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| HNRS 1500-001: Introduction to ResearchFall 2025 |

Instructor

Dr. Julie Leventhal, CFLE

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**Office Hours:** Tuesdays from 3:30 pm – 4:30 pm and by appointment.

**Class Meeting Time:** Monday & Wednesday, 12:30 – 1:50 pm

**Class Meeting Place:** Lang 319

**Required Textbook:**

Booth, W. C, Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2024). *The craft of research* (5th ed.). University of Chicago Press.

Additional articles and/or online readings that are required will be posted on Canvas. There is A LOT provided over the course of the semester but you will learn how to strategically read and skim for important content throughout this course.

**Recommended Textbook(s):**

The following are the three most commonly used style manuals (Chicago, APA, MLA); it is highly suggested that you obtain the style manual for *your specific discipline*, as this will probably benefit you continually throughout your college and professional career.

* MLA Handbook for Writers of Research Papers. (2016). New York, NY: Modern Language Association.
* Publication Manual of the American Psychological Association. (2020). Washington, D.C.: The American Psychological Association.
* The Chicago Manual of Style. (2017). Chicago: University of Chicago Press.

**Course Description**

This course is designed to introduce students to the nature of human inquiry, and prepare them for the process of designing and conducting independent scholarly research in their fields of study. Students will enhance their ability to discover, analyze, and synthesize conceptual materials from a variety of sources into an appropriate research topic. Students will gain knowledge and skills related to research design, including developing cohesive research questions, conducting thorough literature reviews of their topic, and selecting appropriate research methods within their field of study.

**Course Objectives**

The overall objective of the course is to develop students’ understanding and knowledge of the process of designing and carrying out research in their given field. After completing this course, students will be able to:

* Describe the history of human inquiry and how understanding the world translates into how research is conducted.
* Explain the basic structure of scholarly research within their specific field of study.
* Effectively conduct literature searches utilizing various library resources.
* Construct a literature review that analyzes, evaluates, and critiques scholarship relevant to their research topic.
* Apply appropriate ethical guidelines in every step of their research activities.
* Identify and connect with a faculty mentor for future research guidance.

**Course Requirements**

1. Students are expected to attend class as scheduled. If you think you will need to miss a lot of classes or you are just not interested in attending class, it is suggested that you drop this class. In addition to attending and participating in class, students are also expected to keep up with the readings posted on Canvas at <https://unt.instructure.com/>. There will also be days where we work various parts of finding literature, your proposal, or other relevant work in class. It is recommended that you bring a laptop/tablet (if you have one) on those days. Alternatives include bringing handwritten notes/drafts, phones, or other modes of technology. You may be able to check out a laptop from your department or Willis if needed.
2. **In-Class Assignments:** During the semester, 10 short written assignments will be completed during class. These assignments will not be announced in advance and you must be in class to complete them; no make-up opportunities will be available unless there is an excused absence. In-class assignments will be worth **10%** of your final grade.
3. **Online Activities:** Some weeks, there will be interactive, online activities to complete in place of a face-to-face class. These are intended to get you critically thinking about certain topics before we meet as a class, help you develop your skills as a researcher, and keep you on track with your research proposal.These activities are due at multiple dates during the semester and the instructions for each will be posted on Canvas. Collectively, these activities are worth **20%** of your final grade and no late work will be accepted.
4. **Researcher Interview:** Each student will be asked to identify a potential research mentor and conduct an interview regarding their research topics, writing process, and professional development. More information and an assortment of possible interview questions will be posted on Canvas.The Researcher Interview is due **Wednesday, November 12th** and is worth **20%** of your final grade; no late submissions will be accepted.
5. **CITI Certification:** Over the course of the semester, you will be required to complete the online certification for conducting research at UNT. More information on how to complete the training will be posted on Canvas.The CITI Certification is worth **10%** combined towards your final grade and no late submissions will be accepted. While there are two separate parts to the CITI certification, both are due on **Monday, October 6th**.
6. **Research Proposal & Presentation:** Each student will select a research topic and create a research proposal that includes a purpose statement, research question(s), literature review, references, and a final presentation of the research plan. More information and a grading rubric will be posted on Canvas. There will be multiple due dates throughout the semester for submitting each section and the final research proposal is due no later than **Wednesday, December 3rd.** Each student will conduct a brief presentation on their proposal on **December 1st** and **December 3rd**. You will be expected to attend both presentation days even though you will only be randomly selected to present on one or the other. The Research Proposal and presentation are worth **40%** your final grade and no late work will be accepted.

Success in this course on all the aforementioned requirements is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. Every student has the potential to succeed in this class.

**Course Evaluation**

In short, final grades will be based on the following:

In-Class Assignments 10%

Online Activities 20%

Researcher Interview 20%

CITI Certification – Part 1 (TAMS/Honors Basic RCR) 5%

CITI Certification – Part 2 (Social-Behavioral/Biomedical) 5%

Research Proposal Drafts (10%) and Final Paper (20%) 30%

## Research Presentation 10%

Total 100%

The following grading scale will be used:

89.5-100% A  
79.5-89.4% B

69.5-79.4% C

59.5-69.4% D

Below 59.4% F

**Academic Integrity and Professional Conduct**

It is expected that students will conform to the University of North Texas Code of Student Conduct and Discipline as outlined in the undergraduate catalog and online through the Center for Student Rights and Responsibilities. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam and possible grade consequences for the class; a second offense may result in an automatic “F” for the course. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act

designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Students are also expected to conduct themselves as mature and responsible adults while enrolled in this course. This includes displaying respect for peers and faculty, accepting personal responsibility for coming to class, maintaining class notes, and completing given assignments.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional

forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu.](http://deanofstudents.unt.edu/)

**Access to Information – Eagle Connect**

Your access point for business and academic services at UNT occurs at [http://www.my.unt.edu.](http://www.my.unt.edu/) All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e‐mail: <http://eagleconnect.unt.edu/>

**ADA Statement**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding

your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website at [http://disability.unt.edu.](http://disability.unt.edu/) You may also contact them by phone at (940) 565‐4323.

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| HNRS 1500-001: Introduction to Research (Topics and dates are subject to change) | | | |
| **Date** | **Topic** | **Reading** | **Assignment Due** |
| August 18 | Introduction to the Course | Syllabus |  |
| August 20 | What is a Research Proposal? | Research Proposal Guidelines |  |
| August 25 | What is Research?  What is my Role as a Researcher? | p. 1 – 20 (Booth et al.) |  |
| August 27 | Research Mentors |  |  |
| September 1 | *Labor Day – No Class* |  |  |
| September 3 | ***Online Assignment #1 – Find a Mentor*** |  |  |
| September 8 | Research Paradigms  Quantitative vs. Qualitative Research | Lach (2013)  Clark & Creswell – Ch. 2 |  |
| September 10 | Selecting a Research Topic  Creating an Outline  Plagiarism & Turnitin 101  Formatting ALL the Things | Chapter 1  Harvard Writing Center – Outlining |  |
| September 15 | ***Online Assignment #2 – From Topics to Problems*** |  |  |
| September 17 | Purpose Statements and Research Questions  Operationalizing and Defining Terms | Chapter 2  Salkind (8, 9, 15, 32)  Clark & Creswell – Ch. 3 Clark & Creswell – Ch. 5 | ***Proposal Outline & RQs*** |
| September 22 | ***Online Assignment #3 – Webbing*** |  |  |
| September 24 | Finding & Reviewing Literature | Chapters 3 – 4  Clark & Creswell – Ch. 1 |  |
| September 29 | Finding & Reviewing Literature | Chapters 5 – 6  Sternad & Power – Ch. 6 |  |
| October 1 | ***Online Assignment #4 – Sources*** |  |  |
| October 6 | *CITI Work Day* |  | ***CITI***  ***(Parts 1 & II)*** |
| October 8 | Mentored Research/Research Teams  Professional Development | Chapters 7 – 8 |  |
| HNRS 1500-001: Introduction to Research (Topics and dates are subject to change) | | | |
| **Date** | **Topic** | **Reading** | **Assignment Due** |
| October 13 | ***Online Assignment #5 – Categorizing Research*** | Sternad & Power – Ch. 14 (read this now so it you have time to think about it for your Lit Review!) |  |
| October 15 | Research Design vs. Methods | Chapter 9  Clark & Creswell (p. 196+) | ***Annotated Bibliography*** |
| October 20 | Research Design – Descriptive Research | Chapter 10  Leedy et al. – Ch. 6  Salkind (82, 83) |  |
| October 22 | Research Design – Experimental Research | Chapter 11  Leedy et al. – Ch. 7  Salkind (80) |  |
| October 27 | Research Design – Qualitative Methods | Chapter 12  Leedy et al. – Ch. 8  Pajo – Ch. 11 |  |
| October 29 | Research Design – Mixed Methods & Secondary Data Analysis | Chapter 15  Leedy et al. – Ch. 9  Pajo – Ch. 8 |  |
| November 3 | Synthesizing Your Literature | Chapter 14 | ***Literature Review*** |
| November 5 | ***Online Assignment #6 –Methods Brainstorm*** |  |  |
| November 10 | Processing Your Edits  Final Proposal and Presentation | Your Review of Literature  Chapter 16 |  |
| November 12 | Ethical Standards and Considerations | Chapter 17  Devlin – Ch. 4  Belmont Report (1979) | ***Researcher Interview*** |
| November 17 | Ethical Standards and Considerations | Chapter 13 |  |
| November 19 | ***Online Assignment #7 –Posters*** |  |  |
| November 24, 26 | *No Class – Thanksgiving Break* |  |  |
| December 1 | Research Presentations |  | ***Research Presentation*** |
| December 3 | Research Presentations |  | ***Final Proposal*** |
| December 10 | Research Presentations (if needed)  (class may meet from 10:30 am – 12:30 pm this day due to the final exam schedule) | | |

**Syllabus Addendum**

The following are important tips/guidelines/requirements that will ensure your success in this class:

1. DO read the syllabus and the assignment guidelines carefully. I do my best to lay everything out for you all in those documents. If you read and follow them carefully, you will successfully complete all the major requirements for the course. Everything you ever needed to know about the class (i.e., course schedule, my office hours, my office location) is provided in the syllabus. All the information you need regarding how to submit your papers is provided to you in each of the assignment documents.
2. If you ever have any questions about anything in the assignment guidelines or other course documents, ASK! I want to help you do well in this class and providing clarification to you all is one way for me to do that.
3. **ENABLE NOTIFICATIONS ON CANVAS! I will send important information as announcements in Canvas so you either need to view announcements regularly or receive notifications when a new one posts (they can be sent as emails). You will miss extremely important information if you do not check these announcements.**
4. Everything will be set up for you by week on Canvas; there are both face-to-face lectures and online work that I will clearly delineate in each module.
5. Deadlines are deadlines for a reason. I will NOT accept late submissions. When you submit thesis documents to the Honors College and even later (possibly in graduate school), you will have hard deadlines for things. Consider this solid practice in making sure you complete your work on time.
6. Submit your papers in a Word or pages document (I would prefer Word but I know that’s not a reality for everyone; I can open documents on both a PC and a Mac so either way works). If you use Google Docs and add comments in your paper, it will save as a PDF when you upload it to Canvas and I won’t be able to see the comments. Let me know directly if there are comments you want me to respond to and we will figure out a way to share the right document.
7. I will return your papers and feedback to you through the assignment dropbox. When I do this, DO look at them. I will provide feedback through **track changes** and **comments** in Word and I will provide instructions on how to access that feedback. Utilize that feedback because it is similar to what you might get from your faculty mentor.
8. Plan ahead! There are a lot of smaller moving parts in this class but they are all feasible and actually build upon each other. The intent is for you to pace yourself and work in manageable chunks so make sure you look ahead and are aware of all of the deadlines.
9. See the announcement on Canvas for a few more important points related to organization and professional development (i.e., the Addendum to the Addendum)!