



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Sexuality, Marriage and Family Studies

SMF220 FALL 2019

RESEARCH METHODS

Tuesday and Thursday 10:00 – 11:20am, Classroom SJ2 2001

INSTRUCTOR INFORMATION

Instructor: Takhmina Shokirova
Office: SH2112
Office Hours: Tuesday and Thursday from 11:30-12:30pm
Email: takhmina.shokirova@uwaterloo.ca

COURSE DESCRIPTION

Consistent with the course description in the St. Jerome's University Calendar, this course "introduces students to the philosophy and methods of social science and humanities research, including an examination of issues and approaches to conducting research in the areas of sexuality, couples and families."

This undergraduate course is designed to provide you with a conceptual and practical understanding of the issues and methods related to conducting research in the social sciences and humanities. This course will introduce you to both qualitative and quantitative methods, and brief introduction to concepts of data analysis in qualitative research. Different approaches to doing research, the role of theory in research, and ethical issues pertaining to research will be examined during the course. The Department of Sexuality, Marriage, and Family Studies provides an interdisciplinary program addressing theory and research relevant to sexuality, close relationships, and families. Whenever possible, we will use research from these areas of study, together with other studies from social science and social justice.

You will acquire foundational skills for conducting research in social science as well as becoming critical consumers of research. During the course, you will participate in the design and construction of your own research project.

COURSE OBJECTIVES

There are two primary goals in this course. The first is to learn about the scientific methods that

are commonly used in research. The second is to think critically about those methods and understand the advantages and limitations of their use in various contexts.

Upon completion of this course, students should be able to:

- A. Understand the research process and the scientific methods commonly used in social research.
 - Understand the difference between qualitative and quantitative research/data, as well as the questions that can be answered from either type of research/data.
 - Consider the link between theory and research
Formulate research questions and propose a research project in the form of a group proposal project
- B. Understand the importance of research ethics and use ethical reasoning when making research-related decisions
 - Design a research study that considers the ethical issues associated with conducting research
 - Complete TCPS2 Certification
- C. Become active participants in searching for, analyzing and synthesizing research
 - Conduct a literature review and identify gaps in the existing knowledge base
 - Use skills developed in the course to evaluate published journal articles
- D. Communicate information in an effective manner
 - Present information in ways that the receiving party can easily understand
 - Integrate knowledge and communicate this effectively in written and oral format
- E. Accomplish course-related goals while maintaining professional behaviour
 - Demonstrate personal accountability and responsibility to a group: working with group members to present information (i.e., creating a research proposal and presenting in class) while maintaining awareness and respect for each person's contribution
 - Respectfully participating in class-based discussion and activities

REQUIRED TEXTS

Nauman, W.L. and Robson, K. (2018). *Basic of social research: Qualitative and Quantitative Approaches*. (4rd Canadian ed.). Don Mills, ON: Pearson.

Additional/Optional Resources

Students may wish to refer to other textbook through the course:

- American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.
- Creswell, J.W. (2018), *Research Design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks. CA: Sage Publications.
- Bryman, A., and Bell, E., (2016), *Social Research Methods*. Fourth Edition. Oxford Press

COURSE REQUIREMENTS AND ASSESSMENT

Assessment	Date of Evaluation	Weighting
Attendance and participation	Ongoing	5%
Reflective journal #1	Sept 17	5%
Reflective journal #2	Dec 4	5%
Tri-council Tutorial (Online)	Sep 24	5%
In-class Test 1	Oct 22	20%
In-class Test 2	Nov 26	20%
Research Proposal Group Project (40% total)		
Proposal outline (Group)	Oct 31	5%
Presentation of research proposal to class	Nov 28 & Dec 3	15%
Final Paper (group)	Dec 6	20%
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Total		100%

Attendance and Participation (5%)

Students are expected to attend all classes. If you are not able to come to a class please inform me in advance through e-mail. A sign-up sheet will be circulated in class and each student is responsible to indicate the presence by signing on the sheet.

Active participation in discussions and class activities is highly encouraged. This includes coming to class with questions/wonderings about the course material, providing critical and insightful feedback to student presenters, and engaging guest speakers with thoughtful questions and comments, in a manner that is respectful to others. It is expected that you come to the presentations of your peers and help to give them relevant feedback on their proposals.

Two Reflections (10%)

You will write two short reflective papers (2 pages each, double spaced, 1 inch margins, Times New Roman font), throughout the course of the semester. Each of these papers will be worth 5% and will be marked out of 10.

Reflection #1: Due on September 17. Handed in class and through LEARN

The first paper is a critical self-reflective analysis of what you bring to the study of research methods in SMF. Some questions to think about while you write: What are your values/beliefs/expectations/assumptions about research or about the study of SMF? What past experiences have you had that might influence the way you perceive research? What fears do you have going into this class? What expectations do you have?

Reflection # 2: Due on December 4. Submitted through LEARN

The second reflection will focus on your experience and personal journey throughout the semester, relative to the issues you highlighted on your first reflection. How has your learning changed/evolved over the term? Did you notice any transformative moments in your learning?

Tri-Council Policy Statement Tutorial (5%) Due on September 24. Certificate should be handed in class and uploaded on LEARN

The TCPS-2 Tutorial Course on Research Ethics (CORE) is a great overview of the TCPS-2. The TCPS-2 applies to all researchers who receive funding from tri-council agencies (SSHRC, CIHR, NSERC). Many Research Ethics Boards (REBs) require researchers to complete the tutorial prior to conducting research with human participants, as part of their ethical approval process. You will complete the online tutorial on your own time (i.e., it will not be completed in class). The time it takes to complete the tutorial varies, however it typically takes approximately 3 hours. The website will take you through the tutorial and tell you how to complete it. When you have finished, please save your certificate and bring it to class as proof of completion. The course could be found on Research Ethics website: <https://tcps2core.ca/welcome>

In-Class Tests (Test 1 = 20%, October 22; Test 2 = 20%, November 26)

The first midterm will be conducted during class on October 24. The second midterm will occur during class on November 26. A variety of testing formats may be used including multiple choice, true/false, and/or short answer questions. Formats will be discussed in class. Exam questions will come from assigned readings, lectures, guest presentations, and in-class activities/discussions.

The midterm exam will only be rescheduled under very limited conditions; it is your responsibility to read and abide by the following:

1. You must notify me prior to the test (or at minimum the day of the test) if you are unable to write at the scheduled time due to medical or religious circumstances. Students who fail to do so will receive a grade of zero on the test.
2. You must provide appropriate documentation (please see UW Policy Regarding Illness and Missed Tests in the course syllabus) in order to have the test rescheduled.
3. Rescheduling is at the discretion of the course instructor. Verification of Illness Form dates will weigh heavily in this decision (i.e., do not expect to write a make-up test one week after your Verification of Illness Form has expired). Tests will typically be scheduled within 2 days of the date on the form.

Research Proposal Group Project- (total 40%)

Consistent with the course goal of developing critical thinking and applying course learning to the construction of your own research project, you will work in pairs (this may change depending on class size) to create/design a research study, and write a paper on proposed project. This process will include a detailed literature review that provides the background/rationale for a specific research question, followed by a discussion of the research design and methodology. The project will include a projected timeframe, budget and a discussion of ethical considerations related to the proposed study. To allow for feedback and processing opportunities, several assignments have been created to scaffold and support your process of constructing the final Research Proposal, and feedback opportunities have been worked into each assignment.

Proposal Outline (5%) Due on October 31. Handed in class and through LEARN

In around 3 double space pages, please write an outline of your research proposal.

Please include the following areas in your research outline:

- Identify and area of potentially fruitful empirical study relevant to SMF
- State a rationale of its importance. Offer a tentative annotated bibliography (5-10 sources, 1-2 pages)
- What epistemological perspective is to be employed for your proposed study?
- What is the purpose of this research?
- What is your research question/s?
- What research method (ex. qualitative, quantitative, mixed methods etc.) and specific research design (ex. survey, narrative inquiry, ethnography etc.) are to be employed?
- What data collection instruments are you going to use in your research?
- What are your recruitment strategies?
- In your outline please briefly talk about ethical considerations as well
- Include brief timeframe required for your research and tentative budget

Presentation of Research proposal (15%) Scheduled on November 28 and December 3

You will present in class your research outline to your peers. After generating feedback from your peers and instructor you will be able to incorporate it into final research proposal paper.

In your 10-15 minutes presentation, please address the following:

- Overview of the theoretical and empirical literature that supports your rationale for the study. Your personal interest/motivation in this research area. (4-5 minutes)
- Statement of your research question (1 min) and objectives of this study
- What are the ethical considerations in your research? (1-2 minutes)
- Overview of your proposed design and methodology (5-6 minutes).
- The next 5 minutes will be devoted to questions, comments, feedback.

Presenters: Please submit one hard-copy of your slides in class and through LEARN.

Class Members: Please be prepared to ask questions and provide constructive feedback to the presenters. It is expected that you come to the presentation of your peers; this participation will be counted toward your final participation mark.

Final Research Proposal (20%) Due on December 6 to be submitted through LEARN

The final proposal should be around 8-10 pages long (without references and double spaced). It should include the following:

- Introduction
- Conceptual framework: informing paradigm(s) and theories.
- How the research findings will be communicated? Who is the relevant audience for your project?
- Literature review and background (around 10-12 peer-reviewed sources). Rational for your study
- The purpose of your study
- Research question/s
- Methodology: research design, participants, rational for the choice of methods, data collection instruments, recruitment strategy, data analysis processes
- Discussion of potential ethical issues
- Appendices: Interview guide, consent form, timeline, budget, recruitment fliers/materials etc
- Logical flow, APA format

COURSE SCHEDULE

Although the schedule may change due to various factors, every attempt will be made to follow it as outlined below.

Week	Date	Topic	Readings and Assignments Due
1	Sept 05	<p>Introduction, course overview</p> <p>Explore individual learning objectives and course objective</p>	
2	<p>Sep 10</p> <p>Sep 12</p>	<p>Introduction to Research Methods: doing social research</p> <p><i>Please start thinking about your research topic ideas and groups</i></p> <p>Learning the paradigms and theories of research</p> <p><i>You will have few minutes to discuss the groups</i></p>	<p>Neuman and Robson, Chapter 1</p> <p>Neuman and Robson, Chapter 2</p> <p>Article: Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and methodologies. <i>Journal of applied management accounting research</i>, 10(1), p. 69-80.</p> <p>Anastas, J.W. (2012). From scientism to science: How contemporary epistemology can inform practice research. <i>Clinical Social Work Journal</i>, 40, 157-165.</p>
3	Sep 17	<p>Ethics in Social Research</p> <p><i>The groups should be formed. Please submit the list with members.</i></p>	<p><i>Reflection #1 is due today</i></p> <p>Neuman and Robson, Chapter 3</p> <p>Article: Guillemin, M. & Gillam, M. (2004). Ethics, reflexivity, and "ethically important moments" in research. <i>Qualitative Inquiry</i>, 10(2), 261- 282.</p>

Week	Date	Topic	Readings and Assignments Due
	Sep 19	<p>Reviewing the Scholarly Literature and Planning a Study</p> <p><i>The groups should brainstorm research project ideas</i></p>	<p>Article: Nason, E. (2012). Trauma and sex surveys meet minimal risk standards: Implications for institutional review boards. <i>Psychological Science</i>, 23(7), 780-787.</p> <p>Neuman and Robson, Chapter 4</p>
4	Sep 24	<p>Guest Speaker: Literature search, Annotated Bibliography. Citation Management</p> <p>Zack MacDonald, MI MA Assistant Librarian, St. Jerome's University</p> <p><i>Groups will have some time to finalize research idea</i></p>	<p>Article: Christian H. Jordan, C.H., & Zanna, M.P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 461-470). Philadelphia: Psychology Press</p> <p><i>Tri-Council Certificate is due today</i></p>
	Sep 26	<p>Designing a study</p> <p><i>Groups finalized research idea</i></p>	<p>Neuman and Robson, Chapter 5</p>
5	Oct 1	<p>Qualitative and Quantitative Research Standards. Sampling</p>	<p>Neuman and Robson, Chapter 6, 7</p>
	Oct 3	<p>Quantitative Research: Survey Research</p>	<p>Neuman and Robson, Chapter 8</p>
6	Oct 8	<p>Quantitative Research: Experimental, Quasi-experimental and single subject designs</p>	<p>Neuman and Robson, Chapter 9</p>
	Oct 10	<p>Quantitative Research (cont). Exam review</p>	<p>Neuman and Robson, Chapters 1-9</p>

Week	Date	Topic	Readings and Assignments Due
			example from a study of youth violence and healing, <i>Qualitative Social Work</i> , 14(3), 338–355
10	Nov 5 Nov 7	Field Research. Ethnography. Participant Observation Intro to Storytelling Research Methods: Narrative Inquiry, Life History, Oral History, Testimonio. Intro to Grounded Theory and Phenomenology	Neuman and Robson, Chapter 13 DeWalt, K., DeWalt B., (2011). Chapter 5. Doing Participant Observation, Becoming an Observer in <i>Participant Observation. A Guide for Fieldworkers</i> . Altamira Press. Creswell, J., (2013), <i>Qualitative Inquiry and Research Design</i> , Chapter 4, SAGE Publications. p. 69-110 Article: Hall C., White S., (2005). Looking Inside Professional Practice: Discourse, Narrative and Ethnographic approaches to social work and counselling. <i>Qualitative Social Work</i> , 4(4), p. 379-390
11	Nov 12	Change Oriented Research. Participatory Action Research (PAR)	Article: Nygreen, K. (2009). Critical Dilemmas in PAR: Toward a New Theory of Engaged Research for Social Change, <i>Social Justice</i> , 36 (3). Flicker, S., Savan, B., Kolenda, B., & M. Mildemberger. (2007). A snapshot of community-based research in Canada: Who? What? Why? How? <i>Health Education Research Advance Access</i> , published February 25, 2007, 1-9 Article: Pollack, S., & Eldridge, T. (2015). Complicity and Redemption: Beyond the Insider/Outsider Research Dichotomy. <i>Social Justice</i> . 42 (2), p. 132-145.

Week	Date	Topic	Readings and Assignments Due
	Nov 14	Indigenous Research and Guiding Principles.	<p>Absolon, K. & Willett, C. (2004). Aboriginal research: Berry Picking and Hunting in the 21st century. <i>First Peoples Child & Family Review</i>, 1(1), 5-17</p> <p>Blackstock, C. (2010). First Nations children count: An Indigenous envelope for quantitative methods. <i>First Peoples Child & Family Review</i>, 5(2), 66-73.</p>
12	Nov 19	Into to Analysis in Qualitative Research. Transcribing. Coding	<p>Article: Braun V., Clarke V. (2006). Using Thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3(2), 77-101</p> <p>Article: Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects, <i>Education for Information</i>, 22 (63-65)</p> <p>Article: Bird, C. (2005). How I stopped dreading and learned to love transcription. <i>Qualitative Inquiry</i>, 11(2), 226-248.</p>
	Nov 21	Mixed Methods Research Exam review	Neuman and Robson, Chapter 16
13	Nov 26	In class exam #2	Exam covers themes learned from October 29 to November 21
	Nov 28	Group Presentations	
14	Dec 3	Group Presentations. Course wrap-up. Replicability of sexual science.	<p>Article: Sakaluk, J.K. (2016) Promoting replicable sexual science: A methodological review and call for metascience. <i>The Canadian Journal of Human Sexuality</i>, 25, 1-8.</p> <p><i>Reflection #2 is due on December 4</i></p> <p><i>Final paper is due on December 6</i></p>

IMPORTANT DATES TO REMEMBER

Exam days: October 22 & November 26, 2019

Reading week: 15-18 October, 2019

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Hard copies of all assignments are to be submitted in class on the day that they are due. If you hand in an assignment late, your grade will drop by 10% (of the value of the assignment) EACH day (including weekends). If you have major extenuating circumstances (e.g., family emergency, your own illness), you must contact me in advance to make alternate arrangements/request an extension, and may be required to provide documentation. Note that technology issues (e.g., hard drive crashing- please make sure you have back-ups) and leisure travel are not valid reasons for extensions. Please submit the late assignment electronically (by email) as a “date-stamp” and follow up with a hard copy during business hours. If you are uploading an assignment to LEARN or emailing a late assignment, please check that the attachment is your intended version of the paper.

RULES FOR GROUP WORK IN ASSIGNMENTS

Group projects require equal participation from all group members. Any allegations of inequity will be investigated. Should an unequal distribution of effort among group members come to my attention, I reserve the right to assign individual, rather than group, grades on projects.

When working on a group assignment, a Group Assignment Checklist must be completed and submitted with the assignment:

https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/group_assignment_disclosure.pdf

ATTENDANCE POLICY

Students are expected to attend class and participate actively in lecture and class-based activities. In addition to being part of your grade (see above under Assignments: Class Participation), your genuine contributions to class discussions/activities are another way in which to process and understand the material. One way to prepare for this is to read the assigned materials before coming to class. Take notes on the readings and write down your questions and ideas.

ELECTRONIC DEVICE POLICY

In the spirit of creating a classroom environment conducive to listening and learning, I would ask all students to restrict their use of electronic devices during lecture to note-taking. We will be engaging in a great deal of discussion and in-class activities and the use of electronics for browsing Facebook, texting etc., can be distracting to other students. If the inability to use electronic devices for this use in class will present a significant problem for you, please come and see me during office hours.

CORRESPONDENCE

Please feel free to contact me throughout the course with questions and comments. My email is: takhmina.shokirova@uwaterloo.ca Please use your UW email address. I will respond to your email within 24-48 hours.

OTHER IMPORTANT INFORMATION [REQUIRED LANGUAGE APPROVED BY SJU SENATE COUNCIL]

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSApproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSApproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

The Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Mental Health Services:**On Campus**

Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655

MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services

Health Services Emergency service: located across the creek from the Student Life Centre

Off campus, 24/7

Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454

Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit
Phone: 519-749-4300 x6880

Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247

OK2BME: Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222