

## SOC 3111 - Intro to Social Research Methods

**Instructor:** Kristopher Young, M.A., M.S.

**Pre-Requisites:** none

**Office:** 416 BEHS

**Credit Hours:** 3

**Email:** Kristopher.young@soc.utah.edu

**Semester:** Summer 2023

**Phone:** 435-760-0844

**Meeting Days:** Asynchronous Online

**Office Hours:** Mondays 9-10:30AM;  
Wednesdays 10:30AM-12PM (via Zoom)

**Meeting Times:** Asynchronous Online

**Librarian:** Dale Larsen

**Email:** Dale.larsen@utah.edu

### Course Description

#### Course Overview

Throughout this course, students will be introduced to the basic principles of scientific research, as well as different ways to conduct research in social sciences. Students will become acquainted with the logic of research design, learn more about common forms of data collection, and develop basic research skills that can be used to conduct research, and critically evaluate research presented by others.

The purpose of this course is to *facilitate student development as both a critical consumer and producer of research*, allowing learning to transcend beyond our class, and to be applied to our lives and careers where we constantly need to evaluate the validity and source(s) of information presented to us.

Because research methodologies can be applied to most any topic, students are encouraged to integrate the knowledge they bring from other courses to develop, apply, and critique the research methods learned in this class.

## **Course Objectives**

By the end of this course students will be able to:

- Name the basic principles of research ethics and describe their history.
- Identify, comprehend, summarize, and critically evaluate existing research.
- Define key features of common research designs and methods, and compare their respective strengths and weaknesses.
- Develop a research project by applying and extending principles from this course.
- Demonstrate communication skills for varying audiences and purposes in a presentation of the project.

## **Required Materials**

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 copies online of these commonly used texts. I will also post links to sites with free digital copies. The books are:

- Booth et al., *Craft of Research* (4th edition). University of Chicago Press.
- Schutt, *Investigating the Social World* (9th edition). Sage Publications.

When appropriate, additional materials will be available on the course Canvas page.

## **Teaching and Learning Methods**

This course involves a variety of teaching and learning methods, including traditional lectures, "flipped" coursework (student-led discussion), group work, and experiential activities where we *learn* research methods by *doing* research methods.

Students are expected to be active participants in their own learning, and in all assigned group tasks.

## **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 appropriately write a formal academic paper, how to read and critique existing research, and how to present research findings to different audiences.

Frequent written assignments -- culminating as a larger written research project and

presentation at the end of the term -- will facilitate student development through provided feedback, and opportunities for students to revise/refine research ideas throughout the semester. Basic knowledge of formal writing conventions is expected.

### **Specific Learning Outcomes & Assessments for Intellectual and Practical Skills (General Education)**

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); 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 data/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*. To achieve this outcome, the course schedule includes dedicated learning units on how to evaluate the validity (i.e., accuracy and truthfulness) of material and information presented to us, as well as units on how to do both quantitative and qualitative analysis. **Assessment**: literature review assignment where students identify and evaluate peer-reviewed and 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. <sup>[L]</sup><sub>[SEP]</sub>
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). <sup>[L]</sup><sub>[SEP]</sub>

Online Course Expectations

## **Course Timing & Pacing**

This is a *fully in-person* course, but students can access course materials and some lectures via Canvas at any time that is convenient (24/7). The course schedule outlines which weeks each module is open. Assignments within each module will require students to discuss and work with classmates during those specified time intervals.

Except in the rare cases of sudden illness or emergency (excused with documentation), students are expected to arrange with the instructors to *submit assignments in advance* of a planned absence.

## **Engagement and Participation**

Some of the readings, 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.*

Aside from our time in class, the instructor will regularly interact with the class (as a whole and with individual students) via announcements, virtual office hours, emails/the Canvas Inbox feature, feedback on assignments, and comments on discussion boards.

## **Netiquette & General Expectations for Civilized Behavior**

Participation in the University of Utah community obligates us to follow a code of civilized behavior in and out of the classroom. In order to maintain a positive, civil environment for learning, students and instructors are expected to meet the goals described in the University of Utah's Student Code, which states:

*“The mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”*

Students and instructors are expected to follow the core rules of netiquette at all times while participating in the class and interacting with one another.

## **Canvas & UMail**

All course resources and announcements will be posted on the course Canvas page or through automated messages sent to your university-assigned email address. All students have access to these resources through their UNID.

*Students are responsible for regularly checking Canvas and Umail (recommended at least 3 times per week). All students are responsible for submitting assignments on time, with correct naming convention and file extensions (E.G. Lastname\_Firstinitial\_Asgnmnt\_SOC3111.docx), and in one of the following required software types and versions: .doc, .docx, or .pdf files.*

**Need technical support?** Contact 24/7 Canvas Support by clicking the Help button located on the left-side global navigation. Technical support is also provided via [classhelp@utah.edu](mailto:classhelp@utah.edu) or 801-581-6112.

## Evaluation & Grading

### Fair & Transparent Grading Expectations

The instructor is committed to be as fair and transparent as possible when assessing students and determining grades:

- Instructor will provide grading rubrics 7 days prior to an assignment due date. [L] [SEP]
- Instructor will grade assignments with feedback within 7 days of submission. [L] [SEP]
- Instructor will entertain grade change requests, but discussions should occur 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).
  - *Please report any grade discrepancies, **with justification**, to the instructor.*
- No extra credit is available.

### Assessment

Learning and participation will be assessed through four assignment types.

1. **Quizzes:** Most modules have at least one non-cumulative quiz associated with a chapter in the texts. Each quiz contains approximately 20-25 multiple choice, T/F, and short answer questions. Each quiz is weighted equally—none worth more than any others. **25% of final grade.**
2. **Participation:** Each module has at least one “discussion and participation” activity. These are opportunities to discuss, practice, reflect upon, and apply the material learned in the texts/lectures in developing students’ own research ideas, and the class research project, as well as giving students the opportunity to virtually meet with their respective teams throughout the semester. **10% of final grade.**

3. **Research Project:** Over the course of the semester, students will develop, execute, and present portions of an actual research project. The final product is a class written research report and presentation. Each student will create various drafts and portions of the project, which will act as building blocks toward an overarching research project. Students will receive feedback and make revisions to form a foundation for the final paper and presentation. **50% of final grade.**

<b>Final Paper</b> (group)	25%
<b>Presentation</b> (group)	12.5%
<b>Intro/Lit. Review Draft</b>	5%
<b>Human Subjects Certification</b>	2.5%
<b>Annotated Bibliography</b>	2.5%
<b>Methods Draft</b> (group)	2.5%

4. **Teamwork and Collaboration:** Teamwork is a major component of this course. At the end of the semester, each student will provide a peer-evaluation/grade for each member of their team, including a self-assessment. These evaluations will remain anonymous. This is a place for FAIR evaluations--don't go easy on someone because you're worried about how your evaluation will impact their grade but don't be overly harsh if you have a personal issue with someone or if you're having a grumpy day. Obviously, a free-loader should receive a substantially lower score than a self-starting student who led the team and ensured success. **15% of final grade.**

### Final Course Grades

Final grades for the course will be calculated based on the percentage-weights noted above and then assigned using the following distribution:

**A** 100-94%    **A-** 93.9-90%    **B+** 89.9-87%

**B** 86.9-84%    **B-** 83.9-80%    **C+** 79.9-77%

**C** 76.9-74%    **C-** 73.9-70%    **D+** 69.9-67%

**D** 66.9-64%    **D-** 63.9-60%    **F** 59.9-0%



### Course Schedule

There are 9 *Content Modules* that will open and close at scheduled intervals throughout

the semester.

- New modules will open on or before the starting date listed below (Mondays at 12am).
- Old modules typically close before a new module opens (Sundays at 11:59pm).
- Assignments are typically due at the end of each module (Sundays at 11:59pm).

Within each module, students can engage with materials (readings & lectures) and submit assignments at their own pace. Still, at the beginning of each module, students should carefully review the assignments on Canvas, as some assignments, such as the discussion activities, should be completed over the course of a couple of days. In the case of multiple assignments in a multi-week module, due dates may be staggered across the module interval. Many assignments, including discussions, require collaboration, which requires attention well before the last few hours before a deadline. ***Don't procrastinate!!!***

Week	Start Date	Topic(s)	Reading(s)	Assignment(s)
1	May 15	<b>Module 1: Welcome to the Course</b> <b>Module 2: Social Science Research</b>	Schutt, Ch. 1 Booth et al, Chs 1-2	Quizzes 1, 2 Discussions 1A, 1B, 2
2	May 22	<b>Module 3: Research Ethics</b> <b>Module 4: Research Topics</b>	Schutt, Chs 2-3 Booth et al, Chs 3-4	Quizzes 3, 4 CITI Certification Discussions 3, 4
3, 4	May 29	<b>Module 5: Researching the Topic</b>	Schutt pp. 36-49, Appendices A-B Booth et al, Chs 5-14, 16	Annotated Bibliography Introduction Draft
5	June 12	<b>Module 6: Designing a Study</b>	Schutt, Chs 4-7	Quizzes 6A, 6B, 6C, 6D Discussions 6Z, 6B, 6C, 6D
6,7	June 19	<b>Module 7: Collecting Data</b>	Schutt, Chs 8, 10; skim chs 12-15	Quizzes 7A, 7B Discussions 7A, 7B, 7C Methods Draft
8	July 3	<b>Module 8: Analyzing Data</b>	Schutt, Chs 9, 11 Booth et al, Ch 15	Quizzes 8A, 8B Discussion 8
9, 10	July 10	<b>***TEAMWORK WEEK: Data and analysis, writing/revision, presentation prep***</b>	NA	Work on your projects: Data and analysis, writing, editing, presentation prep
11	July 24	<b>Module 9: Presenting Research</b>	Schutt, Ch 16 Booth et al, Ch 17	Team Presentations
12	July 31	<b>***FINAL PROJECT PAPERS***</b>	Up to you!!!	Team Papers DUE Teamwork Evaluations

## Institutional Policies & Procedures

The University of Utah is committed to providing students with resources and supports

they need to succeed. If there are any additional supports or resources you may need in this course, please do not hesitate to speak with the instructor.

## Campus Guidelines

***U Heads Up App:*** Download the app on your smartphone at <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! <sup>[L]</sup><sub>[SEP]</sub>
- **Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your care, 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.

***The Americans with Disabilities Act.*** 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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. ***Accommodation Policy (see Section Q):*** <http://regulations.utah.edu/academics/6-100.php>

***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).

***Drop/Withdrawal.*** 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. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes. ***Deadlines for courses with irregular start and end dates policy.*** <https://registrar.utah.edu/handbook/miscellaneous.php>



***Plagiarism/Cheating.*** It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, “*includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.*” For detailed definitions and possible sanctions please see the **Student Code** at this link. <http://regulations.utah.edu/academics/6-400.php>

***Wellness Statement.*** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. And, for helpful resources, contact the Center for Student wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

### **Diverse Student Support**

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, the U is here for you.

### **Student Support Services (TRIO)**

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Student Support Services (TRIO)**

801-581-7188

[trio.utah.edu](http://trio.utah.edu)

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

### **Native American Students**

The AIRC works to increase Native American student visibility and success on campus

by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **American Indian Resource Center**

801-581-7019

[diversity.utah.edu/centers/airc](http://diversity.utah.edu/centers/airc)

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

### **Black Students**

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Black Cultural Center**

801-213-1441

[diversity.utah.edu/centers/bcc](http://diversity.utah.edu/centers/bcc)

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

### **Students with Children**

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Center for Childcare & Family Resources**

801-585-5897

[childcare.utah.edu](http://childcare.utah.edu)

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

## **Students with Disabilities**

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

### **Center for Disability Services**

801-581-5020

[disability.utah.edu](http://disability.utah.edu)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

## **Students of Ethnic Descent**

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Center for Ethnic Student Affairs**

801-581-8151

[diversity.utah.edu/centers/cesa/](http://diversity.utah.edu/centers/cesa/)

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

## **English as a Second/Additional Language (ESL) Students**

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

### **Writing Center**

801-587-9122

[writingcenter.utah.edu](http://writingcenter.utah.edu)

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

## **English for Academic Success (EAS) Program**

801-581-8047

[linguistics.utah.edu/eas-program](http://linguistics.utah.edu/eas-program)

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

## **English Language Institute**

801-581-4600

[continue.utah.edu/eli](http://continue.utah.edu/eli)

540 Arapeen Dr.

Salt Lake City, UT 84108

## **Undocumented Students**

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

**Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence.** The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

## **Dream Center**

801-213-3697

[dream.utah.edu](http://dream.utah.edu)

1120 Annex (Wing B)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

## **LGBTQ+ Students**

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

## **LGBTQ+ Resource Center**

801-587-7973

[lgbt.utah.edu](http://lgbt.utah.edu) (Links to an external site.)

409 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## **Veterans & Military Students**

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

## **Veterans Support Center**

801-587-7722

[veteranscenter.utah.edu](http://veteranscenter.utah.edu) (Links to an external site.)

418 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## **Women**

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

## **Women's Resource Center**

801-581-8030

[womenscenter.utah.edu](http://womenscenter.utah.edu)

411 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## **Inclusivity at the U**

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**

801-581-4600

[inclusive-excellence.utah.edu](http://inclusive-excellence.utah.edu) (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

### **Other Student Groups at the U**

To learn more about some of the other resource groups available at the U, check out:

[getinvolved.utah.edu/studentsuccess.utah.edu/resources/student-support](http://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.*



## **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>