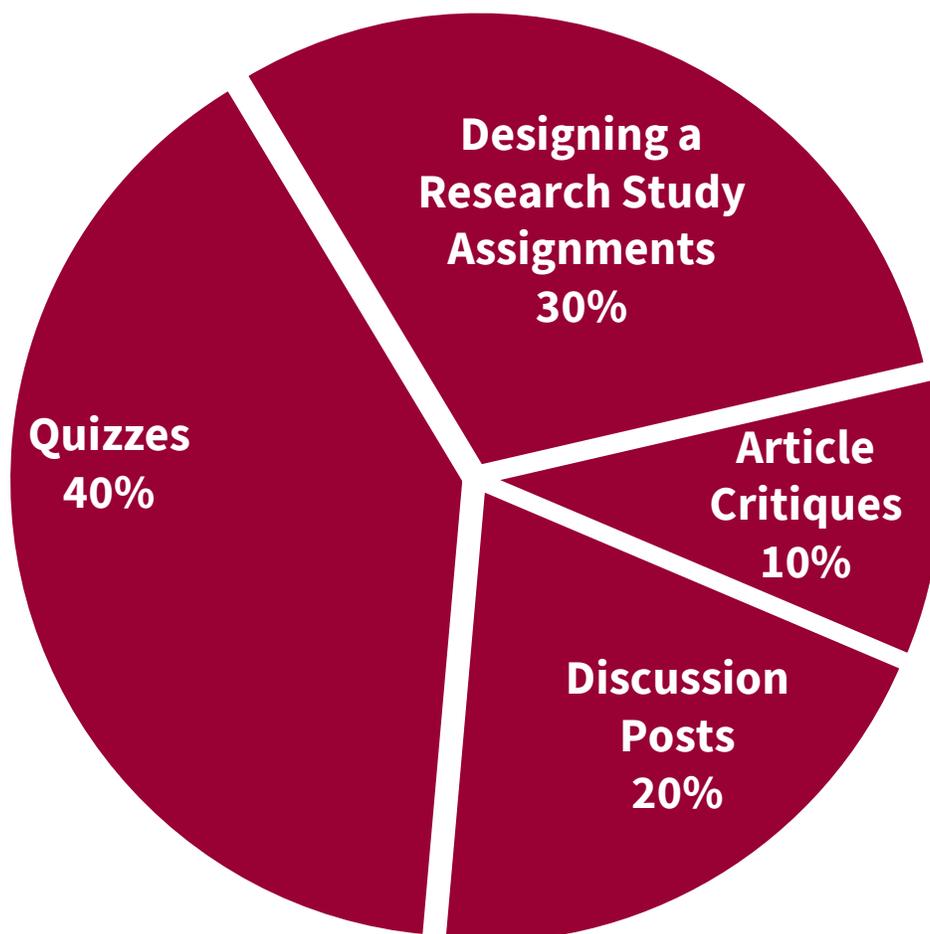
RULES AND REGULATIONS

Academic integrity: The Temple University community believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of academic honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity and therefore plagiarism and cheating are not tolerated. Refer to the [Student Conduct Code \(policy #03.70.12\)](#) for more specific definitions of cheating and plagiarism. The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, the school or college, and the Office of Student Conduct and Community Standards.

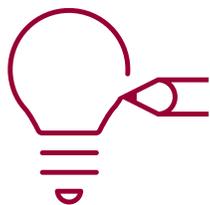
Temple and COVID-19: Temple University's motto is Perseverance Conquers, and we will continue to meet the challenges of the COVID pandemic with flexibility and resilience. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we're in this together so we can be together.

Code of Conduct: All students are expected to apprise themselves of, and comply with, all applicable, existing regulations in the *Undergraduate Bulletin* and any regulations that may be subsequently promulgated through appropriate publications of the university community. Copies of the *Student Conduct Code* may be obtained from the Office of the Dean of Students and [online](#).

HOW YOUR SUCCESS IS MEASURED

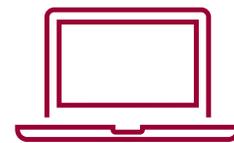


A	100 to 93
A-	92.9 to 90
B+	89.9 to 87
B	86.9 to 83
B-	82.9 to 80
C+	79.9 to 77
C	76.9 to 73
C-	72.9 to 70
D+	69.9 to 67
D	66.9 to 63
D-	62.9 to 60
F	59 to 0



Assignments: This course consists of 3 cumulative writing assignments and two article critiques. The cumulative writing assignments are an opportunity to design a research study based on your own interests beginning with (a) selecting a research topic (5%), (b) identifying primary research articles (10%), and (c) writing a research proposal (15%). The second and third of these assignments can be completed in groups of two or three. You'll also be asked to critique two articles (5% each).

Quizzes: Each week you should expect to complete a quiz that covers the content of the Privitera chapter, as outlined below. Quizzes may include True-False, Multiple Choice, and Short Essay Questions. Your top 8 quiz scores count towards your final grade. Quizzes close week after we discuss the course content on the following Tuesday at midnight Philly time.



Discussions Posts: Throughout the semester are weekly discussion posts or analogous small assignments to interact with other classmates and get preliminary feedback on low-stakes assignments. Discussion posts are due Friday of each week and any responses to classmates are due by the following Friday.

COURSE CALENDAR

<u>Dates</u>	<u>Topic & Reading</u>	<u>Assignments</u>
Week 1: Week of Jan 10	Introduction to course	Thurs. Jan. 13: 11:00 to 12:20- Class meeting Fri. Jan 14: Discussion #1 Due Obtain Textbook & begin Chap. 1
Week 2: Week of Jan. 17	Principles of Scientific Inquiry: Privitera Chap. 1: Introduction to Scientific Thinking	Fri. Jan 21: Discussion #2 Due Reply #1 Due
Week 3: Week of Jan. 24	Privitera Chap. 2: Generating Testable Ideas	Tues. Jan 25: Chap 1 Quiz closes Fri. Jan. 28: Discussion #3 Due Reply #2 Due
Week 4: Week of Jan. 31	Privitera Chap. 3: Research Ethics	Tues. Feb 1: Chap 2 Quiz closes Fri. Feb 4: Discussion #4 Due Reply #3 Due Fri. Feb 4: Research Study Part 1 Due
Week 5: Week of Feb. 7	Identifying Scientific Variables, Subjects, Designs: Privitera Chap.4: Identifying Scientific Variables	Tues. Feb 8: Chap 3 Quiz closes Fri. Feb 11: Discussion #5 Due Reply #4 Due
Week 6: Week of Feb. 14	Privitera Chap.5: Sampling from Populations	Tues. Feb 15: Chap 4 Quiz closes Fri. Feb 18: Discussion #6 Due Reply #5 Due
Week 7: Week of Feb 21	Privitera Chap.6: Choosing a Research Design	Tues. Feb 22: Chap 5 Quiz closes Fri. Feb 25: Discussion #7 Due Reply #6 Due
Week 8: Week of Feb 28	No Classes – Spring Break	

Week 9: Week of Mar. 7	Privitera Chap.15: Communicating Research	Tues. Mar 8: Chap 6 Quiz closes Fri. Mar 11: Discussion #8 Due Fri. Mar 11: Research Study Part 2 Due
Week 10: Week of Mar. 14	Planning nonexperimental, quasi-experimental & Experimental research: Privitera Chap.7: Naturalistic, Qualitative, Existing Data Designs	Tues. Mar 15: Chap 15 Quiz closes Fri. Mar 18: Discussion #9 Due Reply #8 Due
Week 11: Week of Mar. 21	Privitera Chap. 8: Survey & Correlational Research Design	Tues. Mar 22: Chap 7 Quiz closes Fri. Mar 25: Discussion #10 Due Reply #9 Due Fri. Mar 25: Article Critique #1 (Saiyed, 2021) Due
Week 12: Week of Mar. 28	Privitera Chap.9: Quasi-Experimental & Single-Case Experimental Design	Tues. Mar 29: Chap 8 Quiz closes Fri. Apr 1: Discussion #11 Due Reply #10 Due
Week 13: Week of April 4	Privitera Chap.10: Between Subjects Experimental Designs	Tues. Apr 5: Chap 9 Quiz closes Fri. Apr 8: Discussion #12 Due
Week 14: Week of April 11	Mixed Methods Research: Creswell & Creswell, 2018, Chap 10	Tues. Apr 12: Chap 10 Quiz closes Fri. Apr 15: Article Critique 2 (Lile et al., 2018) Due Fri. Apr 15: Discussion #13 Due Reply #12 Due
Week 15: Week of April 18	Analyzing & Interpreting Research Data: Privitera Chap 13: Analysis & Interpretation: Exposition of Data	Fri. Apr 22: Reply #13 Due Fri. Apr 22: Complete SFF
Week 16: Week of April 25	Finals week	Mon. April 25: Missing work due Tues. April 26: Chap 13 Quiz closes Wed. April 27: Research Study Part 3 Due

Supplemental Readings

- Creswell, J. W. & Creswell, J. D. (2018). Mixed methods procedures. In Creswell, J. W. & Creswell, J. D. *Research Design: Qualitative, quantitative and mixed methods approaches* (5th ed.). Sage.
- Gonlin, V. (2021). *Proposed language to use when talking about race: What you wanted to know but didn't want to ask*. Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice. <https://proctor.gse.rutgers.edu/content/proposed-language-use-when-talking-about-race-what-you-wanted-know-didnt-want-ask>
- Kazdin, A.E. (1995). Preparing and evaluating research reports. *Psychological Assessment*, 7(3), 228-237. <https://doi.org/10.1037/1040-3590.7.3.228>
- Lile, J. R., Ottusch, T. M., Jones, T., & Richards, L. N. (2018). Understanding college-student roles: Perspectives of participants in a high school/community college dual-enrollment program. *Community College Journal of Research and Practice*, 42(2), 95-111. <https://doi.org/10.1080/10668926.2016.1264899>
- Saiyed, S. T. (2021, Dec 6). Relationships with our pets offer social stability during COVID-19. *Anthropology News*. <https://www.anthropology-news.org/articles/relationships-with-our-pets-offer-social-stability-during-covid-19/>
- Winfield, J. D. & Paris, J. H. (2021). *A mixed method analysis of burnout and turnover intentions among higher education professionals during COVID-19*. SocArXiv. <https://doi.org/10.31235/osf.io/dj62p>