Overview

The main purpose of this course is to focus on good questions and how to answer them. This is essential to making considered decisions as a leader in any organization or in your life overall. Thus, the goals of the course are 1) to provide an introduction to the concepts and techniques used to develop good questions, and 2) to structure an appropriate information gathering and analysis to answer the questions. This process is sometimes called research.

Topics will include the connection between questions and information gathering design, variable measurement, sampling, the differences between experimental and non-experimental designs, data analysis, reporting and the social context of research. Emphasis will be placed on approaches used in the social sciences (i.e., sociology, psychology, anthropology), but we will also discuss how others (i.e., natural scientists, business analysts) might approach the process.

No prior knowledge of statistics is required for this course.

Focuses on how to evaluate information and apply some of the methods commonly used by social scientists from a variety of disciplines to answer questions about social life. Topics include measuring concepts, determining the most appropriate method of data collection, constructing a survey instrument, selecting a sample, conducting basic data analysis, presenting findings and addressing the ethical and political issues associated with formal research.

Materials

Required Text

There is no required textbook for this course. However, if you plan to pursue a Master’s or Doctorate degree, please let me know and I can give you a huge list of sources to get you headed in the right direction.

Recommended

Any required journal articles, book chapters, or other materials will be provided by me and placed in Canvas.

Technology

Access to a reliable, modern computer will be necessary. We will utilizing podcasts and other forms of digital media to create a rewarding classroom experience. Plus, your grade will always be on Canvas.

Grading Scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Component</th>
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<tbody>
<tr>
<td>15%</td>
<td>Discussions Boards</td>
</tr>
<tr>
<td>20%</td>
<td>Module Quizzes</td>
</tr>
<tr>
<td>15%</td>
<td>In-class Activities</td>
</tr>
<tr>
<td>40%</td>
<td>Inquiry Project</td>
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<tr>
<td>10%</td>
<td>Personal Process Paper</td>
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</tbody>
</table>
Grades will follow the standard scale:

- A = 89.51-100
- B = 79.51-89.5
- C = 69.51-79.5
- D = 59.51-69.5
- F < 59.51

Notice I use the international standard for rounding; .5 and below rounds down, while .51 and above rounds up. Curving is at my discretion.

Discussion Boards

There are a total of five discussion board assignments interspersed throughout the semester worth 15% of your final grade. They are intended to take an average of 45 minutes to one hour to construct adequately. We will reflect on these discussion boards during class. They will be due the Sunday before class according to the course schedule at the end of the syllabus.

Module Quizzes

The ten module quizzes will be online and open notes; you are expected to take each quiz with no outside help other than your readings and accompanying module materials. Quizzes will be timed (2 minutes per question; i.e., 20 minutes for a 10 item quiz) and this is sufficient time to respond thoughtfully and to check your answers. It is highly recommended that you study and be prepared beforehand since you will not have time to look up each item during the actual exam. You may NOT copy any test items or look at any copied test items from this course; doing so is an honor code violation. Quizzes may include a variety of question types including all or some of the following: multiple choice, true/false, matching, and fill-in-the-blanks. Each quiz will be available until its deadline at the start of the given class and can be taken twice with only the highest grade recorded. After the deadline, the quizzes will become unavailable on Canvas, and you will be unable to make them up without legitimate documentation (i.e., medical, judicial, or serious personal events). Each quiz must be completed by the deadline (not just started by then). The quizzes are collectively worth 20% of your final grade.

There may be times in which you experience technical difficulties while taking the quizzes (i.e., loss of Internet connection, the test does not submit correctly). If a score does not immediately appear in the grade book after taking an assessment, this most likely means your quiz was not submitted properly. If this happens, don’t panic; it will be necessary for me to reset your quiz. If this occurs, you should email me AS SOON AS POSSIBLE in order for you to have ample time to retake the quiz or exam within the allotted time period. Therefore, it is recommended that you take the assessments during this timeframe and do not wait until the last minute in case you experience any technical difficulties. Moreover, to avoid experiencing technical difficulties, it is recommended that you take quizzes in a location with reliable Internet service. They will be due the Sunday before class according to the course schedule at the end of the syllabus.

In-class Activities

In-class activities can include discussions, polls, simulations, and other activities designed to engage the student in deeper and more impactful learning. Consider these assignments the 21st Century equivalent to the “participation grade.” 15% of the overall course grade comes from the simple average of these grades, so attendance is important as these cannot be made up under any circumstances.
**Inquiry Project**

The Inquiry Project will involve creating a research-based project design that will allow you to brainstorm a research project collaboratively. This project will be completed in teams as assigned by the instructor. Each small group will select a research topic and develop an inquiry project that includes conceptualization, a purpose statement, research questions, background literature, and methods. The Inquiry Project is collectively worth 40% of your final grade (each part is worth 5% individually); no late submissions will be accepted. Check the course calendar for due dates as this assignment will be subdivided into smaller chunks.

**Personal Process Paper**

Each student will complete a personal process paper describing the research process, using their semester-long inquiry project as an example. More information and a grading rubric will be posted on Canvas. The personal process paper is on Tuesday, December 12th at 5:00 pm and will be worth 10% of your final grade; no late submissions will be accepted.

**Learning Objectives**

Upon successful completion of this course, students will:

1. Investigate and evaluate the knowledge claims of both themselves and others with evidence and examples. *(Critical Thinking and Reasoning)*
2. Communicate inquiry methods and approaches appropriate to specific problems. *(Written and Oral Communication)*
3. Collaborate with others to formulate questions and develop strategies to address questions. *(Teamwork/Collaboration)*

**Withdrawal Policy**

The last date a student can withdraw from this class without an “F” is Friday, November 10, 2023. I will not withdraw you from the course for any reason; if you desire to withdraw, you must instigate those procedures.

**ADA Accommodation Statement**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students 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 ODA Website.

**Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Attendance Policy**

Given the collaborative nature of this course and the fact I only see you once a week, regular attendance is ideal. Secondly, your teammates are depending on you. Also, since so much graded work will occur in the classroom, I strongly suggest making class a priority. The course is designed such that our class session won’t be spent on lecturing, but rather on application of what we have learned. In short, class should be fun!

Also, in my experience, participation and engagement correlate with higher grades. Please let me know when unexpected situations arise; we can try our best to maintain continuity in the course.
Professional Communication

Communicating with me doesn't have to be a formal affair; however, it is also not like texting your friend about where to meet after class. This is a great time in your academic career to learn professional communication strategies. Allow 24 hours for me to reply to all weekday emails; I do not typically check email between the hours of 6pm and 6am. I do not usually check emails over the weekend. On a more general note, here are some tips for e-mail success (and requirements for future success on the job) (hat-tip to my doctoral advisor, who used similar notes while he was at Minnesota):

• Provide a useful and descriptive subject line (ex: Question about my Inquiry Project score)
• Begin with a greeting (ex: “Dear Dr S”) and end with a signature (ex: “Sincerely, Student”). Launching straight into the message is bad, but “Hi!” is poor form and “Hey Prof!” is a disaster. “Dear” and “Hi” are fine, so long as you follow both by a name or title: “Hi Professor” or “Hi Dr S”.
• Be clear and concise. Write short messages, make clear requests, get to your point quickly, and offer to provide more information rather than launch into your life story.
• Check to see whether your question is already answered in the syllabus or other course materials before sending an e-mail. Also, don’t ask for information before you’ve looked on Google. “Can you send me paper X?” makes it seem as though you don't care about your education, which we know isn't true!
• Use your official school email address. Email addresses like “hotmuffin02@hotmail.com” and “mikeygforlife@gmail.com” are just not appropriate and preclude me from replying due to federal privacy laws.
• Form: Capitalize and punctuate.

Instructor Availability

Click on the link above in the left-hand margin on page one to signup for an appointment time. I will reply or otherwise address any concerns within one business day. I do not check emails on the weekends. My number one task is to help you succeed.

Student Expectations

I expect each student to:

• Fully read and understand the syllabus.
• Understand that due dates are just that, dates on which any given item is due.
• Have familiarity with and proficiency in common word processing, data organization, and presentation creation software.
• Have familiarity with Canvas.
• Check their UNT email at least every 48 hours.
• Come to class prepared for all activities and events happening in that class time.
• Let me know when difficulties arise.

Students can expect from me:

• Course preparedness, professionalism, and collegiality.
• Confidentiality regarding anything you may say to me regarding yourself or another (with the exception of statements made in which I am bound by law to report)
• Efforts made to help you the best I possibly can.
• Please remember, I want you to succeed!

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 here.
Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Cheating & Plagiarism

Students caught cheating on any given assignment will receive no credit for the assignment. Additionally, the incident will be reported to the Office of Student Rights and Responsibilities, which may impose a 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 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. The use of ChatGPT or other AI to complete coursework is equally prohibited and punishable.

I want you to succeed, so you are highly encouraged to see me when questions and concerns arise. Another way to limit the probability of cheating is to start your coursework in plenty of time so you don't end up cramming. To do this, consider temporal discounting and ensure you are adequately valuing the present and the future.

Begun, the AI Wars Have

As the technological singularity creeps ever closer to reality, people in numerous industries have used AI for both good and ill. Since the major assignment is your team-based inquiry project, the temptation to use AI instead of your own writing abilities will exist and could be significant. I reserve the right to transform the inquiry project into an oral assignment done at the individual level if I suspect that AI has been used to craft the writing. The reason for this policy is to ensure you can apply in an interesting way material you have learned; I am not assessing your ability to type a request into a box.

Technical Support

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues. Please do not rely on me for technical support – I am not the person for that.

UIT Help Desk: [UIT Student Help Desk site]

Email: helpdesk@unt.edu
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Syllabus Review</td>
<td></td>
<td>get to know you activities</td>
</tr>
<tr>
<td>2</td>
<td>8/29</td>
<td>Team Formation</td>
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<td>Please be here to be assigned to a team</td>
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<tr>
<td>3</td>
<td>9/5</td>
<td>Process of Inquiry</td>
<td>Module 1</td>
<td>All Module 1 Work due 9/3</td>
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<td>9/12</td>
<td>Components of Inquiry</td>
<td>Module 2</td>
<td>All Module 2 Work due 9/10</td>
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<td>IP - Part A due 9/15</td>
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<td>Module 3</td>
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<td>Background &amp; Context</td>
<td>Module 4</td>
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<td>IP - Part B due 9/29</td>
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<td>Module 5</td>
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<td>IP - Part C due 10/6</td>
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<td>Module 6</td>
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<td>10/17</td>
<td>Descriptive Research</td>
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<td>Experimental Designs</td>
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<td>IP - Part E due 10/27</td>
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<td>10/31</td>
<td>Qualitative Methods</td>
<td>Module 9</td>
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<td>11/7</td>
<td>Mixed Methods</td>
<td>Module 10</td>
<td>All Module 10 Work due 11/5</td>
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<td>IP - Part F due 11/10</td>
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<tr>
<td>13</td>
<td>11/14</td>
<td>How to Present Academic Work</td>
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<td>14</td>
<td>11/21</td>
<td>FALL BREAK</td>
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<td>11/28</td>
<td>Presentations</td>
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<td>IP - Presentation due 11/27</td>
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<td>16</td>
<td>12/5</td>
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<td>IP - Part G due 12/8 by 5pm</td>
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<tr>
<td>17</td>
<td>12/12</td>
<td>Personal Process Paper</td>
<td></td>
<td>Personal Process Paper due 12/12 by 5pm</td>
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*Note: Syllabus is subject to change at the discretion of the professor.*