

RESEARCH DESIGN AND QUANTITATIVE METHODS-08

Fall 2017

YONSEI UNIVERSITY
UNDERWOOD INTERNATIONAL COLLEGE

Instructor: Sally Geislar
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**Please do not text or Kakao me.

Class Meetings: T 13:00-14:50, Th 12:00-12:50

Class Location: IVHB 323
Instructor's Office: Veritas Hall B Room 430
Office Hours: Thurs. 13:30-15:30 (or by appointment, please email your request)

Course Description

This course introduces students to the core methodological concepts and procedures used in empirical research in the social sciences. Students will learn the fundamental concepts and practices of research methodology. This includes methodological epistemology, research design, research question development, hypotheses generation and testing, data collection and analysis, communication of findings, and ethical principles. Students who complete this course will be able to situate their research in the existing body of research as well as to evaluate the merits and shortcomings of existing research. The course will cover both quantitative and qualitative methods and while basic statistics will be covered, this is not a statistics course.

Course Requirements

Students are expected to complete all reading and assignments prior to attending the relevant lecture. The course reading load will range from about 20-40 pages per meeting. In-class exercises will be conducted frequently; these exercises are meant to support your understanding of the materials, concepts, and other assignments. Students will conduct a group research project that includes a review of the literature, data collection, data analysis, write up, and brief presentation. Many of the deliverables in this course are meant to build on each other toward your final research project. It is imperative that you keep up with these assignments so as not to fall behind in your project development.

Course Reading

All readings will be supplied electronically

Course Evaluation

20 %	Attendance & Participation (incl assignments & in-class exercises)
	5% Class Participation
	NA #1 Plagiarism Exercise (req'd in order to complete 1st draft (B))
	1 % #2 Abstract Detectives
	2 % #3 Interview Guide
	3 % #4 Interview Field Notes
	2 % #5 Questionnaire
	3 % #6 Questionnaire Database
	4 % Presentation Participation
20 %	Midterm Exam
20 %	Final Exam
40 %	Research Project:
	4 % A) Research Proposal– <u>Due Mar 21</u> by noon on YSCEC
	7 % B) Drafts Literature Review Section (Assmt#1 is pre-req)
	7 % C) Draft Results Section
	15 % D) Final Paper – <u>Due May 30</u> by noon on YSCEC
	7 % E) Presentation
100 %	Total

Grading Scale

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	65-73
B+	87-89	F < 65	
B	84-86		
B-	80-83		

****GRADING POLICY****

Per Yonsei and UIC policy, this class will follow the relative grading curve:

-for classes with 21+ students, A's awarded to the top 35% of the class, B's to next 35%

-for classes with 20 students, A's awarded to the top 40% of the class, B's to next 50%

-for classes with 9 students, all students are subject to absolute grading policy

YIC Resources

- 1) College English Tutoring Service (CETS)
 - Humanities & Social Sciences Rm 422
 - 032) 749-3063
 - Writing Tutors: Camila Nam, Inyoung Suh
- 2) Counseling Center –Administration & Student Union Rm 312

Class Regulations

- 1) Students must bring paper (scratch paper is ok) and writing utensil to each meeting for any in-class exercises. You may be required to turn in this paper, so if it is scratch please ensure it does not have personal or private information on it.
- 2) Additional class regulations will be determined on the first day.

Attendance

Attendance will be taken in accordance with Yonsei Policy: missing 1/3 of all classes, regardless of having legitimate, official excuses, is to result in an F grade. Being more than twenty minutes late will be counted as an absence. You will be allowed six absences (excused/unexcused). Long days count as two classes. (Hence, you're allowed two weeks of absences).

Extensions or Alternative Test Times

Exceptions will be dealt with on a case by case basis, and will not be approved on or after the due date. Generally, no changes will be made to the dates listed. Due dates will not, in any circumstances, be altered without supporting documentation.

Academic Integrity

I pledge to work with students in this class to uphold the ideals of academic integrity. This starts with students' pledge to hold this ideal in their own work, and with my commitment to enforce university policies against plagiarism and cheating. To protect the integrity of students who work hard for their scores, I have zero tolerance for plagiarism and cheating and I expect that all work you produce for this course will be your own. Penalties for plagiarism or cheating can range from receiving no credit on the assignment, receiving a D grade for the course, or in severe cases, reporting to the Dean which may result in your expulsion from the University.

Class Changes/Announcements

This syllabus is a "living document" and is subject to change. Any changes to course readings and or schedule will be made in advance via YSCEC, so please register your email on YSCEC and please check email at least once a day.

Policy Regarding Late Submissions

Because assignments build on each other, late submissions will severely impair the ability of you and your group to keep up with course demands. Students will have a ten minute grace period for each assignment, after which point the assignment will be considered late.

The penalty for turning in an assignment late will be a one-third of a grade deduction for each 24 hour period after the grace period. For example if your assignment is 11 minutes late, the maximum grade you could possibly earn is A-, if it is 24 hours and 11 minutes late, B+ is your maximum potential grade.

****It is the student's responsibility to ensure that the paper they submit is the correct paper and that it has uploaded correctly. If the wrong paper (or no paper) is uploaded to YSCEC it will be treated as if no paper had been turned in and late penalties will accrue accordingly.**

Assignments

All Assignments are **due at 11:59 am (noon) to YSCEC** on the day they are listed "Due".

NOTE: Some assignments must also be brought to class.

#1 -- Academic Integrity Exercise & Pledge

This exercise is intended to ensure that students and the professor have a shared understanding of what constitutes a failing of academic integrity in student writing. While this assignment is not worth points, it is a **pre-requisite** for submitting the first Draft B) Literature Review. After students successfully complete the assignment, they will pledge to uphold academic integrity in this course.

#2 -- Methods Exercise (BRING to class on due date) (300-500 words)

Two qualitative methods and two quantitative methods will be randomly assigned to individual students. Briefly describe how each method is conducted. Discuss the merits and shortcomings of each method. For what scenarios, topics, populations is the method best suited?

#3 -- Semi-Structured Interview Guide (BRING to class on due date)

Each student will submit an interview guide of 10-15 original questions (not including demographic questions) related to your research topic. Guides will be evaluated based on the guidelines reviewed in the reading and in lecture. You may decide to use this guide for your final research project.

#4 -- Semi-Structured Interview Field notes (BRING to class on due date)

Each student will conduct 1 hour of interviews (about 1-2 interviewees) related to their research topic. Field notes will be evaluated based on the guidelines reviewed in the reading and in lecture. Field notes do not need to be in the form of transcripts of the interviews. If you choose to use interviews for your final research paper, you will use these field notes to develop your results section--giving your group 2 hours of the 3 required.

#5 -- Questionnaire (BRING to class on due date)

Each student will submit a questionnaire of 10-12 original questions (not including demographic questions) related to your research topic. Questionnaires will be evaluated based on the guidelines reviewed in the reading and in lecture. You may decide to use this questionnaire for your final research project. Students should begin collecting 10 questionnaires each after their questionnaire is approved (whether or not you will use this method in your final project) for the database assignment (#6).

#6 -- Questionnaire: Database (BRING to class on due date)

Each student will collect 10 questionnaires. Students will create a simple database and enter the questionnaire data into the database. Each student will submit their own database with their own data. You may decide to use this questionnaire data for your final research project--giving you 20 surveys out of 30 needed.

Research Project Components

Students will be assigned to groups of two. As part of your final project, students will complete a peer-evaluation of their group members on several criteria related to their performance in the final project

A) *Research Proposal* (approx. 500 words) To include the following:

- What is your research topic? Describe the research problem in your area of interest. Provide some background for the problem, including its significance

or importance for the scholarly field, to practitioners or policy makers, or to the public (i.e. Why should we care?).

- Define any concepts and technical jargon (if any) that are included in your problem statement.
- Formulate 2 research questions (for 2 hypothetical research projects--you will choose only one to complete for final project!): one (1) question using the positivist approach, and one (1) question using the interpretivist approach. You will also need to state 2 hypotheses that you would test for the positivist research questions.
- Indicate which question you will pursue for your project, and state whether you will use surveys or interviews to answer your research questions. If you choose surveys, you will need to collect 30 surveys. If you choose interviews, you will need to conduct about 3 hours of interviews. [Note that all students will collect some surveys and some interviews as part of classroom assignments. This data can be used in the final research project.]
- Describe how you will access your population (who will you interview? or who will you ask to take your survey?)
- Select and provide screenshots that including title, author, journal, and abstract for four (4) peer-reviewed articles on this topic. [Note: This does not count toward your final word count for the assignment] Each group member is responsible for identifying two (2) peer reviewed articles, for a group total of four (4) articles.

NOTE: Finding a good source to begin with can have a substantial impact on the quality of your paper. It is highly recommended that you spend the time (maybe several hours) identifying many possible sources in order to find a solid starting point for your paper.

EXAMPLE of a search process: You will not necessarily use the first article that you find. You should use academic search data bases to locate potential articles:

<http://library.yonsei.ac.kr/proquest/briefA?elements=all&recordView=brief> Next read titles and abstracts to identify relevant sources. Skim articles only briefly to assess relevance. When you have found a solid article (i.e. peer-reviewed, relevant, etc) look at their references page to see if there are additional resources. Also, use "web of science" or Google Scholar to see who has cited that paper.

B) Draft Literature Review (450-550 words) PRE-REQUISITE: Assmt#1

NOTE: This deliverable will not be accepted until both (all) members of your group have completed Assignment#1

Submit a literature review based on 2-3 peer reviewed journal articles. No books or book chapters will be accepted. A literature review section is more than a summary, it should integrate what you have found in the literature with your research question. Put the authors in conversation with each other, and describe how your research adds to that conversation.

C) Draft Results Section (BRING to class on due date) (about 450-550 words)

This section is essentially the culmination of your project. This is not just regurgitating data, but rather a highly organized presentation of findings, centered around relevant themes or patterns that arose from your research. Always keep in mind your research questions--do your results answer your questions?

D) Final Paper

Groups may choose to pursue either a quantitative or qualitative approach to answer your research question for your final project. Groups choosing quantitative approaches will use questionnaires, those choosing qualitative approaches will use interviews. Remember that the objective of these exercises is not the validation of a specific argument but understanding and appropriately applying the research methodology process. No matter the methodology, your Final Paper should contain all sections of a research paper:

Groups of 2

Introduction (approx. 200 words)
Literature Review (approx 500 words)
Methods (approx. 250 words)
Results (approx. 500 words)
Discussion & Conclusion (approx. 400 words)

Total = approx. 1850 words

Groups of 3

Introduction (approx. 200 words)
Literature Review (approx 650 words)
Methods (approx. 250 words)
Results (approx. 600 words)
Discussion & Conclusion (approx. 600 words)

Total = approx. 2300 words

****Additionally, students must submit their final **field notes** (for projects using interviews) or their **database** with cleaned data (for projects using questionnaires); **screen shots** for all articles used in lit review; and **peer evaluation**.**

E) Final Presentation

Groups will give a brief presentation of their Research Project in the final days of class with time for a peer-led Q&A session after each presentation. Groups will use a Power Point or a similar visual format and will be assessed on the content, clarity, and flow of their presentation. All students are expected to attend presentations of others with a graded in-class exercise each presentation day.

Course Schedule

Week Date		Lecture Activity / Topic	Reading Assignment	DUE
0	(Th) Mar 2	Syllabus Review	In-Class Exercise	Assmt #1 Plagiarism Ex.
Epistemology and Research Design				
1	(T) Mar 7	Why Do Research	Neuman Ch 1; Hesse-Biber & Leavy pp 3-6, 33-36	

	(Th) Mar 9	Epistemology--How do we know things?	Hesse-Biber & Leavy pp 6-12; 36-40; Neuman Ch 2	
2	(T) Mar 14	Theory and Research	Neuman Ch 3	
	(Th) Mar 16	Research Designs	Neuman Ch.6 p165-195	Assmt #2 Abstract Det.
3	(T) Mar 21	Literature Review	Neuman pp 135-145; Ashton (n.d.). Writing a short literature review, pp. 1-15	Research Proposal
	(Th) Mar 23	Ethics in Research	Hesse-Biber & Leavy pp. 59-89; Babbie (2004) Laud Humphrey's and research ethics pp. 12-19	
Qualitative Methods				
4	(T) Mar 28	Measurement & Sampling: Quantitative & Qualitative	Neuman Ch 7	
	(Th) Mar 30	Fieldwork: Interviews	Turner. (2010). Qualitative Interview Design, pp. 754-760; RAND Excerpt	Draft Lit Review
5	(T) Apr 4	Fieldwork: Interviews	Hesse-Biber & Leavy, pp. 93-129: In-depth interview	Assmt #3 Interview Guide
	(Th) Apr 6	Fieldwork: Observations	Hesse-Biber & Leavy: Ethnography pp. 193-226; Bernard Handout on Fieldnotes	
6	(T) Apr 11	Qualitative Data Analysis	Hesse-Biber & Leavy, pp. 301-318: Analysis and interpretation of qualitative data; Bernard (2006). Coding, 398-406	Assmt #4 Field Notes
	(Th) Apr 13	Qualitative Data Analysis	Hesse-Biber & Leavy, pp. 333-346: Writing and Representation of Research	
7	(T) Apr 18	Midterm Exam		Midterm Exam
	(Th) Apr 20	Exam Week	No Class	

8	(T) Apr 25	Make-up Class: Survey Methods	Neuman, Ch.10, "Survey Research"	
	(Th) Apr 27	Make-up Class: Survey Methods	Alreck & Settle, Survey Research Handbook, Ch.4 "Composing Questions"	
Quantitative Methods				
9	(T) May 2	Sampling	Neuman Ch 8	
	(Th) May 4	Introductory Statistics I	Neuman Ch 12	
10	(T) May 9	Election Day	NO Class	Assmt #5 Questionnaire
	(Th) May 11	Quantitative Data & Analysis	Neuman Ch 12 Cont'd	Bring 1 copy Questionnaire
11	(T) May 16	Research Week: Crafting Database Results,	TBD	
	(Th) May 18	Quantitative Data Analysis	In-Class Workshop	Assmt #6 Database
12	(T) May 23	Research Week: Communicating Research	TBD	C) Draft Results
	(Th) May 25	Research Week: Presenting Data Methods and Discussion Sections,		
13	(T) May 30	Group Presentations	In-Class Exercise	Final Project Paper Due
	(Th) June 1	Group Presentations	In-Class Exercise	
14	(T) June 6	No Class: Holiday		
	(Th) June 8	Exam Week: No Class	Study Period	
15	(T) June 13	Final Exam		Final Exam
	Good luck on exams!			

