

FCS 3200-090 IVC

Research Methods in Family and Consumer Studies

Fall 2021

When: 9:40 -11:35 am Monday and Wednesday

Where: IVC – Video and audio on

zoom link: <https://utah.zoom.us/j/92787031733>

passcode: methods

Instructor: Joy Qiao

Office: Alfred Emery Building (AEB) / Tel: (801) 581-6521

Email: joy.qiao@utah.edu (the best way to reach me)

Course Objectives: This four-unit course exposes students to the basic research methods employed in social sciences, particularly in Family and Consumer Studies. Students are encouraged to step outside their own life experience, look at the world from the perspective of social scientists, appreciate the importance of ethics in research, and learn how to read and analyze research. The ultimate goal is to educate students to become intelligent and informed consumers of research. It requires 33% more time and effort than a regular three-unit course. According to University Policy 6-100: A student is expected to devote at least 16 clock hours of the student's time to this course in each week of the semester.

After taking this course, students will be able to:

1. **Define** and **explain** key components in social science research, including variables, measurement, theories, hypotheses, sampling, instrumentation, and analysis;
2. **Understand** a general definition of research design, **demonstrate** a basic knowledge of various research designs by classifying them into categories, and **recognize** the relative advantages and limitations of each design;
3. **Appreciate** the importance of ethics and the role of politics in social science research, and **recognize** ethical behaviors in both quantitative and qualitative research;
4. **Develop** students' own research project by applying the principles learnt in this course and present it to the class.

Course Description: Social science research is a pillar of our modern society and a key factor that makes the U.S. one of the most sophisticated countries in the world. The knowledge gained from science deeply influences our lives. We are all consumers of scientific data and research.

While people in the past had a hard time getting quality information, modern technologies such as the Internet and smartphones have granted us unprecedented access to research and scholarship—all at our fingertips. In fact, we have reached the opposite end of the challenge: We are constantly bombarded by new information and conflicting findings. Therefore, we have to become “discerning consumers” of social science to make the most effective use of research findings. A basic understanding of the strength and the limitation of social science research is fundamental to our educational endeavor.

Major Topics: 1. Basic research designs; 2. Ethics in social science research; 3. Measurement techniques; 4. Methods of data collection; and 5. Developing a research proposal and present to the class.

Attendance and Class participation is a critical component of the learning experience. To receive full credit, students are required to:

1. **To attend twice a week classes** through zoom, with video and audio on, 9:40 am -11:35 Monday & Wednesday.
2. To ensure successful class participation, students need access to a computer with a web-cam, microphone, and reliable internet access.
3. Participate in in-class discussions and share with class members your understanding and questions relevant to the topics and help others with their questions and concerns.

Requirement: There will be FOUR learning modules: 1. Introduction to Social Scientific Inquiry, 2. The Structuring of Inquiry, 3. Modes of Observation, and 4. Modes of Research. There will be 14 quizzes (3 lowest will be dropped), 5 exams including the optional final (the lowest one will be dropped, alternatively, if you are happy with the scores of the first four exams, you can skip the optional final), and 3 required writing assignments and final proposal. We will also learn to use library resources to find research information and conduct research.

The 3 writing assignments are designed to practice writing research proposal, with mini steps within each assignment building up to the three major assignments, which further culminate in a final research proposal. In the first assignment, students learn to identify topics of interest, and justify why these topics are worth pursuing, and what the benefits they will bring to the well-being of individual, and to family, community, or society. In the second assignment, students will work in groups to further narrow down their research topics and refine research questions through integrating their own ideas with literature sources, this will lead up to a synthesized literature review. In the third assignment, students will propose specific research methods using principles and concepts learned in the course, to address their research questions. They will consider sampling procedure, data collection, research ethics. At the end of the semester, students will incorporate the feedback and integrate these three assignments into a final comprehensive proposal, as well discuss the possible outcomes. Students will present their proposals to the class as conclusion.

Textbook

You have access to the e-textbook through “Bookshelf” tab on canvas. You are expected to read one or two chapters of the textbook and a number of newspaper articles and research papers per week. If you prefer a printed version of textbook, it is available for purchase online:

- **Earl R. Babbie, The Basics of Social Research, 7th Edition, Cengage Learning, 2017. SBN10: 1305503074. ISBN13: 9781305503076 (5th or 6th edition will work too)**
- Supplemental readings, Newspaper clips, research articles, and video clips will be provided.

Grading:

	% of the final grade	
14 Quizzes (2% each. The lowest 3 scores will be dropped)	X 11	22

5 Exams (8 % each. The lowest score will be dropped)	X 4	32
3 Writing Assignments (10 %+12%+12%)	X 3	34
Final Proposal and Oral presentation		8
Attendance & Class participation		4
Total		100

<u>Grade Scale (%)</u> :	94.0+	A	90.0-93.9	A-
	(Excellent performance, superior achievement)			
	85.5-89.9	B+	79.0-85.4	B
	(Good performance, substantial achievement)			
	72.0-75.4	C+	64.5-71.9	C
	(Standard performance and achievement)			
	59.5-61.9	D+	55.0-59.4	D
	(Substandard performance, marginal achievement)			
	52.4 and below	E	(Unsatisfactory performance and achievement)	

Things to Note:

1. Final grades might be slightly curved at the end of the semester to adjust for the variations in the difficulty levels among exams and quizzes (grades will NOT be adjusted down). Second, you can use the class averages of the quizzes and exams as an indicator of your progress. If you are consistently on par with the class average and you have completed all the required work, you will do fine in this class. Third, you can add your scores up, drop the lowest ones (following the grading criteria above), compare the aggregate score with the grade scale available in the course syllabus, and figure out your performance. Fourth, the estimate grade shown on CANVAS is for reference only. I will assign "0" to replace missing grades before the end of the semester, which may change your estimated grade. Since I will NOT have your participation grade and the grades of your unfinished work until the end of the semester, it is impractical for me to estimate your final grade during the semester.

2. Quizzes: There will be 14 quizzes during the semester. The top 11 of them will be recorded. All quizzes for each Learning Module MUST be completed by the end of the Learning Module. Except for the orientation quiz, you will have only ONE chance to take each quiz. You do not have to take all the quizzes. But you will NOT be able to review the quizzes that you have not taken and submitted. Many questions in the exams will come from the quizzes.

3. Exams: There will be a total of 5 exams—4 mid-terms (non-cumulative) and one final exam (cumulative). The top 4 of them will be recorded. You DO NOT have to take all 5 exams. Please double check the exam and quiz schedule for time conflicts.

4. Three writing assignments: There are 3 following writing assignments: 1) Introduce your research topic and provide rationale; 2) Literature review on your topic of interest; 3) Research plan for your project. These three components are important parts of a research proposal, students will combine theme into a final product.

5. Final research proposal and presentation: Students will incorporate feedbacks from each of three writing assignments, and integrate into a final research proposal, and then present to the class.

6. A missed exam or quiz means NO credit: Please note that the lowest 3 quiz and one exam scores will be dropped. I understand that you sometimes may face exceptional situations in your life so you cannot take all the quizzes and exams in a timely manner. The dropping of the lowest score is to allow for these kinds of extraordinary situations.

Please take quizzes and exams **ahead** of the deadline, since you may face technical difficulties in the last hours. Technical glitches in the last hours are **not** viable excuses for extending the deadline. CANVAS is on scheduled maintenance each Sunday morning. You may **not** be able to access the course website each Sunday morning.

7. NO extra credit and no make-ups: There will be NO extra credits or make-ups. Extra credit assignments and make-ups are intrinsically unfair unless all students are permitted to do them; then they become just one more requirement for all students to complete.

8. Disagreement about grades: If you disagree with the grading of a particular quiz or exam, you need to submit a written statement to the instructor explaining why you think you deserve more or less points. The instructor will then re-grade your quiz or exam. However, students have 10 days after revising the grade to contest the result.

9. The prospect of a poor course grade does not justify a request to receive an "incomplete." An incomplete is reserved for the most extraordinary circumstances and only when a student has no more than the final exam to complete in a course.

10. Withdrawal: For information regarding withdrawal policy and related tuition and fees, please contact the Register's Office (801-581-8969).

11. Schedule: We will cover Chapter 1-12, and 15 of the textbook in this semester, skip Chapter 13 and 14 of. *Instructor reserves the right to alter the course schedule and assignments....*

12. 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>).

CANVAS: The course material is online at CANVAS. You are “charged with notice” for any information posted on the course CANVAS site during the semester. That means I will assume you have received information posted to CANVAS and that you take responsibility for the consequences if you choose to not check the site regularly.

Course Schedule:

Week 1. Orientation (Monday, 08/23 — Sunday, 08/29) **Available — Due**

Welcome to FCS 3200 and get yourself comfortable

- Course Overview
- Research topic (share your topic of interest)
- How to use library resources
- Orientation Quiz 08/23 — 08/29
- Start Chapt 1.

Module A. Introduction to Social Scientific Inquiry (Monday, 08/30 — Sunday, 09/19) Week 2-4

Week 2. Chapt1. Human Inquiry and Science (Quiz 1)

Week 3. Chapt2. Paradigms, Theory, and Research (Quiz 2)

Week 4. Chapt3. The Ethics and Politics of Social Research (Quiz 3)

- Writing assignment 1: Introduce your research topic and provide rationale 08/30— 09/12
- Quizzes 1, 2, and 3 08/30 — 09/19
- Exam 1 09/13 — 09/19

Module B. The Structuring of Inquiry (Monday, 09/20 — Sunday, 10/17) Week 5-8

Week 5. Chapt4. Research Design (Quiz 4)

Week 6. Chapt5. Conceptualization, Operationalization, and Measurement (Quiz 5)

Week 7. Chapt6. Indexes, Scales, and Typologies (Quiz 6)

Week 8. Chapt7. The Logic of Sampling (Quiz 7)

- Writing assignment 2: Literature Review 09/20 — 10/10
- Quizzes 4, 5, 6, and 7 09/20 — 10/17
- Exam 2 10/11 — 10/17

Module C. Modes of Observation (Monday, 10/18 — Sunday, 11/07) Week 9-11

Week 9. Chapt8. Experiments (Quiz 8)

Week 10. Chapt9. Survey Research (Quiz 9)

Week 11. Chapt10. Qualitative Field Research (Quiz 10)

- Assignment 3: Research Plan 10/18—11/07
- Quizzes 8, 9, and 10 10/18 — 11/07
- Exam 3 11/01 — 11/07

Module D. Modes of Research (Monday, 11/08 — Sunday, 12/09)

Week 12-15

Week 12. Chapt 11. Unobtrusive Research (Quiz 11)

Week 13. Chapt 12. Evaluation Research (Quiz 12) &

Chapt 15. Reading and Writing Social Research (Quiz 13)

Week 14. Oral Presentation of Research Proposal

- Quizzes 11, 12, and 13 11/08 — 11/28
- Exam 4 11/29 — 12/05

Week 15. Comprehensive Final Exam (Optional)

12/06 — 12/09

Other Important Information:

Research 1 University. As the only institution in the state classified in the highest research category (R1), the University of Utah provides you with access to state-of-the-art research facilities and allows you 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.

Disability Services. 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 Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS 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 Services.

Please refer to the following links for university academic calendar, faculty responsibilities, and "Accommodations Policy" statement, "Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience."

<http://www.sa.utah.edu/regist/documents/2005-2006.pdf>

<http://www.admin.utah.edu/fhb/>

<http://www.admin.utah.edu/facdev/accommodations-policy.pdf>

Faculty responsibilities. (www.admin.utah.edu/ppmanual/8/8-12-4.html)

"All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are

responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”