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Office hrs: Mo 12:30-1:50p, We 11a-noon,
and other times by appointment

SOC302-03,04: Quantitative Research Methods
Spring 2017
Mo,Th 2-3:20p & Mon 5:30-8:20p (SSB 021 and SSB 324)
Lab1 Mo 3:30-4:50p, Lab4 Th 3:30-4:50p (SSB 021)

Course Description: The discipline of sociology is upheld by two pillars; one is theory, the other is empirical research. While the sociology faculty at TCNJ hold that qualitative and quantitative research methods have equal merit, we believe quantitative methods have priority in the learning process, as they establish the foundation for understanding empirical research in general. We also believe that the only way for students to acquire skills in research is to do research directly; thus this course requires students to develop an empirical question that is feasible, socially important, and academically relevant – and to answer that question using the methods of quantitative research. The learning goals below identify a critical range of knowledge and skills that are directly tied to our overarching program goals for sociology.

Learning Goals: Students who successfully complete this course will have learned the following:
1. how to pose and answer an interesting and important sociological question using quantitative survey data,
2. how to identify areas of interest and express these as researchable questions,
3. how to evaluate sociological research questions in terms of feasibility, social importance, and academic relevance,
4. how to locate and select scholarly sources (academic books and refereed journal articles) relevant to one's research question,
5. how to read and evaluate these scholarly sources for a written literature review,
6. how to locate and evaluate various sources of survey data,
7. how to use online survey codebooks,
8. how to abstract survey data from national repositories,
9. how to modify or create variables in national survey data sets,
10. how to conduct univariate, bivariate, and multivariate analyses of large national surveys using a statistical software package (i.e., SPSS),
11. how to create univariate, bivariate, and multivariate tables in standard (e.g., ASA) formats,
12. how to communicate sociological research in written form. Specifically,
    - how to introduce readers to an interesting and important sociological research question that can be answered using quantitative methods,
    - how to evaluate other's research in a literature review,
    - how to summarize one's process in a data & methods sections,
    - how to write a concise findings section that emphasizes key results,

- how to discuss, interpret, and evaluate quantitative research findings as they pertain to a larger body of research literature, and
- how to append bibliographies, tables, and figures to support one's larger argument

13. Or, to put it more formally, this course furthers core components of the college's, school's, and department's student learning outcomes – including written & oral communication, scientific & quantitative reasoning, technological competence, critical analysis and reasoning, information literacy, intercultural competence, ethical reasoning and compassion, respect for diversity, sociological knowledge, and application of sociological knowledge.

Required Texts:
Chambliss, Daniel F. and Russell K. Schutt. 2016. *Making Sense of the Social World: Methods of Investigation*, 5th edition. Thousand Oaks, CA: Pine Forge Press.
Sweet, Stephen A. and Karen Grace-Martin. 2010. *Data Analysis with SPSS: A First Course in Applied Statistics, 4th Edition*. New York: Pearson Education, Inc.
And PDFs posted on CANVAS

Course policies:
Academic integrity: Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. TCNJ's academic integrity policy is available on the web: http://www.tcnj.edu/~academic/policy/integrity.html.

Access to SPSS: This course requires you to use SPSS to complete many assignments. No exceptions will be made to using SPSS for this course. Computers in the Social Science and Business building labs should all have SPSS preloaded on them. If you are in another computer lab on campus, it may not be loaded. However, TCNJ's site license allows you to load SPSS to any *college-owned* computer. The site license does not allow you to load SPSS to your laptop, even if it is registered at TCNJ. This means that you will have to devote a fair amount of time for this course to physically being in a computer lab on campus during the course of the semester. If your schedule this semester does not allow adequate time to use the on-campus computer facilities, you should drop this course and arrange to take it during a semester when you will have this time. No allowances will be made for students who cannot complete assignments because they were unable to access computer labs on campus.

Americans with Disabilities Act (ADA) Policy: Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. More information on TCNJ's Disability Support Services can be found on the web: http://differingabilities.pages.tcnj.edu.

Attendance: This course follows the TCNJ policy on attendance, which indicates that students are expected to be in class except in the case of an emergency. If you need to miss class for a legitimate reason, you are required to notify the instructor in advance (except for extreme extenuating circumstances – e.g., you are unconscious), specify the reason for missing class ("sick" or "medical" is sufficient – you do not need to divulge private medical information), and for any reason other than sick/medical, you must submit necessary documentation (e.g., note from dean, coach, White House, etc.) If you miss class, it is YOUR responsibility to obtain notes & materials from your classmates; do not contact the professor for this information. More information on TCNJ's Attendance policy can be found at: http://www.tcnj.edu/~academic/policy/attendance.html.

Students may feel free to **"repeat attend"** the other section's class or the other lab. Sometimes things make a lot more sense the second time around. If you choose to repeat attend, please take a seat on the back row of the lab, to leave room for the officially registered students, and treat your time in the class as if you were attending for the first time – not chatting, web surfing, texting, etc.

Cell phones & computer use: Do not text in my class or leave your phone in a visible location; your focus needs to be on the class. Do not use the computers for anything other than class work; if I see a social media stream or non-academic website open, you will be sanctioned. Each violation lowers your participation grade by 10%.

Electronic submissions: Students **must** upload an electronic copy of all written assignments to CANVAS by each assignment's due date, and it should be given a title that references the specific assignment (e.g., Homework 1, Proposal, Paper A). DO NOT ATTACH ASSIGNMENTS TO A MESSAGE OR EMAIL TO YOUR INSTRUCTOR; USE THE ASSIGNMENT TAB ON CANVAS AND UPLOAD VIA THE ASSIGNMENT INTERFACE ONLY. Electronic submissions must be uploaded in .doc, .docx, .rtf, or .pdf formats. If you are using a Mac, you may need to convert your files (to.doc or .docx) before uploading them to your CANVAS, even if you are using MS Word. Electronic submission times are based on the CANVAS clock, even if this clock is incorrect. If an electronic submission is blank or unreadable, late penalties will accumulate until a readable file has been uploaded onto CANVAS. See late policy below.

E-mail and voice-mail: I check e-mail each morning, and voice mail on Mondays, Wednesdays, and Thursdays only. Please don't expect me to check my e-mail over the weekends, at night, or during breaks. I never check voice-mail from home. You may expect at least a 48 hour turn-around on any e-mail message sent to me during the week and longer on the weekend. Sending an e-mail or leaving a voice-mail message is no guarantee that I will respond affirmatively; wait for my reply before you assume anything.

Fourth hour equivalency statement: Although this class meets for three hours each week, it is a 4-credit (1 unit) course that offers a depth of learning with additional learning tasks unfolding in the equivalent of a fourth hour. Students will engage in group or individual learning projects outside of class and/or additional learning experiences occurring multiple times during the

semester on or off-campus, including community-engaged learning activities and/or campus-wide events.

Grade estimates throughout the semester: The official gradebook is kept off-line to prevent tampering; in the event of a discrepancy between the grade on CANVAS and the off-line official gradebook, the official gradebook will always be used. I reserve the right to raise or lower borderline grades based on overall performance (a borderline grade is within 1 percent of a grade boundary). To protect your privacy and my sanity, grades will NOT be discussed in class or over the phone; you must meet with me in person. Scores will be posted on CANVAS, so you can keep track of your performance. If there is a discrepancy between the score written on an assignment and the grade posted on CANVAS, please contact me immediately and be prepared to show me the written score. If you have questions about your grades or how to figure your grades, please visit my office hours or make an appointment. Please keep in mind that grading takes time—grades do not instantaneously appear on CANVAS. Expect at least one week after submission before a grade shows up on CANVAS. Letter grades can be estimated as follows: 0-59% = F; 60-72% = D; 73-79% C; 80-89% = B; 90-100% = A. Shaded grading (+ or -) will be applied for students who perform at the top and bottom of these ranges, although no F+, D-, D+, C-, or A+ will be assigned.

Late policies: If you miss an exam or assignment for a legitimate reason, you are required to notify the instructor *in advance* (except for extreme extenuating circumstances – e.g., you are unconscious), specify the reason for missing, and *if other than* sick/medical, submit the necessary documentation BEFORE you try to turn in late assignments or they will not be accepted. Documentation includes notes from your dean or other official or printed records of critical events (such as funerals). Without documentation, assignments lose 10% of the potential value of the assignment per *calendar* day late, including Saturdays and Sundays to a minimum of 50% of the original value. For example, a 100 point assignment would lose 10 points per day until it was five days late. After five days, the assignment would be worth a maximum 50 points no matter when it was turned in. **Late penalties begin accumulating at the beginning of the course period for which an assignment is due**, unless **prior** exception has been granted by the professor. All of the late and make-up policies apply equally to all students and no exceptions will be made.

Office Hours: Every week I have scheduled office hours, but I can be available at other times. You do not need to make an appointment to come to scheduled office hours except during pre-registration for next semester (when I have to accommodate my advisees as well). If you would like to meet with me outside of scheduled office hours, you need to make an appointment. Generally, appointment times will be on Wed afternoons. You can make an appointment through e-mail or voice-mail.

Paperless Class: This course will attempt to be as paperless as possible, save for the Sweet assignments as indicated. This means that assignments must be uploaded electronically through the CANVAS assignment interface. It also means that assignment instructions and other course materials will not be distributed in paper copy. All will be available in CANVAS, although often not until they have been discussed in class.

Punctuality: So that we can start class on time, students who consistently arrive late will have their grade lowered for being disruptive to the class. The same goes for leaving early, leaving class with frequency, or being otherwise disruptive.

Religious holidays and college-related obligations: If you will miss class for religious holidays or obligations related to TCNJ, you must notify me in writing in advance of the missed classes to avoid penalties. Notifying me of religious holidays or TCNJ obligations after the fact will leave you liable for missed work, late penalties, etc. Assignments due on religious holidays will be due on the next day that class meets. Assignments due on dates when students have TCNJ obligations must be submitted before the due date.

CANVAS: I rely heavily on CANVAS for this course, especially for course announcements. All students are expected to access their TCNJ account for this purpose.

Submission standards: All papers must be submitted as word-processed in MS Word, with reasonable fonts and margins (1 inch margins, 12 point fonts, and double spacing is acceptable). Make certain your full name and the course number (e.g., SOC 302) appear at the top of the page. All submissions should be essentially free of spelling and grammatical errors or they will be penalized 10%. All written assignments must be posted to CANVAS by the due date in addition to any paper copies requested (which is rare).

Undergraduate Teaching Assistant and Tutors: Jennifer Teets will be the undergraduate teaching assistant for this class. Her office hours will be sent to you via e-mail. Office hours will be held in SB 021, although if this room is reserved for another purpose, office hours will be in SB 008 or at a location that will be emailed to the entire class (probably the library computer lab). Her role is to help with the computer-based and methodological parts of this course; she has been specifically instructed not to review any papers for students. However, you should be aware that there are tutors in the Tutoring Center who can assist with writing. If you make use of the tutoring center, make sure to request a tutor who has completed SOC 302.

Assessment:
Assessment will be based on mastery of three separate skill sets: 1) methodological knowledge (Exams and all papers); 2) ability to use SPSS (Exams and papers A, B, and C); and 3) ability to propose and test novel hypotheses using appropriate sociological methods (all papers). While final grades are determined by the course instructor, students should be aware that Paper C may be forwarded to a departmental faculty committee to determine if it demonstrates adequate methodological knowledge for sociology majors; this committee determines if the paper is adequate or not; this committee may have an impact on the student's final grade. In addition, final papers may be used by the department to assess the learning goals of the department; for this, no grades are assigned to the papers and this has no effect whatsoever on the grade earned by the student.

Exams: These in-class exam will assess your knowledge of the assigned readings and class materials to date, and to conduct analyses and interpret results using SPSS. Students in the Mon/Thurs class will take this exam in 2 stages, with the SPSS component coming on the Thursday. Students in the Monday evening class will take this exam in a single sitting.

Term Project (Contrast Memo, Bibliography, NIH Certificate, Papers A, B, C, and D)
These assignments and papers will help you develop and test your own sociological hypotheses using the General Social Survey (Papers A, B, C), as well as propose novel data collection (Paper D). See information on CANVAS that outlines the requirements for each assignment.

Grade Weighting:

Percent	Item
6%	Participation, Asking Questions, & Active Engagement
4%	Sweet text and Lab assignments
20%	Exam 1
20%	Exam 2
2%	Contrast Memo
2%	Bibliography
10%	Paper A
10%	Paper B
10%	Paper C
2%	NIH Ethics Certificate
4%	Working Paper D Presentation
10%	Paper D
100%	TOTAL

Note: Because the Contrast Memo, Bibliography, and Papers A, B, & C comprise a linked, cumulative project, I apply a "float up" grade policy. That means, for example, if your Paper A grade is higher than your Contrast Memo or Bibliography grades, I will backwards-apply your Paper A grade to these two assignments. Likewise for Paper B & C. The point of these assignments is that you learn, and I reward those who persist in their efforts.

Assignment and Reading Schedule:
The following details the assignment and reading schedule. Students are expected to have completed the assigned readings before the class meeting. Students should come prepared with questions from the reading about material that is not clear or that needs further explanation.

Tentative Weekly Schedule; subject to revision and additions

Jan 23 Course Introduction & Overview NO LAB THIS WEEK, No class on Jan 26th	Jan 26 *No class or lab*
Jan 30 Intro to Research READ: Sweet, Ch 1; Chambliss, Ch 1-2 DUE: hard copy of Sweet, Ch. 1 exercises LAB: anatomy of a journal article; preview Sw 2-3	Feb 2

Feb 6
Descriptive Statistics
READ: Sweet, Ch 2-3; Chambliss, Ch 8
DUE: hard copy of Sweet, Ch. 2-3 exercises;
  Article Contrast Memo (uploaded to Canvas)
LAB: decluttering your writing (bring a soc paper that you've written);
  preview Sweet 4
	Feb 9

Feb 13 Variables; Research Ethics, Conceptualization READ: Sweet, Ch 4; Chambliss, Ch 3, 4a DUE: hard copy of Sweet, Ch. 4 exercises LAB: activating your writing; preview Sweet 5	Feb 16
Feb 20 Bivariate Analysis; Conceptualization continued READ: Sweet, Ch 5; Chambliss, Ch 4b, Glicken pdf DUE: hard copy of Sweet, Ch. 5 exercises; **NIH Ethics Certificate (uploaded to Canvas)** LAB: preview Sweet 6, sample exam	Feb 23
Feb 27 Bivariate Analysis cont'd; Sampling & Generalizability READ: Sweet, Ch 6; Chambliss, Ch 5 DUE: hard copy of Sweet, Ch. 6 exercises; **Proposal for Paper A (uploaded to Canvas)** LAB: Analyzing the Census (guest presentation)	Mar 2 LAB: preview Sweet 7, constructing tables
Mar 6 ****EXAM 1**** LAB: preview Sweet 7, constructing tables	Mar 9 ****EXAM 1 Continued**** No LAB on this date
Mar 13-17: Spring Break	
Mar 20 Survey Research, Linear Regression READ: Chambliss, Ch 7, Sweet, Ch 7, Allison 1, DUE: hard copy of Sweet, Ch. 7 exercises LAB: GSS analysis workshop	Mar 23
Mar 27 Causation and Experimental Design READ: Chambliss 6 DUE: **Paper A (uploaded to Canvas)** LAB: preview Sweet 8, GSS analysis workshop, part 2	Mar 30
Apr 3 Logistic Regression; Qualitative Methods & Analysis READ: Sweet, Ch 8; Allison 2, Chambliss, Ch 9-10 DUE: hard copy of Sweet, Ch. 8 exercises LAB: model troubleshooting	Apr 6

Apr 10 Evaluation Research READ: Chambliss, Ch 12; Booth, Colomb, & Williams pdf DUE: **Paper B (uploaded to Canvas)** LAB: Framing the Problem	Apr 13
Apr 17 ****EXAM 2**** LAB: Putting it all together	Apr 20 ****EXAM 2 Continued****
Apr 24 Proposals and Pilot Data READ: Chambliss, Ch 11 DUE: **Paper C (uploaded to Canvas)** LAB: Oral Presentation Workshop; Atlas.ti	Apr 27
May 1 DUE: "**Working Paper D" Presentations** LAB: tbd	May 4
Final Exam Week: **Paper D Due (uploaded to Canvas)**	