

<b>Soci313.01 - Introductory Social Research Methods</b>		
<b>Pre-Requisites</b>	Soci201	
<b>Class/Lab Dates</b>	September 6 – December 7, 2022	
<b>Lecture Days/Times</b>	MWF 14:00-14:50	<b>Location:</b> SB105 (Science B)
<b>Lab Days/Times</b>	R 15:30-17:20	<b>Location:</b> SB142 (Science B)
<b>Instructor</b>	Dr. Annette Tézli (she/her)	
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<b>Phone</b>	403-220-6513	
<b>Office</b>	SS950	
<b>Student Hours</b>	<b>Tuesdays 9:00 – 11:00 via Zoom</b> , by appointment only Please book your appointment here: <a href="https://calendly.com/atezli">https://calendly.com/atezli</a> <b>Wednesdays 11:30 – 12:30 in SS950</b> , drop in – no appointment needed	
<b>Teaching Assistant</b>	J Overholser (They/Them, Ze/Zir)	
<b>Email</b>	<a href="mailto:j.overholser@ucalgary.ca">j.overholser@ucalgary.ca</a>	
<b>Student Hours</b>	To accommodate as many students as possible, J will hold student hours virtually over Zoom, and by appointment only. However, J will hold in-person meetings if necessary. Please email J to set up an appointment.	

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## Course Description

Sociologists and other social scientists conduct social research to explore, describe, explain, critique, and offer suggestions for improving aspects of the social world. Producing high quality social research, however, is an art that requires specific skills. This course is designed to provide you with the skills and resources necessary to evaluate, plan, and conduct scientifically sound social research. These skills will not only make you a good researcher, but they will also transform you into a critical consumer of empirical data presented to you in the academic and popular realms.

Over the course of the semester, we will discuss the research process in its entirety, focusing on philosophical underpinnings of social science research and their implication for research design, ethical considerations, research planning, quantitative and qualitative methods of data generation, and data analysis. Furthermore, we will discuss the intricate choices and challenges researchers face throughout the research process. Finally, we will explore how those complex choices and challenges shape our knowledge of social phenomena, and the implications of such knowledge production.

## Learning Outcomes

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

- examine social phenomena in a scientific manner.
- identify and critically assess the social context of social science research.
- retrieve, read, critically evaluate, and discuss a collection of empirical research.
- compare different theoretical, philosophical, and methodological underpinnings of empirical research.
- follow common principles of ethical research.
- explain the difference between qualitative and quantitative approaches.
- critically assess the benefits and limitations of key research methods.
- interpret qualitative and quantitative data critically.
- apply theoretical course material to a new problem.
- work in teams effectively.
- independently develop research questions and devise a corresponding research proposal.
- give strong presentations.
- communicate in writing effectively.

## Learning Resources

(Available at the UofC Bookstore, D2L, and Taylor Family Digital Library-TFDL Reserve)

**Bryman, Alan, and Edward Bell. 2022. *Social Research Methods*. 6<sup>th</sup> Canadian edition\*. Don Mills: Oxford University Press.**

\*The 6<sup>th</sup> edition was just released and a new hard copy as well as the ebook are cheaper than the 5<sup>th</sup> edition. However, there are no used copies available yet. If you prefer a hard copy but would like to purchase a used book, the 5<sup>th</sup> edition is fine.

\*You can rent or buy the ebook in its 6<sup>th</sup> edition from [Vitalsource](#) or the [UofC Bookstore](#).

\*A hard copy of the textbook is available for short term loan through Kiosk #4 at TFDL.

### Assigned Journal Articles (accessible via D2L Reading List)

Abrams, Laura S. 2010. "Sampling 'Hard to Reach' Populations in Qualitative Research: The Case of Incarcerated Youth." *Qualitative Social Work* 9(4):536-50.

Braun, Kathryn L., Colette V. Browne, Lana Sue Ka'opua, Bum Jung Kim, and Noreen Mokuau. 2014. "Research on Indigenous Elders: From Positivist to Decolonizing Methodologies." *The Gerontologist* 54(1):117-26.

Glasser, Howard M., and John P. Smith III. 2008. "On the Vague Meaning of 'Gender' in Education Research: The Problem, Its Sources, and Recommendations for Practice." *Educational Researcher* 37:343-350.

Min, Pyong Gap and Rose Kim. 2000. "Formation of Ethnic and Racial Identities: Narratives by Young Asian-American Professionals." *Ethnic and Racial Studies* 23(4):735-60.

Links to available on-campus supports as well as course-specific learning resources are available on D2L under CONTENT → CAMPUS RESOURCES, and CONTENT → COURSE RESOURCES.

## Course Format

We will meet in person MWF from 14:00-14:50 in SB105. You should be prepared to attend lectures regularly as active participation in group discussions and exercises will be essential to your success in this course. I will livestream lectures on Zoom for those unable to attend class in person. Note, however, that lectures will not be recorded.

Weekly lab sessions start on September 8 and will be facilitated by the Teaching Assistant in person on Thursdays from 15:30-17:20 in SB142. Lab work will be completed in groups, and you should make every effort to attend the labs regularly. If you can't attend lab in person, you should make plans to join your group virtually via Zoom.

## Methods of Assessment and Grading Weights

	% of final grade	Due
8/10 Lab assignments	15	Thursdays at midnight
Research Proposal Team Presentation	15	December 8
Contribution Log	10	December 8
Midterm exam (Modules 1-5)	25	October 14
Final exam (Modules 6-12)	35	TBD

Note: All assignments listed above will be included in the calculation of your final course grade according to their indicated weight. I do not offer re-weighting of assignments, makeup or extra-credit options to individual students.

### Research Proposal Team Presentation (15% of the final grade)

A research proposal explains why and how a research study will be conducted. It is useful for planning a study, getting critical feedback before undertaking the study, and obtaining funding for the research. The objective of this assignment is to apply what you have learned in lectures in the process of producing a well-structured research proposal. In teams, you will prepare a pre-recorded mock presentation to the University of Calgary Conjoint Faculties Research Ethics Board (CFREB) in which your group will outline the details of your proposed research.

As bell hooks (2010) reminds us, the process of learning today is too often private, individualistic, and competitive. In this course, we approach learning as a collective effort, a partnership between all course participants. Moreover, the Conference Board of Canada identified being able to work with others, participating in projects and tasks and adaptability as key employability skills. We will assign teams based on your research interests at the beginning of the semester. To adequately set you up for the teamwork, we will dedicate class and lab time to various preparatory exercises. Presentation guidelines and a grading rubric will be discussed in class and posted on D2L under Content → Assignments.

### Contribution Log (10% of your final grade)

To keep each team member accountable to the team and ensure even and steady contribution to the team effort, you will maintain a contribution log over the course of the semester in which you will document the tasks you've completed and thereby make visible your contributions to the team's work. In the grading of your log, I will also consider the peer feedback provided by your teammates. Detailed assignment guidelines and a template will be discussed in class and posted on D2L.

### 8/10 Lab assignments (15% of the final grade)

The labs will provide you with an opportunity to apply theoretical material covered in lecture in a practical manner. Furthermore, labs will focus on developing and refining key research and writing skills, which can be applied to all future assignments at the 400-level, for which this course is a pre-requisite. Over the course of the semester, you will work in groups to develop the research proposal in stages. At each step, you will apply what you have learned in lecture that week in a graded assignment and receive feedback before moving on to the next step. At the end of the semester, you will bring everything together in your mock presentation to CFREB. Since weekly lab assignments and the research proposal presentation will be completed in groups you should be prepared to attend labs regularly.

Your grade for this component will be based on your completion of various exercises and assignments which will be facilitated and graded by your Teaching Assistant. Lab assignments are cumulative and might include material covered in past lectures as well as past labs. Assignments are designed to be completed during our scheduled lab time but can be submitted via D2L at any time before midnight on the day of the lab (Thursdays). There will be 10 graded lab assignments over the course of the semester. At the end of the semester, your 2 lowest lab grades will be dropped from the final grade calculation. **Note:** While your 2 lowest grades will be dropped, you must complete all graded lab assignments to receive a passing grade for the lab component. While labs are completed in groups, individual students not contributing to the group effort will receive a 0 for the lab.

### Midterm Exam (25% of the final grade)

The midterm will cover Modules 1-5 and evaluate how well you master the foundations before moving on to the discussion of specific research methods. The midterm will be a timed open-book online exam facilitated through D2L. The midterm will consist of 50 questions, and you will have 150 minutes (includes 50% additional time as contingency) to complete the exam. The midterm will be available for 24 hours ending at midnight on October 14. However, once you start the exam, you must finish it within the allotted time. Questions will come in a variety of formats (e.g., multiple choice, multi-select, matching, fill-in-the blanks, short answer, etc.); the exact exam format will be announced via email and D2L News prior to the exam. Questions will cover the assigned readings, lecture material, exercises and discussions, and films and are designed to test your comprehensive understanding of course material rather than your memorization skills. I will make a practice quiz available prior to the midterm so you can familiarize yourself with the different question formats.

### **Final Exam Information**

The final exam is worth 35% of your final grade. The open-book exam will be facilitated online via D2L and covers Modules 6-12. The exam will evaluate your comprehensive mastery of the course material to ensure that you have the necessary foundation in social research methods to succeed in 400-level courses for which Soci313 is a pre-requisite. The final exam will be scheduled by the Office of the Registrar and the exam date announced later in the semester.

The final exam is not cumulative, however, Modules 6-12 build on material covered earlier in the semester. Questions will come in a variety of formats (e.g., multiple choice, multi-select, matching, fill-in-the blanks, short answer, etc.). The final exam will consist of 60 questions, and you will have 180 minutes (includes 50% additional time as contingency) to complete the exam. The exact exam format will be announced via email and D2L News prior to the exam. Questions will cover the assigned readings, lecture material, exercises and discussions, and films and are designed to test your comprehensive understanding of course material rather than your memorization skills.

## Grading Scale

To maintain consistency in grade assignments, final grades will not be rounded up, no matter how close they are to the cut-off to the next better letter grade.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

## Absence From a Mid-term Examination

It is your responsibility to complete all assessments listed in this course outline. That said, students might at times face exceptional challenges and are unable to complete a scheduled assessment on time. Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: [https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22\\_deferral-of-term-work\\_lapseGrade.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf)

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

## Absence From a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements, and submission instructions can be found on the Enrolment Services website at: <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

## Grade Reappraisal

If you choose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same.

*For Reappraisal of Graded Term Work, see Calendar I.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar I.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

## Academic Misconduct

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

I will facilitate all quizzes and exams via D2L. The online format poses challenges as the line between academic integrity and academic misconduct can be blurry. The following guidelines apply to **all assessments in this course**. All violations of these guidelines will be investigated in accordance with the Academic Integrity policies.

- Assessments must be completed individually and independently by the student enrolled in this course.
- It is not permissible to impersonate another student in this course to complete their assessment, or to have someone impersonate you to complete an assessment for you.
- All exams are open book, meaning you may use your textbook and lecture notes to answer exam questions.
- You may use platforms such as WhatsApp or Discord to form study groups, share lecture notes, or build community. However, you must not use them to share or solicit answers while completing an assessment.
- You must not collaborate with anyone in any way while taking an assessment.
- It is not permissible to take screenshots of quiz and exam questions while completing the assessment or when reviewing the results.
- It is not permissible to share quiz and exam questions with other students in the class or on 3<sup>rd</sup> party websites as outlined under Course Policies.
- It is not permissible to ask those who already completed an assessment to share their answers with you or use shared answers when completing an assessment.



## Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g., cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension, or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

## Recording of Lectures

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

## Additional Course Information

Topics discussed and material included in this course will be explicit at times (deviance, violence, sexuality, profanity, etc.). You might find yourself reacting to that content with discomfort or distress, either because of your individual experiences or because it conflicts with your convictions. While discomfort is part of any learning process, please do not hesitate to reach out to me should you need support/resources beyond what is provided on D2L under “Course Resources.”

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, citizenship, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, sometimes challenge, or even contradict your own life experiences. To make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, and TAs) professionally and respectfully.

### Lecture Slides

I will post PowerPoint slides for each lecture on D2L in advance of the lecture during which they will be covered. The PowerPoint slides I post on D2L will provide a lecture outline, but not complete lecture content. It is your responsibility to complete each slide during lecture. To assist your notetaking, I provided helpful note-taking resources on D2L under “Course Resources.”

### Sharing of Lecture Notes and Assessments

Note that publicly sharing lectures notes and quiz questions on 3<sup>rd</sup> party sites such as OneClass, StudyBlue, Quizlet, Course Hero, Chegg, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC [Student Non-Academic Misconduct Policy](#).

### E-mail

Please send emails only from your @ucalgary account. Please include the following in each email:

- your course and section number in your email’s subject line
- a proper salutation, your full name, UCID, short message, and a proper closing in the body of your email.

All emails will be answered within one business day. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during student hours.



### Student Hours

I will hold student hours via Zoom on Tuesdays from 9:00-11:00 (MST) and by appointment. You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Student Hours on D2L. Feel free to visit during student hours if you would like to review an assessment, ask questions/chat about course material, or chat about your education/well-being in general. Please note: I will not hold student hours during the midterm break and on statutory holidays. Please plan your visit accordingly.

If you would like to meet during regularly scheduled student hours, please book your appointment here: <https://calendly.com/atezli>. Please leave your name, course number, a brief description of the purpose of our meeting, and your video preference (video on or off) when you make your appointment so I can prepare for our meeting in advance. If you cannot keep your appointment, please cancel it through the app to make your time slot available to other students.

If regular student hours generally do not work for your schedule, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

### **Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

### **Research Ethics**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

## Copyright Legislation

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

## Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

## Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives  
Phone: 403-220-6551  
Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.

## Thrive Priority Support Network

Your academic success and personal well-being are important to me. Please feel free to contact me at any time you need academic or personal support, and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course's D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here: <https://www.ucalgary.ca/student-services/student-success/advising/help>.

## Important Dates

September 6	First day of classes
September 15	Last day to drop a class without financial penalty
September 16	Last day to add/swap a course
September 30	National Day for Truth and Reconciliation – no classes, university closed
October 10	Thanksgiving – non classes, university closed
November 7-11	Term break – no classes
December 7	Last day of classes, last day to withdraw from a course
December 10-21	Final exam period

For further information, please check:

<http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

## Schedule of Lectures and Readings

Subject to change. Changes will be announced and discussed in lecture.

Module	Start Date	Topic	Reading
1	September 6	Ways of Knowing	▪ Ch. 1
2	September 12	Research Orientations	▪ Ch. 1 ▪ Podcast (D2L)
3	September 19	Research Ethics	▪ Ch. 3 ▪ Podcast (D2L)
4	September 26	Developing a Research Question & Reviewing the Academic Literature	▪ Braun et al. (2014) ▪ Podcast (D2L)
September 30 National Day for Truth and Reconciliation – No Class			
5	October 3	The Logic of Quantitative and Qualitative Research	▪ Ch. 4 (p. 89-96), Ch. 9
October 10-14 Thanksgiving/Exam Prep – No Class <u>Online Exam (due October 14)</u> : 50 questions, 150 minutes (includes 50% additional time as contingency)			
6	October 17	Measuring Social Reality	▪ Ch. 4 (p. 78-89) ▪ Glasser and Smith (2008)
7	October 24	Sampling Designs	▪ Ch. 7 ▪ Abrams (2010)
8	October 31	Nonreactive Methods	▪ Ch. 12 & 6
November 7-11 Term Break – No Lectures			
9	November 14	Quantitative Research Methods	▪ Ch. 5 ▪ Podcast (D2L)
10	November 21	Qualitative Interviewing and Focus Groups	▪ Ch. 11 ▪ Min and Kim (2000)
11	November 28	Participant Observation and Ethnographic Fieldwork	▪ Ch. 10 ▪ Podcast
12	December 5	Quantitative and Qualitative Data Analysis	▪ Ch. 8 & 13
<b>Final Exam Period, December 10-21</b> <u>Online Exam (date TBD)</u> : 60 questions, 180 minutes (includes 50% additional time as contingency)			

## Lab Schedule

Subject to change. Changes will be announced and discussed in lab.

<b>Date</b>	<b>Topics and Assignments</b>
September 8	First day of labs – Welcome
September 15	Foundations – Organizing Successful Group Work
September 22	Research Ethics <ul style="list-style-type: none"> <li>• Lab assignment #1, due September 22 (midnight)</li> </ul>
September 29	Developing a Research Question <ul style="list-style-type: none"> <li>• Lab assignment #2, due September 29 (midnight)</li> </ul>
October 6	Reviewing the Existing Literature <ul style="list-style-type: none"> <li>• Lab assignment #3, due October 6 (midnight)</li> </ul>
October 13	Choosing the Right Research Design Lab assignment #4, due October 13 (midnight)
October 20	Selecting a Suitable Temporal Design <ul style="list-style-type: none"> <li>• Lab assignment #5, due October 20 (midnight)</li> </ul>
October 27	Selecting a Suitable Data Source <ul style="list-style-type: none"> <li>• Lab assignment #6, due October 27 (midnight)</li> </ul>
November 3	Choosing a Suitable Sampling Design <ul style="list-style-type: none"> <li>• Lab assignment #7, due November 3 (midnight)</li> </ul>
<b>November 10</b>	<b>Term Break – No Lab</b>
November 17	Quantitative Measurement <ul style="list-style-type: none"> <li>• Lab assignment #8, due November 17 (midnight)</li> </ul>
November 24	Qualitative Measurement <ul style="list-style-type: none"> <li>• Lab assignment #9, due November 24 (midnight)</li> </ul>
December 1	Creating Your Presentation Outline <ul style="list-style-type: none"> <li>• Lab assignment #10, due December 1 (midnight)</li> </ul>
<b>Recorded Presentation Due December 8</b>	