

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Agriculture Today's Date: 09/17/2010
- b. Department/Division: Community & Leadership Development
- c. Is there a change in "ownership" of the course? YES NO
- If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Lori Garkovich Email: lgarkov@uky.edu Phone: 77581
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: CLD 405 Proposed Prefix & Number: CLD 305
- b. Full Title: Analytic methods for Community Communications and Leadership Development Proposed Title: Research Methods in Community and Leadership Development
- c. Current Transcript Title (if full title is more than 40 characters): Analytic Methods for CLD
- c. Proposed Transcript Title (if full title is more than 40 characters): Research Methods in CLD
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
- Proposed – ADD³ Cross-listing (Prefix & Number): _____
- Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

Current:	<input checked="" type="checkbox"/> (3 hrs) Lecture	<input type="checkbox"/> Laboratory ⁵	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		
Proposed:	<input checked="" type="checkbox"/> (3 hrs) Lecture	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		

f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail

¹ See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. Current number of credit hours: 3 Proposed number of credit hours: _____

h. Currently, is this course repeatable for additional credit? YES NO
 Proposed to be repeatable for additional credit? YES NO
 If YES: Maximum number of credit hours: _____
 If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Current Course Description for Bulletin: This course will familiarize students with research concepts, methods and skills often used in community and organizational development and communication. The course focuses on applied research topics such as: design and analysis, data gathering, assessment, and related issues such as the politics of information and ethical concerns in social research.

Proposed Course Description for Bulletin: This course will familiarize students with research concepts, methods and skills often used in community and organizational development and communication. The course focuses on applied research topics such as: design and analysis, data gathering, assessment, and related issues such as the politics of information and ethical concerns in social research.

j. Current Prerequisites, if any: CLD 102 and junior standing, or consent of instructor. Primary registration access limited to majors and remaining seats open during secondary registration.
 Proposed Prerequisites, if any: Major standing and CLD 300 (May be taken concurrently).

k. Current Distance Learning(DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop
 *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both
 Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO
 Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO
 If YES, explain and offer brief rationale:
This course has been moved from the 400-level to the 300-level and modified to encourage students to take it earlier in their academic career, before both senior seminar and the professional practicum.

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO
 If YES, identify the depts. and/or pgms: _____

b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO
 If YES⁷, list the program(s) here: CLD

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

6. Information to be Placed on Syllabus.

a.

Check box if
changed to
400G or 500.

If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CLD 305

Proposal Contact Person Name: Dr. Rick Maurer Phone: 77582 Email: richard.maurer@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
<i>Dept. Faculty</i>	<i>8/20/10</i>	<i>Cory Hansen 7-7586 ghanse@uky.edu</i>	<i>[Signature]</i>
<i>UCC-COA</i>	<i>10/29/10</i>	<i>Larry Groban 17-1885 Larry.Groban@uky.edu</i>	<i>[Signature]</i>
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

CLD 305 - Research Methods in CLD
Fall (M/W 5:30 – 6:45)

Instructor

Lori Garkovich

7-7581

lgarkov@uky.edu

706 Garrigus Bldg

Office Hours: by appointment but generally I am here most days

Course overview

The essential question that will guide the knowledge and applications of this course is: How do we come to know what we know?

This course will introduce you to the research process in the social sciences. It is designed to help you become familiar with the research methods often utilized in community, organizational, media and leadership studies. There are several principles of research you will discover during this course:

- The research process begins with a curiosity about an issue or a topic that leads to a specific question to be answered. It does not begin with an assumed answer but a logical and rigorous process of discovery.
- A research topic contains a diversity of potential research questions, each of which, when answered, can provide insight into unique aspects of the research topic.
- Each research question is best answered with a particular research method. In other words, each research method is most appropriately used for answering a specific type of research question.

Course learning outcomes: By the end of the semester, you will be able to:

- Define and apply key research concepts
- Identify and explain the different types of research methods, hypotheses, variables, and sampling approaches
- Design and implement a research process from statement of research question to review of literature to collection and analysis of data to presentation of data
- Describe the strengths and weaknesses of different research strategies and determine which method is most appropriate to use to study a particular issue
- Identify and describe political uses of research and information
- Describe and illustrate ethical concerns as they relate to social science research
- Recognize and recommend how to deal with ethical challenges in research projects

The prerequisites for this course are: Major standing in CLD, plus CLD 300 (this may be taken concurrently).

You need to come to class prepared and willing to ask and answer questions, and contribute to the overall learning of the entire class.

You will be required to access Blackboard for this course. You must create an active directory account and utilize this web site. Directions for activating your active directory account are available on the Blackboard web site.

On Blackboard you will find the course syllabus with hot links to all the required and recommended readings that are available on-line. You may submit your assignment to me by e-mail (lgarkov@uky.edu) in a Word file or, you may turn in a physical copy of your assignment at the beginning of each class. However, you should always be prepared to talk about what you did and what you learned doing that assignment in class. You should also plan on checking the course web site by noon of each class day to see if there are any announcements regarding the class.

The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

Required Text

Lisa J. McIntyre. 2005. *Need to know: Social science research methods*. McGraw Hill

Methods of Assessment

The keys to academic success are:

Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

There will be multiple methods of assessment used during the semester.

In-class quizzes and activities

During the semester there will be at least 10 unannounced in-class activities. Each is worth between 2-4 pts for a total of 34 potential points based on these activities. These may be group discussions after which you will do a reflective in-class or take home writing; an in-class quiz based on course readings; or, any number of other activities designed to engage you in thinking about and applying course concepts. Since there will be more than 5 in-class activities, unless you have a formal excused absence (see below for definition), you will not be allowed to make up the in-class activity.

The group application project

We will form groups of 2 or 3 persons who will be responsible for completing a group project that has 5 components; four a result of group work and one an individual reflection. See the attachment for complete details of this group project. One week before the due date of each component, you will e-mail a copy of your draft to the members of another group for evaluation and suggestions. Each time you serve as a draft evaluator for another group, you will send the members and myself your written evaluation. This will serve as one of the in-class activities and receive 2.5 points.

Point distribution for assessments

	<u>Number</u>	<u>Total points</u>
In-class quizzes and activities Including evaluation of other group drafts	10 counted	50
<i>Group application project</i>	<i>5 components</i>	50
	<u>Due Dates</u>	
Statement of the research problem, a review of literature and hypotheses	Sept 29	10
Secondary data analysis	Oct 20	10
Survey design	Nov 17	10
Key informant interviews or focus groups	Dec 1	10
<u>Reflection and interpretation</u>	Dec 8	10
Total points		100

Assignment of grades: A = 90-100, B = 80-89, C = 70-79, D = 60-79, E = under 60

Other course information

Attendance

Attendance is not mandatory. However, since 40% of your final grade is based on in-class activities, it is probably a good idea to attend class. Moreover, class lectures and activities will help you increase your understanding of course concepts

Quality of writing as a component of your grade

If you cannot clearly and concisely communicate your ideas, there is no way for me to be sure that you understand the course material and have the ability to apply the course material. Therefore, a portion of your grade for all your assignments and quizzes will be based on the clarity and quality of your written presentation. I draw your attention to Part II Rules of the University Senate found at the site listed below for the official University policy which supports this position. "Section 5.2.4.3 Acceptable Standards in English Teachers in all courses are expected to call attention to and penalize for errors in English usage and to require the rewriting of papers which do not meet acceptable standards in English." (<http://www.uky.edu/StudentAffairs/Code/part2.htm>).

Classroom behavior, decorum, and civility

We (myself, this department and the University) have a commitment to respect the dignity of all and to value differences among members of our academic community. During this course, we will have many discussions and debates about issues. We may disagree with the ideas of others but we cannot attack the other person. You clearly have the right to take reasoned exception to the opinions of others and to voice opinions contrary to those offered by myself and/or other students (S.R. 6.1.2). Equally, as a faculty member, I have the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

Academic honesty

Academic dishonesty is not tolerated. All assignments and projects are to be your original work for the project assigned. You may build on a body of research or topical research area; however, you are not to reuse papers from previous courses, assignments, or other scholarly projects, or turn in the same paper for two courses you are taking simultaneously. To do so constitutes cheating. If you are caught, the minimum penalty is zero on an assignment for the first offense; an additional penalty of extra work, reduced letter grade, or E may be imposed. There is a minimum penalty of E for offenses subsequent to a "minor" offense. There is a minimum penalty of suspension for offenses subsequent to a major offense.

You should read the official University policy on plagiarism at the site listed below. See Part II, Section 6.3.0 of "The Code of Student Conduct" at the following website:
<http://www.uky.edu/StudentAffairs/Code/part2.html>.

You should also read the paper: "Plagiarsim: What is it?" at the Academic Ombud website:
<http://www.uky.edu/Ombud/Plagiarism.pdf>

There is also an online tutorial on plagiarism entitled "How to avoid plagiarism" at the Ombud website that will help you understand what plagiarism is and how you can avoid this problem.

Electronic communication devices

All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating. Computers (laptops, i-phones, i-pads, etc.) are not allowed to be in use during the class session.

Excused absences

See the following website (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) and specifically Section 5.2.4.2 Excused Absences for the University's policy on excused absences. This section notes: "Students missing work due to an excused absence bear the responsibility of informing the instructor about their

excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred."

Late papers

I expect all assignments to be completed on time. For the purposes of this class, this means you must turn in a physical copy of the paper or E-mail me a copy dated by 8PM of the day the assignment is due. If you e-mail the paper to me, you must receive a response back saying "I got it and printed it" to confirm that the paper has been received. For each 24 hour period that the assignment is late, I will deduct 5 points from your grade for that assignment. If you have an excused absence you will, of course, be able to submit an assignment late without this penalty.

End of the semester incomplete

An incomplete will be granted only upon the submission of a formal request, in writing, for an incomplete for the semester's work and an explanation that fits within University guidelines for why you are seeking an incomplete. If granted, you will sign a contract specifying the remaining course work to be completed and a time line for submitting this work.

Note to students with disabilities

The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Statement of Nondiscrimination

The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Course Outline

Week 1

Introduction and overview of course and course requirements
Ch 1 and 2 in McIntyre

Key concepts: epistemology, errors in inquiry, foundations of science, assumptions of science

Week 2

The scientific process

Week 2

The logic of scientific inquiry
Ch 3 in McIntyre

Key concepts: idiographic and nomothetic explanations, inductive and deductive logic, correlation, causation, spurious and nonspurious relationships, fallacies in logic

Week 3

Developing the research question

Key concepts: common sense, social phenomena, review of literature, social theory

Week 4

Developing the research question

Key aspects of the research process
Ch 7 in McIntyre

Key concepts: Types of research (basic, applied, evaluation research); purposes of research (exploration, description, explanation); methodological approaches (quantitative, qualitative, cross-sectional, longitudinal - trend, cohort, panel); experiments, surveys, secondary data analysis, observation, content analysis, focus groups, key informant interviews, case study; hypothesis, conceptualization, concept, constructs

Week 5
Key aspects of the research process

Week 6
Key aspects of the research process

Secondary data analysis

Key concepts: secondary data; types of secondary data analysis (trend, cohort, panel, event history, time series); numbers vs rates vs percent change

Informational materials for how to do this type of research:

Zimmerman, Julie N. 2005. "By the Numbers: Finding Data on the Internet." Social and Economic Education for Development (SEED): University of Kentucky. Originally published: October, 1999. Revised: February, 2005.
(<http://www.ca.uky.edu/snarl/KentuckyByTheNumbers/KYBTNPublications/FindingData2005.pdf>)

Zimmerman, Julie N. 2005. "Getting Started... Finding Census Data on the Internet." Social and Economic Education for Development (SEED): University of Kentucky. February, 2005.
(<http://www.ca.uky.edu/snarl/KentuckyByTheNumbers/KYBTNPublications/KYBTNPublications.htm>)

Zimmerman, Julie N. 2005. "Getting Started... Finding Economic Data on the Internet." Social and Economic Education for Development (SEED): University of Kentucky. February, 2005.
(<http://www.ca.uky.edu/snarl/KentuckyByTheNumbers/KYBTNPublications/KYBTNPublications.htm>)
See "Demographic, education and workforce" tables <http://ksdc.louisville.edu/sdc/tables/1datatables.htm>

See: Kentucky Kids Count data books http://www.kyouth.org/KIDS_COUNT/State/

Week 7
Secondary data analysis

Examples of studies using this type of method.

Cakmak, Melek. 2008. "Concerns about teaching process: Student Teachers' perspectives. Educational Research Quarterly. Vol 31 Issue 3 (March): 57-77

Naykki, Piia and Sanna Jarvela. 2008. "How pictorial knowledge representations mediate collaborative knowledge construction in groups." Journal of Research on Technology in Education. Vol. 40. Issue 3 (spring): 359-387.

Yoo, Jeong-Ju and Kim K.P. Johnson. 2007. "Effects of appearance-related testing on ethnically diverse adolescent girls." Adolescence. Vol 42. Issue 166 (Summer): 353-380

Walsh, Bridget and Karen Petty. 2007. "Frequency of six early childhood education approaches: A 10 year content analysis of early childhood education journal" Early Childhood Education Journal. Vol. 34, Issue 5 (April): 301-305

Bollin, Gail G. 2007. "Preparing teachers for Hispanic immigrant children: A service learning approach." *Journal of Latinos & Education*. Vol.6, Issue 2: 177-189

Dooley, Kim E. and Leah E. Wickersham. 2007. "Distraction, domination, and disconnection in whole class, online discussions." *Quarterly Review of Distance Education*. Vol. 8, Issue 1 (Spring): 1-8

Mastro, Dana E. and Michelle Ortiz. 2008. "A content analysis of social groups in prime-time Spanish-Language Television." *Journal of Broadcasting and Electronic Media*. Vol 52. Issue 1 (March): 101-118

Belstock, Sarah A., Gregory N. Connolly, Carrie M. Carpenter and Lindsey Tucker. 2008. "Using alcohol to sell cigarettes to young adults: A content analysis of cigarette advertisements." *Journal of American College Health*. Vol. 56. Issue 4 (Jan/Feb): 383-389

Voorhees, Courte C.W., John Vick, Douglas D. Perkins. 2007. "'Came hell and high water': The intersection of Hurricane Katrina, the news media, race and poverty." *Journal of Community and Applied Social Psychology*. Vol. 17. Issue 6 (Nov/Dec): 415-429

Messner, Beth A., Art Jipson, Paul J. Becker and Bryan Byers. 2007. "The hardest hate: A sociological analysis of country hate music." *Popular Music and Society*. Vol 30, Issue 4 (Oct): 513-531

Coleman, Renita and Maxwell McCombs. 2007. "The young and agenda-less? Exploring age-related differences in agenda setting on the youngest generation, baby boomers, and the civic generation." *Journalism and Mass Communication Quarterly*. Vol 84. Issue 3 (Autumn): 495-508

Week 8

The vocabulary of research Ch 4 in McIntyre

Key concepts: units of analysis (individuals, groups, organizations, social artifacts); focus of analysis (characteristics, orientations, actions); variable, attributes of variables, operationalization, operational definitions, variable indicators and dimensions, independent variable, dependent variable, intervening variable,

Week 9

Social surveys Ch 9 and 10 in McIntyre

Key concepts: types of questions (attitudes, beliefs, behaviors, attributes); forms of questions (open-ended with ordered or unordered choices, screening questions, contingency questions), biased questions, double-barreled questions, loaded questions, pre-test, ways of conducting surveys (face-to-face, telephone, mail, drop-off/pick-up, drop-off/mail back

Week 10

Social surveys

Examples of research studies using this method

Andrew Kirby et.al. 2006. "Examining the significance of housing enclaves in the metropolitan United States of America." *Housing Theory and Society*, Vol. 23 No. 1: 19-33

Lori Hunter, Alison Hatch, Aaron Johnson. 2004. "Cross national gender variation in environmental behaviors." *Social Science Quarterly*, Vol 85, No. 3 (Sept): 677-694

Flint, Courtney G. and A.E. Luloff. 2007. "Community activeness in response to forest disturbance in Alaska." *Society and Natural Resources*, Vol. 20, Issue 5 (May/June): 431-450

Ernst, Julie. 2007. "Factors associated with K-12 teachers' use of environment-based education." *Journal of Environmental Education*, Vol 38, Issue 3 (Spring): 15-32

Teno, Joan M., Vincent Mor, Vincent Ward, et.al. 2005. "Bereaved family member perceptions of quality of end-of-life care in US regions with high and low usage of intensive care unit care." *Journal of the American Geriatrics Society*. Vol 53, Issue 11 (November): 1905-1911

AFT (American Federation of Teachers) "2005 Survey and analysis of teacher salary trends."
<http://www.aft.org/salary/>

McDonald, Michael P. 2007. "The true electorate." *Public Opinion Quarterly*. Vol 71, Issue 4 (Winter): 588-602

Curry, Susan J., Sherry Emery, et. al. 2007. "A national survey of tobacco cessation programs for youths." *American Journal of Public Health*. Vol 97, Issue 1 (Jan): 171-177

McCray, Carlos R., James V. Wright, and Floyd D. Beachum. 2004. "An analysis of secondary school principals' perceptions of multicultural education." *Education*. Vol 125, Issue 1(Fall): 111-120

Week 11
Qualitative methods
Ch 12 in McIntyre

Key concepts: key informants, steps in key informant interviews, positional leaders, reputational leaders, snowball approach, directive interviews, investigative interviews, key word analysis, focus groups

Some readings that would help with these methods:

University of Illinois Cooperative Extension
(<http://www.aces.uiuc.edu/~PPA/KeyInform.htm>)

Lisa A. Guion. "Conducting an in-depth interview." Florida Cooperative Extension's Electronic Data Information Source.
<Http://edis.ifas.ufl.edu/FY393>

Anita Gibbs. "Focus groups." *Social Research Update*, Winter, 1997.
<Http://www.soc.survey.ac.uk/sru/SRU19.html>

Melinda Lewis. "Focus group interviews in qualitative research: A review of the literature." *Action Research Electronic Reader*
<http://www.scu.edu.au/schools/gcm/ar/arow/rlewis.html>

"Focus group research" Center for Higher Education Development. Coventry University
<http://legacywww.coventry.ac.uk/legacy/ched/research/fogrweb.htm>

"Focus group interviewing" Richard Krueger, University of Minnesota
<http://www.tc.umn.edu/~rkrueger/focus.html>

Week 11
Qualitative methods of research

Examples of research studies using qualitative methods

Susan Abbott-Jamieson. 2007. "Using oral history techniques in a NOAA Fisheries Service (NMFS) education and outreach project: Preserving local fisheries knowledge, linking generations, and improving environmental literacy." Forthcoming, NAPA Bulletin

Glover, Troy D. and Diana C. Parry. 2005. "Building relationships, accessing resources: mobilizing social capital in community garden contexts. *Journal of Leisure Research*. Vol 37, No. 4:450-474

Denbam, Sharon, Michael G. Meyer, Ann Rathbun, et.al. 2006. "Knowledge of rural nurses' aides about end-of-life care." *Family Community Health*. Vol 29, No. 3: 229-241

Mangun, Jean C., Kara W. Throgmorton, Andrew Carver and Mae Davenport. 2007. "Assessing stakeholder perceptions: Listening to avid hunters of western Kentucky." *Human Dimensions of Wildlife*. Vol 12, No 3 (May/June): 157-168

Pavey, Jamey L., Allyson Muth, David Ostermeier, Davis Steiner and L.E. Miriam. 2007. "Building capacity for local governance: An application of interactional theory to developing a community interest." *Rural Sociology*, Vol 72, Issue 1 (March): 90-110

Vilalba, Jose A. 2007. "Health disparities among Latina/o adolescents in urban and rural schools: Educators' perspectives." *Journal of Cultural Diversity*. Vol. 14, Issue 4 (Winter): 169-175

Howard, Donna E., Melinda Griffin, Bradley Boekeloo, Kristin Lanke and Denise Bellows. 2007. "Staying safe while consuming alcohol: A qualitative study of the protective strategies and informational needs of college freshmen." *Journal of American College Health*. Vol 56, Issue 3 (Nov/Dec): 247-254

Kaenzig, Rebecca, Eva Hyatt and Stella Anderson. 2007. "Gender differences in College of Business educational experiences." *Journal of Education for Business*. Vol 83, Issue 2 (Nov/Dec): 95-100

Klassen, Robert M., and Shane Lynch. 2007. "Self-efficacy from the perspective of adolescents with LD and their specialist teachers." *Journal of Learning Disabilities*. Vol 40, Issue 6 (Nov/Dec): 494-507

Becken, Susanne. 2007. "Tourists' perception of international air travel's impact on the global climate and potential climate change policies." *Journal of Sustainable Tourism*. Vol 15, Issue 4: 351-368

Troy Glover, Diana Parry and Kimberly Shinew. "Building relationships, accessing resources: Mobilizing social capital in community gardens contexts." *Journal of Leisure Research*, Vol 37, No. 4: 450-474. 2005

Week 12

Ethical issues in social science research

Ch 5 in McIntyre

Readings around ethical issues in social science research

The Belmont Report: Ethical principles and guidelines for the protection of human subjects in biomedical and behavioral research"

<http://poynter.indiana.edu/sas/res/belmont.html>

"Responsible research" Onlineethics.org, Case Western University

<http://onlineethics.org/reseth/>

"On being a scientist: Responsible conduct in research" National Academy of Science, 1995

<http://books.nap.edu/html/obas/>

Grinyer, A. The anonymity of research participants: assumptions, ethics and practicalities, in *Social Research Update*, Spring, 2002

(<http://www.soc.surrey.ac.uk/sru/SRU36.html>)

Week 13
Ethical issues in social science research

Week 13
Measurement issues

Key concepts: nominal, ordinal, interval and ratio measures; composite measures (scale, index); reliability; types of validity (face, criterion, content, construct); bias, random error

Week 14
Measurement issues

Thanksgiving holiday

Week 15
Measurement issues

Week 15
Sampling
Ch 6 in McIntyre

Key concepts: target population; accessible population; sample; sampling frame; sampling unit; parameter, statistic; unbiased sample; systematic error; probability sampling (random, systematic, stratified random); nonprobability sampling (convenience, snowball, purposive)

Week 16 **Dead week**
Other research approaches
Ch 8 and 11 in McIntyre

Key concepts: experiment; experimental group; control group; comparison group; random assignment to group, unobtrusive measures (content analysis, observation, field notes); Internet surveys

General sites of interest

Research Methods Social Sciences: An Internet Resource List <http://www.library.miami.edu/netguides/psymeth.html>
The Web Center for Social Research Methods. <http://www.socialresearchmethods.net/>
Research for methods in evaluation and social science research. <http://gsociology.icaap.org/methods/>
Internet for social research methods - tutorial on Internet research skills. <http://www.vts.rdn.ac.uk/tutorial/social-research-methods>

Attachment
Explanation of components of group project

This group work will demonstrate your ability to apply the scientific method to the analysis of an issue of concern or interest within the community of Lexington KY – your current home. The issues you may choose to analyze include but are not limited to:

- Immigration and ethnic diversity in the Lexington area.
- The changing family
- Households and/or housing
- Educational challenges and issues in the Lexington area
- Town-gown relationships
- Media trends and issues
- Policing and community safety
- Economic trends
- Politics and decision-making
- Churches and volunteer associations in the Lexington area

The components of the group project are:

Review of literature and hypothesis (worth 10% of final grade)

Identify the issue your group will use in all the remaining assignments. In other words, you will use this issue for each of the upcoming assignments. For this assignment you will provide:

A brief description of the issue.

What is the topic your group will be considering during the semester? What does your group see as the key aspects of this issue?

A brief explanation on why your group chose this issue

What is the basis of your group's interest in this issue? Why is this issue of importance from the perspective of your group?

A brief statement on why this might be an issue of importance to others

Why might other people in the Lexington area or society at large consider this an important issue? How might the issue influence their lives? Or, why might this issue be important for an academic discipline?

An example of a research question on this issue that illustrates each of the following types of inquiries: Exploration, Description, Explanation. You must provide a 2 or 3 sentence statement that presents your group's thinking as to how the research question does in fact correctly illustrate that type of inquiry.

The second part of this assignment is to answer the larger question, "What do we already know about research on this issue?" by finding and summarizing three (3) peer-reviewed journal articles that report on the results of a research project. The article must report research results. In other words, it must utilize data gathered through a research process. You will find such research articles by going to Academic Search Premier through the UK Libraries and click on "peer review (scholarly) article" and "full article" prior to typing in your search phrases. For each article in no more than 2 pages state the following:

Provide a full and complete citation for the article or report

What research question does this article address?

How did they do the study? (e.g., What were the key variables examined? What type of sample was used? What method(s) did they use?)

Provide a summary of the key findings of the study

Explain how the article contributed to your understanding of the issue of concern

Secondary data analysis (worth 10% of final grade)

This is a group paper and will reflect a requirement that your group develop an analytic profile of Lexington/Fayette County. To do this, you will collect secondary data related to 10 (ten) variables for at for 2 (two) points in time OR during the same time period for Lexington versus another place that it is logical to compare to Lexington.

Provide your complete results in a table. Use tables, charts or graph as appropriate. Remember, you can include more than one variable in a chart or graph; just make sure it makes sense that they are illustrated together (i.e., population and households).

Examples of variables:

Total population (number)

Total households (number)

Population under 18 (number and percent)

Population 65 and over (number and percent)

Percent white, black, and other minority (percent)

- Median household income (in dollars)
- Percent in poverty (percent)
- Total persons employed in the labor force
 - Percent employed in manufacturing
 - Percent employed in retail trade
 - Percent employed in government
 - Percent employed in accommodations and food service
- Percent unemployment
- Literacy levels
- % of 3-5 year olds enrolled in nursery school, preschool or kindergarten
- Retention rate
- Dropout rate
- Educational attainment by age
- Media usage or market penetration or share of market
- Proportion of adults registered to vote
- Proportion of registered voters who voted in last election
- Uniform crime rates by type of crime

Your report should include the following components:

State your research issue or topic

State the research question that is most appropriate to be answered using this method.

Explain how this research question is related to your research issue or topic and why answering this question would contribute to a better understanding of your topic.

Explain why this method is the most appropriate choice for answering this question. You should follow this kind of format:

“One way to measure (data topic) is by examining _____. Data to do this are available from _____.” In this case, we will be looking at the same data for [pick one] two different time periods or comparing Lexington with _____.”

State the variables you have gathered and analyzed and explain why this information would be important to understanding your research question.

Explain what you learned about Lexington and your research issue and particular research question based on this secondary analysis. Try to explain the overall message/story that comes from looking at your data. If you used data that is not “typically” considered in addressing your issue or topic, explain why your data offers an important and different perspective.

Finally, comment on why you believe that a secondary data analysis is of value in a research process. What did you learn about your issue/topic as it plays out in Lexington. Note where the reader can go to find more data. Include website addresses!

Include in your report graphics (tables, maps, charts) and call out boxes (to explain technical terms, etc) when appropriate. Be sure to have text that explains all graphics. Make sure to footnote the source of any/all outside information. But try not to use footnotes heavily.

Survey design (worth 10% of final grade)

This is a group paper and will reflect a requirement that you develop a 15-20 question survey on a topic related to your issue. The survey must contain examples of sociodemographic, attitude, belief and behavior questions as well as examples of open-ended, Likert and yes/no questions.

Your report should include the following components:

State your research issue or topic.

State the research question that is most appropriate to be answered using this method.

Explain how this research question is related to your research issue or topic and why answering this question would contribute to a better understanding of your topic.

Explain why this method is the most appropriate choice for answering this question.

Develop your 15 questions and for each question that you develop for your survey:

State the question

Explain what led you to pose the question in this particular way.

State the type of question it represents

Explain how this question you have designed will lead to the information you need to learn from the survey in order to answer your question

REMEMBER QUESTIONS MUST BE PRESENTED APPROPRIATELY AS THEY WOULD IN A SURVEY TO GAIN COMPLETE VALUE FOR THIS PORTION OF THE REPORT

Describe who you would want to answer a survey related to your research question. In other words, who would have knowledge of your issue and question and could give you a better understanding of research question and possible answers to it?

Key informant interviews or a focus group discussion (worth 10% of final grade)

This is a group paper and will reflect a requirement that your group develop EITHER a key informant protocol or a focus group protocol. This begins with your group developing a research question that is appropriate for answering using either key informant interviews or focus groups.

If your research question should be answered using key informant interviews, develop a detailed plan for doing this by following these instructions.

State your research issue or topic

State the research question that is most appropriate to be answered using this method.

Explain how this research question is related to your research issue or topic and why answering this question would contribute to a better understanding of your topic.

Explain why this method is the most appropriate choice for answering this question.

State the 5 questions you would use in your interviews and explain why you asked each question – what information did you hope to gain and why was this information important to understanding your research question?

Describe who would be a key informant for this research question. In other words, who would you need to interview to get a better understanding of your research question and possible answers to it?

If you research question should be answered using a focus group, develop a detailed plan for doing this by following these instructions.

State your research issue or topic

State the research question that is most appropriate to be answered using this method.

Explain how this research question is related to your research issue or topic and why answering this question would contribute to a better understanding of your topic.

Explain why this method is the most appropriate choice for answering this question.

State the 5 questions you would use to guide the focus group discussion and explain why you asked each question – what information did you hope to gain and why was this information important to understanding your research question?

Describe who you would invite to participate in a focus group related to your research question. In other words, who would have knowledge of your issue and question and could give you a better understanding of research question and possible answers to it?

REMEMBER QUESTIONS MUST BE PRESENTED APPROPRIATELY AS THEY WOULD IN A SURVEY TO GAIN COMPLETE VALUE FOR THIS PORTION OF THE REPORT

Reflection and interpretation (worth 10% of final grade)

This 4-5 page final paper requires you to answer the following questions. This is an **INDIVIDUAL** paper meaning that each person will complete their own. As you will see in the grading rubric, depth of thought, clarity of meaning, and the ability to integrate learning experiences in this class with those in other courses and to consider the implications (or LACK of implications) of what you have learned will be the primary focus of the evaluation. You must be honest. If you feel nothing has been worthwhile or useful for your academic and professional future and this course does not connect with any other in the program – say so and explain why and suggest what I can do to make it better.

This final reflection paper is divided into 3 parts:

What? Objectively report the facts and events related to this course and your work in it.

Some ways to think about answering this are:

Discuss what you have learned/didn't learn during the course.

Did you learn a new skill or clarify an interest? What do you think influenced whether you did or did not learn anything new during the course?

How has this course been different from what you expected?

So What? Analyze the experience.

Some ways to think about answering this are:

Given your summary of what you have learned during the course, explain how it will assist you in achieving future academic and work-related goals.

What is important about what you have learned – for you as a student and for other professionals?

How is what you have learned in this class related to what you have learned in other classes?

If you did not learn anything in this course, consider how this might affect future academic work and work-related goals.

Will the lack of knowledge about research methods affect your future academic and career opportunities?

How would you describe your research methods strengths/weaknesses based on this course?

Did the group projects contribute to or inhibit your learning? Explain.

Now What? Consider the future impact of this course and course work on you and your future career.

Some ways to think about answering this are:

Given how you described our research methods strengths/weaknesses based on this course, what would you like to learn more about, related to the topics covered in this course?

What strategies will you pursue for capitalizing on your research methods strengths or overcoming your research methods weaknesses?

Now what will you do with what you have learned? How will what you have learned inform your career?

How might the skills and knowledge you developed in this course benefit your community in the future?