

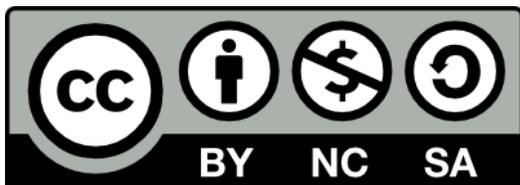


**COURSE OUTLINE**

**SOCI 227**

**RESEARCH METHODS IN SOCIAL SCIENCES**

**3 CREDITS**



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**RESEARCH METHODS IN SOCIAL SCIENCES**

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**INSTRUCTOR:** Dr. Shawkat Shareef

**OFFICE HOURS:** Moodle

**E-MAIL:** sshareef@yukonu.ca

**CLASSROOM:** ONLINE CLASS

**CRN:** 20234

**CLASS TIME:** ONLINE

**DATES:** January 5 - April 29, 2022

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**COURSE DESCRIPTION**

This course is designed to introduce students to social science research and to develop student research and analytical skills. Students are introduced to the theory and logic of research, the ethics that guide the research process, and to the range of research methods generally employed in the social sciences. Attention will be paid to research design, data collection, elementary data analysis, and report writing. The course includes discussion of specific methodological approaches.

The emphasis is on providing practical knowledge of the research process and in preparing students to conduct their own basic research projects. Students will leave the course with a better understanding of how to conduct their own research in various fields (criminology, psychology, sociology, political science, social work, etc.) as well as a better understanding of how to evaluate the research of others. The course is aimed at those who plan to pursue their education in the social or applied sciences and those employed in such fields as social work, health care, policy analysis, and related fields who wish to enhance their understanding of psychological research. The course will prepare students for advanced research methods courses in their chosen fields.

**PREREQUISITES**

Admission to the School of Liberal Arts, at least one 100 level social science course (e.g. Criminology 101, Sociology 100, Anthropology 100, Psychology 100) or permission of the instructor. It is recommended that students complete at least 24 credit hours before taking this course.

**EQUIVALENCY OR TRANSFERABILITY**

Find course transfer at <https://www.bctransferguide.ca/>

Students are reminded that it is always the receiving institution that determines whether a course is acceptable as an applicable, equivalent course or if it may be transferred to their program for credit. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

**LEARNING OUTCOMES**

Upon successful completion of the course, which includes timely submission of all assignments, students will demonstrate the following knowledge, skills, and attitudes:

- an understanding of various research techniques employed in the social sciences, as well as an appreciation of the strengths, limitations, and ethical concerns of each research strategy

- practical experience in research techniques through conducting a research assignment and developing a research proposal
- an understanding of the opportunities and challenges faced by social scientists in their attempts to understand human behaviour
- basic research, writing, analytical, and critical thinking skills

## COURSE FORMAT

Due to COVID-19 and social distancing recommendations from the Chief Medical Officer of Health, this course is being taught online using a variety of materials, activities, and technical solutions. You will need to visit the course Moodle site and participate in online activities and discussions as assigned and scheduled.

There are no in-person meetings scheduled for this course and you will work on your own schedule. While there may be no set meetings times, video- or audio-conferencing may be used for office hours tutorials, teaching sessions, seminars and class meetings. Although This is a self-paced course, the class will proceed on a timetable with set assignments and due dates.

## ASSESSMENTS

### Participation

Participation in class is essential to the development of class unity and the learning process for everyone. Discussion forums offer students a forum in which to express ideas and be educated through the ideas of others. We will create together a respectful environment where everyone will feel safe and encouraged to speak. This means that students and instructor must monitor their speech so as not to give more than their fair share.

Students will also write a number of short assignments through practicing reflexive commentaries, demonstrating their understanding of theories about families and the practical implications of those theories in the understanding of indigenous, non-indigenous and immigrant families. There are no points assigned to these practice reflexive commentaries, but performance on these short practice assignments (both completion and quality) will be added to the overall participation grade as a percentage. Also, practice reflexive commentaries will help stimulate the discussions the forums. For more details, see below.

### Written Examinations

There will be two written exams: one midterm and the other is the final exam.

### Assignments

There will be **two** reflexive commentary assignments and one research paper. The topics for the assignments are self-chosen by the students based on their experience in practice reflexive commentaries or chosen by the professor. The last assignment will be a research proposal. The research proposal is a comprehensive project on a topic of interest to the student. The sections/chapters will include an Introduction, Identification of the Problem, Review of Literature, Research Procedure(s), Ethical Considerations and an estimate of the resources required to undertake the research. See below for details about assignments. More to follow in the Discussion Forum.

### Research Paper

The research paper will be an extension of the research proposal that you have done early as part of the assignment. Whereas in the research proposal, you have done the basics, in the research paper you will have to do a paper with a formal title, introduction, body, analysis and conclusion. The paper should be documented and formatted according to APA style and maximum of five (5) pages (excluding the

references) using 1.5 line spacing and 12 point fonts.

### **STUDYING & LEARNING STRATEGY**

Textbook aside, the on-line course environment containing several tools that would help you to get used to using the course material and enhance your learning experience. Please practice the following as your everyday guide to studying and learning.

#### **The Beginning**

At the very beginning, you should be able to familiarize yourself with the course syllabus, the Moodle course website, and the course textbook. Also, you should start reading the Week 1 readings and begin to address the concept of Reflexive Commentary based on the readings. Reflexive Commentary will be a big part of your learning throughout the course and it will certainly help you to do well in that.

#### **Weekly Reading Strategy**

As part of weekly readings, you should start by reading through Chapter Overview and the Key points. You can follow your own individual reading habit in order to address those sections mentioned above but please do note that if you read Chapter Overview and the Key Points first before you start with the actual textbook chapter, it will only help you to understand what to expect in the textbook chapter itself and how to focus on different topics. Upon finishing reading the chapter, you can address some of the Time to Review Questions and try to answer them in rudimentary fashion (this will help you to do reflexive commentary later on).

#### **Problem solving**

It is very natural that you may run into difficulties to understand the textbook material. Do not worry when it happens because there are several tools to solve these problems: Chapter Overview, Key points, online resources, Discussion Forum and Email. Besides the textbook chapter summary and key terms that will direct you to many broader online materials to understand the relevant topics at hand, Discussion Forum is to support you to clarify confusions regarding course materials. Don't understand a topic? Simply start a thread with your question to your classmates and try to generate a very cooperative and congenial discussion. However, do this only after you have really invested some time and energy to understand the material because your classmates will not give you full answers to any topic/issue in question and if anybody attempts to do that, it will be considered unethical. As said before, Discussion Forum is an online-substitute for in-class lecture and discussions here should be regarded as discussions, not answers to questions (but definitely discussions will most likely lead you to the correct answers). Post your general course questions on the Forum. I will monitor the Discussion Forum and if necessary, will post comments to your inquiries/comments. If you are still struggling, send an Email to me through Moodle emailing environment and please be very specific topic/issue based in your emails. Personal problem related emails will be automatically ignored.

#### **Reflexive Commentary**

You have done your homework so far (reading textbook chapter, critical thinking questions and learning objectives for each chapter) and now it is time for you to proceed with Reflexive Commentary. Reflexive Commentary is a proof that you understand the course material and that you can engage with it through your critical reflection skills. It's basically your self-assessment tool to understand your own comprehension capacity of the course materials to develop your own reflective questions (other than the ones mentioned in

the Critical Thinking Questions section at the end of every chapter). Reflexive Commentary will strengthen your skill and capacity that you need to write exams.

**Practice Reflexive commentaries** are written reflections of weekly readings. These practice reflexive commentaries will lead to **two** commentaries in total throughout the span of the course which are regarded as **three formal assignments** (see Reading List for the due dates). The commentaries will be submitted to the Discussion Forum when asked by me to do so using Moodle course website and in Word or PDF files. Submission of the commentaries are time sensitive and no late submissions will be accepted. There will be no make-up commentaries for missed opportunity. However, under extenuating circumstances (for which documentations are required), you can arrange for early submissions of the commentaries.

The purpose of the reflexive commentary is to enable you to develop critical analytical thought process. Therefore, the commentaries should not be just descriptive, rather they will be your own thoughts about different theories and concepts in textbook readings. Also, another aspect of the commentaries will focus on the Questions for Critical Thought at the end of the chapters where you will choose one question from each chapter to critically analyze and explain. In other words, the latter aspect of commentaries (critical thinking questions) are to enable you to think about the issue in more in-depth fashion. If your analysis and/or explanations can generate some debate/discussion among your peers, then you know that you have done a good job.

The **length of each reflexive commentary** should be kept short and precise so that others can also easily read yours and have input on them. No need to use a cover page for commentaries.

### **ASSIGNMENTS**

You will write two formal assignments. Each assignment should not be exceeding 3 pages in length using Times New Roman font size 12 and 1.5 line spacing.

### **Exam preparations**

On exam days, reviewing all study notes and Reflexive Commentaries will get you ready for the exam. When the exam is available online, first, read the question thoroughly to know what has been specifically asked in the question to address. It is up to you in which order you will answer the questions as long as the numbers of the questions are clearly specified. Always try to answer the questions that are easier and more familiar to you and save the challenging ones for the last. Exam time is limited and so, you have to do all the preparations beforehand so that you are not struggling for time. Topics will be provided before each exam for your preparations. You will not be allowed to hand in the exam after the deadline: you fail to submit the exam on time, you miss the exam altogether.

### **EXAM FORMATS**

First, there will be both multiple-choice/ true-false questions and short/long essay for midterm and final exam. Second, short questions will be “definitions” based and will require two paragraph-long answer or half page. Finally, the long essay topics will be drawn from major ideas/themes from the course readings. Long essays will be up to three pages (1.5 line spacing and 12 pt Times New Roman font). Textbook will be used for all three exam materials and exam questions will be available on the Moodle course website on the day of the exam. You will have 120 minutes (2 hours) to work on and submit your answers using Moodle course website. All exams are non-cumulative. Please do note that exam submissions are strictly time sensitive and late admissions will not be accepted.

### **EVALUATION**

<b>Class participation</b>	10%
<b>Midterm Exam</b>	25% (February 18, 7-9 PM)
<b>Final Exam</b>	30% <b>(April 16, 7-9PM)</b>
<b>Assignment 1:</b>	10% (February 15)
<b>Assignment 2:</b>	10% (April 8)
<b>Research Paper</b>	15% (Due April 11)
<b>Total</b>	<b>100%</b>

### REQUIRED TEXTBOOKS AND MATERIALS

Alan Bryman, Edward Bell (2019). Social Research Methods. Fifth Canadian Edition. Toronto: Oxford University Press.

E-link for the textbook: <https://www.vitalsource.com/en-ca/products/social-research-methods-alan-bryman-edward-bell-v9780199029518>

### GENERAL RULES

**Email:** All emails will be considered official and thus, emails will be formal both in language and presentation. Emails sent through Moodle SOCI 203 course website will be answered. So, please no emails from your personal email address as they will not be answered. Consider Discussion Forum is the most formal platform to post your questions about all types of course materials.

**Discussion Forum:** Discussion Forum is the online substitute for in-class lecture and thus, it should be used formally and appropriately. Discussion, debate should never entail any abusive language and tone and there will be zero tolerance for any kind of disrespectful presentation.

**Disclaimer:** The information is subject to change and if any change occurs in this online course, will be notified through Moodle, in the Announcements section.

### ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

### PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

### YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

### ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca).

### TOPIC OUTLINE

Week 1 (January 5)	<i>COURSE INTRODUCTION AND KNOW-YOUR-SYLLABUS</i>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 1 (January 5-7)	Readings Chapter 1: General Research Orientations	
Week 2  (January 10-14)	Reading  • Chapter 2: Research Designs	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 3 (January 17-21)	Reading • Chapter 3: Research Ethics	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)

		Forum)
Week 4  (January 24-28)	Reading <ul style="list-style-type: none"> <li>Chapter 4: The Nature of Quantitative Research</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 5 (January 31)  Week 6 (February 1-4)	Reading <ul style="list-style-type: none"> <li>Chapter 5: Survey Research: Interviews and Questionnaires</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 7 (February 7-11)	Reading <ul style="list-style-type: none"> <li>Chapter 6: Structured Observation</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 8 (February 14-18)	Reading <ul style="list-style-type: none"> <li>Chapter 9: The Nature of Qualitative Research</li> </ul>	<b>Assignment # 1 due: February 15</b>
Week 8	<b>MIDTERM, FEBRUARY 18</b>	MOODLE, 7-9 PM
Week 9 (February 21-24) February 25	<b>Reading Week</b> <b>Heritage Day</b>	
Week 10 (February 28)	Reading <ul style="list-style-type: none"> <li>Chapter 10: Ethnography and participant Observation</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 11 (March 1-4)	Reading <ul style="list-style-type: none"> <li>Chapter 10: Ethnography and participant Observation</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)

Week 12 (March 7-11)	Reading <ul style="list-style-type: none"> <li>Chapter 11: Interviewing in Qualitative Research</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum based on the articles posted in the Moodle)
Week 13 (March 14-18)	Reading <ul style="list-style-type: none"> <li>Chapter 12: Content Analysis</li> </ul>	
Week 14 (March 21-25)	Reading <ul style="list-style-type: none"> <li>Chapter 13: Qualitative Data Analysis</li> </ul>	
Week 15 (March 29-31)	Reading <ul style="list-style-type: none"> <li>Chapter 14: Revisioning Quantitative and Qualitative</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 16/17 (April 1, 4-8)	Reading <ul style="list-style-type: none"> <li>Chapter 15: Writing up Social Research</li> <li>Summary of the course</li> </ul>	<b>Assignment 3 due: April 8</b>
Week 18	Research Paper Due April 11	<b>MOODLE SUBMISSION</b>
Week 18	FINAL EXAM, APRIL 16	<b>MOODLE 7-9 PM</b>