



Winter 2020  
FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

| <b>COURSE TITLE: Introductory Social Research Methods</b> |   |                     |  |
|---|---|---------------------|--|
| <b>Course Number</b>                                      | Soci313 L02   |                     |  |
| <b>Pre-Requisites</b>                                     | Soci201   |                     |  |
| <b>Class/Lab Dates</b>                                    | January 13-April 15, 2020   |                     |  |
| <b>Class Times</b>  | TR 12:30-13:45  | <b>Location</b>     | KNB133 (Kinesiology Block B)   |
| <b>Lab Times</b>  | M 15:00-16:50   | <b>Location</b>     | SA245 (Science A)  |
| <b>Instructor</b>   | Dr. Annette Tézli (she/her)   | <b>Email</b>        | atezli@ucalgary.ca   |
| <b>Office Location</b>                                    | SS950   |                     |  |
| <b>Office Hours</b>                                       | <b>M 11:30-13:30; R 9:30-11:30</b> (except during the midterm break/the final exam period, and on statutory holidays)<br>Please book your appointment here: <a href="https://appoint.ly/t/atezli">https://appoint.ly/t/atezli</a> |                     |  |
| <b>Telephone No.</b>                                      | 403-220-6513 (during office hours only)   |                     |  |
| <b>Teaching Assistant</b>                                 | Hasmik Tovmasyan  | <b>Email</b>        | <a href="mailto:hasmik.tovmasyan@ucalgary.ca">hasmik.tovmasyan@ucalgary.ca</a> |
| <b>TA Office Location</b>                                 | SS945   | <b>Office Hours</b> | By appointment only  |
| <b>Teaching Assistant</b>                                 | Fateme Ejaredar   | <b>Email</b>        | <a href="mailto:fateme.ejaredar@ucalgary.ca">fateme.ejaredar@ucalgary.ca</a>   |
| <b>TA Office Location</b>                                 | SS945   | <b>Office Hours</b> | By appointment only  |
| <b>Peer Mentor</b>  | Christy Chan  | <b>Email</b>        | <a href="mailto:christy.chan@ucalgary.ca">christy.chan@ucalgary.ca</a>         |

### 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, 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.

## Course Objectives/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.
- independently develop research questions and devise a corresponding research proposal.
- communicate in writing effectively.

## Required Textbook

(available at the UofC Bookstore, Bound and Copied, and Taylor Family Digital Library-TFDL reserve)

**American Sociological Association. 2019. *American Sociological Association Style Guide*. 6<sup>th</sup> ed. Washington, DC: American Sociological Association.**

- A hard copy of the style guide is available on reserve in TFDL and in my office. The TAs can assist you with placing a group order directly with the ASA at the beginning of the semester.

**Neuman, W. Laurence, and Karen Robson. 2018. *Basics of Social Research: Qualitative and Quantitative Approaches*. 4<sup>th</sup> Canadian ed. Toronto: Pearson.**

- The publisher only provides eTextbooks at this point. You can order a hard copy of your textbook for a surcharge from the publisher directly. A hard copy of the textbook is available on reserve in TFDL, and Bound and Copied might have some used copies left.
- Please Note: The 4<sup>th</sup> edition has been updated extensively. Please do not purchase earlier editions of the text. They will inadequately prepare you for the assessments.

Additional required readings are listed in the back of the course outline.

## Methods of Assessment and Grading Weights

|   | Due Date    | % of final grade |
|---|-------------|------------------|
| 10/11 Online reading quizzes                |             | 15               |
| 8/10 Lab assignments                        |             | 15               |
| 2 Peer reviews                              |             | 10               |
| Research proposal                           |             |                  |
| Assignment #1: Topic proposal               | January 30  | 5                |
| Assignment #2: Annotated bibliography       | February 25 | 10               |
| Assignment #3: Research design and sampling | March 24    | 20               |
| Assignment #4: Research proposal            | April 14    | 25               |

\*Please note that I do not offer extra-credit options for this course beyond what is listed below.

Your final grade will be determined by a series of low-stakes assessments. While it might appear that a larger number of assignments will create more work, the benefits include: less work spread out more evenly over the course of the semester, repeated engagement with and application of course content for higher retention, opportunity to learn from mistakes without serious impact on the final grade, and opportunity to receive feedback regularly to improve future assessments.

#### 10/11 Online reading quizzes (15% of the final grade)

**Rationale:** The purpose of the reading quizzes is to encourage you do your assigned readings regularly and thereby refine your reading skills. Studies repeatedly show that students will not complete their readings unless there is some form of incentive attached. However, completing the assigned readings prior to class will greatly facilitate your learning of the material and reduce preparation time prior to assignments. Completing the assigned readings also allows you to process some of the material prior to class and then ask clarifying questions, and contribute meaningfully to group discussions and in-class exercises. Note: Since the reading quizzes test your reading comprehension, you will be tested on assigned readings BEFORE we expand on the readings in class. I created a discussion group on D2L where you can post questions pertaining to the readings. Questions will be addressed in lecture in order of their importance to the course content.

I will make 2 ungraded practice quizzes, covering Chapters 1 and 2 of your textbook, available during the first week of classes. Subsequently, each quiz will be made available on D2L 1 week before the corresponding chapter is covered in class and must be completed before the beginning of the respective class. For example, the first graded reading quiz will cover readings for week 2 (January 21/23), namely chapter 5 of your textbook covering research designs. The quiz will be posted on Tuesday, January 14 after class (13:45) and must be completed before class starts the following Tuesday, January 21 (12:30). Each quiz has 15 questions and you will have 1 30-minute attempt to complete the quiz. Students with academic accommodations will receive extra time for the reading quizzes as indicated in their academic accommodation letters.

There will be 11 reading quizzes, but only 10 will count toward your total quiz grade. If you complete all 11 quizzes, only your 10 highest grades will be counted toward your final grade. If you do not complete a quiz without due cause (as outlined in the assignment policies below), you will receive an automatic grade of 0. If you missed a quiz for legitimate reasons, please contact the instructor to discuss makeup options.

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

**Rationale:** 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 skills required for the successful completion of all course assignments. Finally, you will have the opportunity to work on completing elements of your Research Design assignments under the guidance of the Teaching Assistants and the peer mentor.

Labs will run weekly on Mondays, starting on Monday, January 20. Lab attendance should be considered a requirement as it is essential to your success in this course. Your grade for this component will be based on your completion of various exercises and assignments, which will be administered and graded by your Teaching Assistants. Lab assignments are cumulative and might include material covered in past lectures as well as past labs. Assignments have to be completed and submitted to the TAs during the scheduled lab time. There will be 10 graded lab assignments over the course of the semester, the completion of 8 of which will count toward your total lab grade. If you complete more than 8 assignments, only your 8 highest grades will be counted toward your final grade. Since only 8 out of 10 assignments will count toward your final lab grade, we will not grant deferrals or extensions for lab assignments. Please bring a laptop or tablet to lab whenever possible.

## 2 Peer reviews (10% of the final grade; 4%, and 6% respectively)

**Rationale:** Peer reviews are an essential part of the academic writing process. Productive collaboration and cooperation in the writing process will develop and refine of your own writing as well as that of your peers. We will discuss the peer review process as well as review and grading criteria in detail in class and in lab.

For Research Design assignments #2 and #3 I will randomly generate groups of 2. You will submit your paper to your assigned peer and receive feedback on the overall execution of the assignment using the provided grading rubric. You will have the opportunity to revise your paper based on the peer feedback you receive before submitting it to the instructor for grading.

To encourage you to complete your peer review thoughtfully, reviews will be graded. Since submitting a draft late disadvantages the reviewer, I will deduct 3 percentage points from the reviewees graded assignment for each day the draft is late (24 hours counting from the due date and time). Since submitting a peer review late disadvantages the reviewee, I will deduct 3 percentage points from the reviewers graded assignment for each day the draft is late (24 hours counting from the due date and time).

## Research proposal (60% of the final grade)

**Rationale:** 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 for you to practice writing a well-structured research proposal, develop key research skills, and refine your professional writing, which can be applied to any future written assignment. This is your opportunity to prepare a proposal of a topic of your own choosing, and to receive feedback on each individual assignment. I will return each assignment before the next one is due, so that you can make necessary revisions. Assignments 2-4 will also include a short reflection on the peer and instructor feedback you received. Please refer to the assignment schedule below for specific due dates and mode of submission for each assignment. Individual assignments are outlined below. More detailed information will be provided in class and on D2L.

### *1. Topic & research question proposal (5%)*

Before you can write a research proposal, you have to decide on a topic. For this assignment, I expect you to discuss your research topic and a set of research questions that flow out of this topic. You can select any topic that interests you, but keep in mind that you have to examine your topic sociologically. Please explain your topic, telling me why this topic interests you and briefly outlining its sociological relevance. Secondly, what is/are your research question(s)? Research questions should logically flow out of your chosen topic and provide an important first step toward planning and carrying out a research project.

### *2. Annotated bibliography (10%)*

The purpose of an annotated bibliography is to summarize and evaluate sources of information. For this assignment, select 5 peer-reviewed academic journal articles relevant to your research topic and critically evaluate the information provided in each source.

### *3. Research design and sampling (20%)*

This assignment should include a discussion of your proposed methodology and your sampling technique. You will also discuss ethical considerations pertaining to your proposed research.

### *4. Research proposal (25%)*

Here is where you put everything together into a final, polished proposal, which is the final stage of the work you conducted throughout the semester. Your final research proposal will include an introduction, a literature review, and a discussion of your methodology, your sampling, your chosen method of data generation (including your research instrument) and data analysis.

| Date        | Research proposal assignment schedule   |
|-------------|---|
| January 30  | Topic proposal due (electronic copy on D2L, beginning of class)                     |
| February 10 | Annotated bibliography due for peer review (hard copy of 1 entry, beginning of lab) |
| February 10 | Annotated bibliography peer review due (hard copy, end of lab)                      |
| February 25 | Annotated bibliography due (electronic copy on D2L, beginning of class)             |
| March 12    | Research design and sampling due for peer review (via D2L, beginning of class)      |
| March 17    | Research design and sampling peer review due (via D2L, beginning of class)          |
| March 24    | Research design and sampling due (electronic copy on D2L, beginning of class)       |
| April 14    | Research proposal due (electronic copy on D2L, beginning of class)                  |

#### Final Exam Information

There will be no final exam for this course. The final paper is due on the last day of class.

#### Extra credit

To encourage you to develop and refine key academic skills, you can earn extra-credit for this course by completing *Writing Workshops* offered by the *Student Success Centre (SSC)*. A list of acceptable seminars has been posted on D2L. For each seminar you complete, you will receive 1 percentage point bonus on your research proposal grade (so, for example, 79+1=80%; however your research proposal grade cannot exceed 100%). You can take as many seminars as you wish; you will receive extra credit for up to 3 of them. In order to receive credit, documentation of completion will be required. It is your responsibility to select, book, attend, and provide proof of completion for those workshops. To receive extra-credit, the seminar must be completed in the Winter 2020 semester, seminars must be identified as *Writing Workshops* by the SSC, and you must take 3 distinct seminars. Documentation of attendance must be provided by the last day of class (April 14). Please review the detailed instructions provided on D2L under CONTENT → SUCCESS SEMINARS.

### Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale. To maintain consistency in grade assignments, final grades will not be rounded.

| 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.   |

## Grade Reappraisal

If you chose to seek reappraisal of an assessment, you must submit a written response and the completed post-assignment self-assessment form provided on D2L to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please allow at least 24 hours between receiving your graded assignment and scheduling an appointment to discuss 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 more information, see:

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

## Course Policies

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 personal experiences you had or because it conflicts with your personal 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.”

### Attendance, Participation, and Classroom Etiquette

Regular attendance and reading the assigned material, an open mind, as well as your active and meaningful participation is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. Lectures will build on, but not necessarily summarize the assigned reading. I expect you to have critically read the assigned texts, that you are an active participant in class discussions, and that your contributions are informed by the assigned reading.

I expect you to be on time so that other students in the class are not interrupted by your late arrival. During lectures, please make sure not to distract your fellow students in any way. If you have to arrive late or need to leave class early, please sit in the designated sections identified at the beginning of the semester so you can settle down or leave without disrupting others. If you miss a class due to unexpected circumstances, make sure to obtain notes from a class mate.

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, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, at times challenge or even contradict your own life experiences. In an effort to make this course welcoming and safe for all, please interact with all participants (fellow students, the instructor, TAs, the peer mentor, and guest speakers) professionally and respectfully.

### Lecture Slides

PowerPoint slides for each lecture will be posted on D2L in advance of the lecture during which they will be covered. PowerPoint slides posted on D2L will provide a lecture outline, but not complete lecture content. To assist your note-taking, I suggest you bring posted slides to class and complete each slide during lecture. Empirical evidence suggests that taking notes by hand is more effective than taking notes electronically, which tends to produce detailed transcriptions of the lectures rather than capturing its main points. To aid your note-taking, I provided some helpful resources on D2L under “Course Resources.”

### Recording of Lectures

Note that the audio or video recording of lectures and taking pictures of PowerPoint slides during the lecture are not permitted without explicit authorization. To do so without the instructor's authorization constitutes academic misconduct, according to the University of Calgary Calendar. For more information click here: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

### Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3<sup>rd</sup> party sites such as OneClass, StudyBlue, Quizlet, 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. For more information, click here: [http://ucalgary.ca/policies/files/policies/non-academic-misconduct-policy\\_1.pdf](http://ucalgary.ca/policies/files/policies/non-academic-misconduct-policy_1.pdf).

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. 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.

### E-mail

Please send emails only from your ucalgary account. Please put your course and section number in your email's subject line. It is courteous to include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails will be answered within one business day. I tend to not check or answer emails on weekends. 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 my office hours. If you have a specific course-related question, please check the course outline first.

### Office Hours

I will hold office hours on Mondays from 11:30-13:30 and Thursdays from 9:30-11:30. If you would like to meet during regularly scheduled office hours, please book your appointment here: <https://appoint.ly/t/atezli>. Please provide a brief description of the purpose of our meeting when you make your appointment so I can prepare for our meeting in advance. Time permitting, I will meet with students without previously arranged appointments on a first-come first-served basis. If my office hours do not work for your schedule regularly, please email me your request for an appointment along with a screenshot of your schedule. I will then identify a timeslot that works for both of our schedules. Please note: I will not hold office hours during the midterm break, on statutory holidays, and during the final exam period. Please plan your visit accordingly.

### Technology Use

Please use electronic devices is during lectures and labs for course-related purposes only. I recommend you turn off your Wi-Fi to help you stay focused during class. Please make sure to mute your cell phones and refrain from using it during lecture/lab.

## Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

## Research Ethics

Students are advised that any research involving human subjects - including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Departmental Ethics Committee. In completing course requirements, you must not undertake any human subjects research without discussing your plans with me, to determine if ethics approval is required.

## Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>.

## Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. If at all possible, you must provide advance notice to the instructor if you are unable to take a test as scheduled or submit an assignment on time. All requests for a deferral of an exam or assignment due to health reasons must be accompanied by written documentation as outlined in the University Calendar. Valid reasons to miss an assessment are: illness, domestic affliction, religious conviction, and student athletes travelling for competitions. Travel arrangements, misreading of the syllabus, and scheduling conflicts with other classes or employment responsibilities are not considered valid reasons to miss an assessment.

If you have missed an assignment, you must contact the instructor to discuss a new deadline and mode of paper submission. Assignments submitted via email or placed under the office door without prior consultation will not be accepted.



Assignments submitted late (as of the beginning of class on the dates indicated in the assignment schedule) without due cause are subject to a 5-percentage points deduction (i.e. 80% instead of 85%) for each day past the due date. Assignments not submitted within 7 calendar days of the due date without approval for extension will automatically receive a grade of 0.

#### *Deferred Term Work Form:*

Please note that requests to defer the final assignment are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

[https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf).

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

### **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. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). 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:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that 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 support 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 Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

### **Student Success Centre**

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Their advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>.

### **Student Ombuds Office**

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Students' Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

## 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>.

## Student Support

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.

## Schedule of Lectures and Readings

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

| Week                                       | Date             | Topic   | Reading  |
|--|------------------|---|--|
| <b>1. How Do We Know What We Know</b>      |                  |   |  |
| 1  | January 14/16    | 1.1. Foundations of scientific inquiry                                  | Neuman and Robson, Ch.1&2                            |
| <b>2. Planning Social Research</b>         |                  |   |  |
| 2  | January 21/23    | 2.1. Research questions & research designs                              | Neuman and Robson, Ch.5 Appendix (p. 365-74)         |
| 3  | January 28/30    | 2.2. Research Ethics  | Neuman and Robson, Ch. 3 O'Donnell and Perley (2016) |
| 4  | February 4/6     | 2.3. Conducting a literature review & writing an annotated bibliography | Neuman and Robson, Ch.4 Greil et al. (2010)          |
| 5  | February 11/13   | 2.4. Measuring social reality   | Neuman and Robson, Ch.6 Glasser and Smith III (2008) |
| 6  | February 18/20   | TERM BREAK – NO CLASS   |  |
| 7  | February 25/27   | 2.5. Sampling designs   | Neuman and Robson, Ch.7 Abrams (2010)                |
| <b>3. Methods of Data Generation</b>       |                  |   |  |
| 8  | March 3/5        | 3.1. Nonreactive methods  | Neuman and Robson, Ch.10&14                          |
| 9  | March 10/12      | 3.2. Quantitative methods   | Neuman and Robson, Ch.8 Wechsler et al. (1994)       |
| 10   | March 17/19      | 3.3. Qualitative methods  | Neuman and Robson, Ch.13 Marvasti (2002)             |
| 11   | March 24/26      | Qualitative methods, cont'd.  | Neuman and Robson, Ch.12 Sears et al. (2006)         |
| <b>4. Data Analysis and Representation</b> |                  |   |  |
| 12   | March 31/April 2 | 4.1. Quantitative data analysis   | Neuman and Robson, Ch.11                             |
| 13   | April 7/9        | 4.2. Qualitative data analysis  | Neuman and Robson, Ch. 15                            |
| 14   | April 14         | Final Class Discussion  |  |

## Lab Schedule

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

| Week | Date        | Topics and Assignments   |
|------|-------------|--|
| 2    | January 20  | Lab welcome, Strengths inventory   |
| 3    | January 27  | Research questions & research designs <ul style="list-style-type: none"> <li>• Lab assignment #1, due end of lab</li> </ul>                              |
| 4    | February 3  | Research ethics <ul style="list-style-type: none"> <li>• Lab assignment #2, due end of lab</li> </ul>  |
| 5    | February 10 | Conducting a literature review & writing an annotated bibliography <ul style="list-style-type: none"> <li>• Lab assignment #3, due end of lab</li> </ul> |
| 6    | February 17 | TERM BREAK – NO CLASS  |
| 7    | February 24 | Measuring social reality <ul style="list-style-type: none"> <li>• Lab assignment #4, due end of lab</li> </ul>   |
| 8    | March 2     | Sampling designs <ul style="list-style-type: none"> <li>• Lab assignment #5, due end of lab</li> </ul>   |
| 9    | March 9     | Nonreactive methods <ul style="list-style-type: none"> <li>• Lab assignment #6, due end of lab</li> </ul>  |
| 10   | March 16    | Quantitative methods <ul style="list-style-type: none"> <li>• Lab assignment #7, due end of lab</li> </ul>   |
| 11   | March 23    | Qualitative methods <ul style="list-style-type: none"> <li>• Lab assignment #8, due end of lab</li> </ul>  |
| 12   | March 30    | Qualitative methods, cont'd. <ul style="list-style-type: none"> <li>• Lab assignment #9, due end of lab</li> </ul>                                       |
| 13   | April 6     | Data analysis and data visualization <ul style="list-style-type: none"> <li>• Lab assignment #10, due end of lab</li> </ul>                              |

## Assigned Journal Articles

Note: All assigned journal articles can be downloaded without charge through the UofC library.

- Abrams, Laura S. 2010. "Sampling 'Hard to Reach' Populations in Qualitative Research: The Case of Incarcerated Youth." *Qualitative Social Work* 9(4):536-50.
- Glaser, 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: 343-50.
- Greil, Arthur L., Kathleen Slauson-Blevins, and Julia McQuillan. 2010. "The Experience of Infertility: A Review of Recent Literature." *Sociology of Health & Illness* 32(1):140-62.
- Marvasti, Amir B. 2002. "Constructing the Service-Worthy Homeless through Narrative Editing." *Journal of Contemporary Ethnography* 31(5):615-51.
- O'Donnell, Susan, and David Perley. 2016. "Towards a Sociology of Conflicting Desires." *Canadian Review of Sociology* 53(4):474-81.
- Sears, Heather A., E. Sandra Byers, John J. Whelan and Marcelle Saint-Pierre. 2006. "'If It Hurts You, Then It Is Not a Joke'." *Journal of Interpersonal Violence* 21(9):1191-207.
- Wechsler, Henry, Andrea Davenport, George Dowdall, Barbara Moeykens, and Sonia Castillo. 1994. "Health and Behavioral Consequences of Binge Drinking in College: A National Survey of Students at 140 Campuses." *JAMA* 272(21):1672-77.