

SOC 120: Introduction to Research Methods

Welcome to Sociology 120! I am looking forward working with you this Spring. Please take the time to read the syllabus that I created for you. Many of your questions will be answer in the following pages.

PROFESSOR

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Student hours: Tuesdays and Thursdays 1pm to 2pm

Online: Monday and Wednesday 2:30 to 3:30pm

Also available by appointment.

COURSE DESCRIPTION

Students will examine fundamental elements of empirical research and the ways in which sociologists gather, evaluate, and critique social data. Includes attention to the nature of theory, hypothesis, variables, and ethics of research. Application of qualitative and quantitative analytic tools including logic and research design, such as survey, observational, experimental, case study, historical research. This course is intended for students majoring in Sociology or other fields of social science. **(CSU, UC)**

STUDENT LEARNING OUTCOMES.

1. Identify basic methodological approaches and describe the general role of methods in building sociological knowledge. (ILO2, ILO4, ILO5).
2. Design a research study in an area of choice and explain why various decisions were made. (ILO1, ILO2, ILO 3, ILO4)

Upon satisfactory completion of the course, students will be able to:

1. Explain the basic principles of the scientific method.
2. Understand the relationship between social theory and research.
3. Critically evaluate research finding the terms of quality, credibility, and applicability;
4. Conceptualize and operationalize social variables in formulating testable hypothesis;
5. Examine various research designs, the role of quantitative techniques, and data reduction in sociological analyses;
6. Identify and review qualitative approaches in current use;
7. Describe how social research can be used to make informed decisions.
8. Demonstrate familiarity with a social science statistical software for conducting research.

COURSE TEXTS/MATERIALS

Schutt, Russell K. 2019. *Investigating the Social World: The Process and Practice of Research. 9th. Thousand Oaks. Sage ISBN: 978-1506361192*

Johnson, Willima A., et al 2009. *The Sociology Student Writer's Manual 6.* Pearson. Pearson Publisher ISBN: 978-0205723454.

*Other reading materials will be posted on Canvas and/or distributed during class.

HOW THIS COURSE IS ORGANIZED?

I believe that students learn best when presented with a variety of teaching strategies. The class will consist of lectures and many “hands on” activities such as small group discussions, exercises. Demonstrations, debates, paired work, and in-class writing assignments.

COURSE GRADING BASED

Grading Based	Total
Contact the Professor	20
Quizzes (5) @ 20 each	100
Participation	100
Research Proposal Assignments 5 @ 20	100
Pilot Study Project	80
Final Research Proposal	50
Research Proposal Presentation	50
Total Possible Points	500

Contact the Professor (20 points). Getting to know you is the best part of my job. I would like to learn a little bit about you. Therefore, your first “assignment” is to contact me. I will be posting a couple of questions as a Canvas assignment. Please answer that question as you feel comfortable. It is a very simple and casual assignment.

You will have until the end of the fourth week of the Spring Semester to submit it. It is worth 20 points! So, plan accordingly. I will not accept any late submissions.

Participation (100 Points): Research shows that people learn better when they are actively involved in the learning process. Therefore, I really value your participation. **So, what counts towards participation? To start off participation is showing up to class on a regular basis and the following points:**

- a. Your participation in the group discussions and activities
- b. Showing up to class regularly and on-time
- c. Being prepared for every class, having completed assigned readings
- d. Being attentive and engaged during lectures (Note: I love to see students offering ideas and posing questions; however, it’s just as important to be mindful of what’s taking place in class, rather than feeling that you must speak during every class period.)
- e. Refraining from using and keep your mobile phone and laptop computer out of site during class time.
- f. Fully participating in all in-class activities
- g. Completing all of your assignments

Think of it this way: You are starting the semester with a solid “A” (100 points) in participation. For each absence, excessive late arrivals, talking out of turn, disturbing the class, using your phone in class, missed assignments, you will lose participation points.

Canvas Quizzes (100 Points)

Canvas Quizzes will ensure that you are on top of your readings and pay attention to class discussion. They will be short and will reward those students who have read and attend class. Quizzes are multiple choices, True/False, and short responses. **All Canvas quizzes will open on Thursdays afternoon and will close the following Monday at midnight. Quizzes will be timed so you need to study. Only one attempt. Make sure that you know how to access Canvas prior to the first quiz. Ask for help! It is your responsibility to have Canvas set up by the first week of the semester. If you know you will not have access to reliable internet access at home, make sure to use the campus library. There are no make-up quizzes! No exceptions!**

Research Proposal Development Assignments (100 Point)

At the end of each chapter I will assigned research developing assignments that you will need to complete. These will be assigned throughout the semester building towards your final project. Please follow the class calendar to know when the assignments are due. You will submit your assignments via Canvas.

Pilot Study (80 Points)

You will have the opportunity to use qualitative research methods to explore and study your research question. It will allow you to get preliminary data about your interest and it may lead to new questions. For this assignment you will have the opportunity to choose between interviews or a mini-ethnography. You will get additional help and guidance.

Final Research Proposal Project (50 points):

Using what you have learned through the semester, you will propose a full-fledge research proposal. You make copy from **your own**work in this class over the course of the semester as much as you like. The proposal will demonstrate your ability to think like a social researcher. You will receive additional information.

Final Research Proposal Presentation (50 Points)

In addition, to submitting your research proposal you will have the opportunity to present your research in class. This is an important part of your proposal as you will get to pitch your work to your classmate.

Extra Credit. You will have opportunities to earn extra credit throughout the course. I will announce extra credit opportunities during class **only!** If you are absent you will miss the announcement. You can ask your classmates for help but do not ask me, as I will not repeat it for you.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

REYES'S CLASSROOM EXPECTATIONS

Absences and Late Arrivals: Most of us are occasionally absent or late to class. This is understandable and acceptable. However, when this becomes a regular occurrence, it can be disruptive to the flow of the class and the learning community. To reduce this problem, I will keep track of attendance. Students who have irregular attendance have shown do poorly in all assignments. **Talk to me if you have an emergency situation that may prevent you from fully participating in class for more than one class period. Otherwise, you do not need to report you absence. I will not reply to such e-mails.**

The instructor as of the first official meeting of that class will drop a student who fails to attend the first meeting of a class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details. Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Late work will not be accepted! Exceptions will be made only in cases of severe and **documented** hardship. You must contact me *as soon as* you realize you will not be able to get an assignment in on time. I will review the legitimacy of your petition and decide whether to accept the late work. **If you know you will be absent make sure to e-mail or turn in your homework a before the due date.**

"R-E-S-P-E-C-T, find out what it means to me." Classroom discussion should remain civil. We are here to learn from each other. It is difficult to learn from someone who is yelling at you, rolling her/his eyes, grumbling under his/her breath, ignoring you, interrupting you, or engaging in other dismissive behaviors. I do not expect that any of us will be tempted to behave so rudely but it doesn't hurt to spell out that these things are out-of-bounds in the classroom. **I will ask students to leave the class if behavior becomes disruptive to the class.**

How to use student hours? I enjoy office hours because it is time devoted to working with students one-on-one or in small groups. Examples of how students use office hours are: asking questions about the paper assignments, bringing in paper drafts or just ideas for your paper, sharing personal examples that relate to the class, complaining about something not going well in our class, clarifying your status in class, telling me what learning styles work for you, getting feedback from wanting to know about graduate school, wanting to know about other sociology classes, and wanting to know about career options with a sociology major. As you can see, every one of you has a good reason to come to office hours!

Some of the least effective ways to use office hours is asking "what happened in class" because you missed – if this is the case, get the notes from a classmate and come to me with specific questions and comments.

I am here to help you. If you have outside responsibilities or other potential barriers to completing the work for this course, please come talk to me as soon as possible. **Do not wait until it is too late to get help.**

Additional Campus Rules and Information

Food and Drinks are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.

Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).

Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking

exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service

Additional Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

[Disabled Student Programs and Services \(DSP&S\)](#)

If you have any disability, either temporary or permanent, which might affect your ability to participate fully in the course, please let me know right away. We can figure out what accommodations will be necessary to provide for equitable participation. Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760- 355- 5713, alexis.ayala@imperial.edu.

Student Equity Program

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 1000.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General [Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous Information Literacy [Tutorials](#) to assist students in this endeavor.

SOC 120 Class Calendar

Date or	Chapters and Readings	What's Due?
Week 1 February 18/20	Introduction to Class Syllabus	Show up to class! No shows will be drop! Read syllabus
Week 2 February 25/27	Chapter 1- Science, Society and Social Research	
Week 3 March 3/5	Chapter 2 – The Process and Problems of Social Research	Canvas Quiz # 1 by 3/9/ 2020
Week 4 March 10/12	Chapter 3 Research Ethics and Research Proposal	Research Proposal Assign. # 1 due by 3/13/20
Week 5 March 17/19	Chapter 4-Conceptualization and Measurement	Canvas Quiz # 2 by 3/23/20
Week 6 March 24/26	Chapter 5-Sampling and Generalizability	Research Proposal Assign. # 2 due by 3/27/20
Week 7 March 31/April 2	Chapter 6- Research Design and Causation	
Week 8 April 7/9	Chapter 7- Experiments	Research Proposal Assign. # 3 by 4/10/20 Canvas Quiz # 3 due by 4/13/20
<i>Spring Break!</i>		
Week 9 April 21/23	Chapter 8–Survey Research	
Week 10 April 28/30	Read Chapter 10- Qualitative Methods	Research Proposal Assign. # 4 due by 5/1/20
Week 11 May 5/7	Chapter 11 Qualitative Data Analysis	Canvas Quiz # 4 by 5/8/20
Week 12 May 12/14	Chapter 13 Evaluation and Policy Research	
Week 13 May 19/21	Chapter 14 Research Using Secondary Data and “Big” Data	Research Proposal Assign. # 5 due by 5/22/20
Week 14 May 26/28	Chapter 9 Quantitative Methods	Pilot Study Project due by 5/29/30
Week 15 June 2/4	In Class Research Proposal Workshop	Quiz # 5 by 6/8/20
Week 16 June 9/11	Final Project Presentations Must be Present!	Research Proposal Final Presentation due by 6/9/20

NOTE: This course outline should be considered tentative since some minor changes may be made according to the needs of class, changes will be announced during class.