



Applied Arts and Sciences BAAS 3020, Section 401, 700, 702

Fundamentals of Inquiry and Discovery

COURSE INFORMATION

Course: BAAS 3020, Section: 401; 3 Credit Hours

Format: This is a **fully online course** delivered asynchronously with no set meeting weekly meeting times (assignments are still due on select dates).

Name: Dr. Susan (Suz) Tyrrell

Email: susan.tyrrell@unt.edu (please be sure to type this with double Rs and double Ls).

Please email me directly rather than and do NOT use Canvas—due to recent hacking and security issues, apart from an autoreply linking you to email addresses for my TA and me, I will not physically be accessing messages.

Course TA: Mr. Dave Stanley: DaveStanley@my.unt.edu

Office: Online

Office Phone: 940.369.8962 (You can leave a voicemail here, but note that **email is the best way to reach me**).

Required Textbook/Readings

While there is no required single *textbook* for this section of the course, there will be online content (i.e., articles, readings, tutorials, videos) that serve as your required readings for the course (all posted on Canvas). You are responsible for reading and watching the included content and applying it to your discussions/ short essays, and team project/presentations, in addition to your quizzes.

Course Description

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.

Prerequisite: Declaration of the Applied Arts and Sciences major (B.A.A.S. degree) as your UNT program of study.

Learning Objectives

1. Having successfully completed this course, students will be able to:
2. Investigate and evaluate the knowledge claims of both themselves and others with evidence and examples (*Critical Thinking and Reasoning*).

3. Communicate inquiry methods and approaches appropriate to specific problems (*Written and Oral Communication*).
4. Collaborate with others to formulate questions and develop strategies to address questions (*Teamwork/Collaboration*)

I cannot emphasize nearly enough how vital close reading, attention to detail, and on-time submissions are to doing well in this course. These things are always the difference between passing and failing. **YOU CONTROL YOUR DISCUSSION GRADE** which is 35% total of your final grade. Follow those directions and answer the questions and respond, and you will almost certainly do well if you participate in your team project. The quizzes are the **SMALLEST** portion of your grade, amounting to just over 1% for each of the ten quizzes, which extra credit offered to make up a missed quiz.

COURSE REQUIREMENTS

1. In an online class such as this, students are expected to keep up with the weekly readings and additional course information posted on Canvas at <https://unt.instructure.com/>. In addition to the readings listed on the course calendar, there may be supplemental readings or videos posted on Canvas within the learning modules to help you with assignments and/or exams. Additional readings, activities, videos/lectures, and complementary resources will be assigned throughout the course to help students gain hands-on experience in various qualitative methods and analysis techniques.

2. Discussion Board Assignments (which serve as short answer essays applying knowledge)

An introduction post and five discussion board topics will be assigned throughout the semester; specific directions for each discussion board assignment will be posted on Canvas. For each discussion board assignment, you will first post your response to the specific assignment questions and then respond to **at least two classmates**. In order to allow your classmates ample time to read and reply to discussion board posts, initial responses should be posted early in the week. **It is strongly recommended you initially post by Wednesday at 11:59 pm** (central time; please be aware of time differences if you are not in the area) **but ALL POSTS AND REPLIES MUST BE POSTED BY Monday at 11:59 pm FOR CREDIT**. No exceptions.

Saying you lost track of time, forgot, or otherwise had an excuse 100 others did not have is simply not acceptable. I cannot permit late discussions because they are just that—DISCUSSIONS, interactions, similar to team work in that you *are dependent upon each other* for the assignment. This is **why I cannot allow you to make up your discussion late**, for example, because that would necessitate my having *someone else* do work at a different time. I will not require YOU do work late for someone else; neither can I expect that for another person. Deadlines are firm.

Since late submissions will not be accepted, do not wait until the last minute to submit your postings in case you have any questions or potential problems. The discussion climate must be civil, sensitive, and mutually respectful of the rights of each person to freely and openly express

ideas. The Introduction Post is worth **5%** of your final grade and the Discussion Board Assignments are collectively worth **35%** of your final grade. Remember, these are not the kind of “discussions” you may be used to where you chat generally with each other. Think of them as applied short answer questions, showing you grasp the material.

3. **Inquiry Project (IP):** The Inquiry Project will involve creating a research-based project design that will allow you to conceptualize and design the initial parts of 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. More information for each section will be posted on Canvas and a group submission of each part is due **Monday at 11:59 pm** of the given week. The Inquiry Project is **collectively** worth **48%** of your final grade (each part is worth 6% individually); no late submissions will be accepted. While I cannot ever promise you a grade, I can tell you that every single time I have taught this class (and it's a lot of times!), students who fully participated in the project, even when the team did not earn ALL the points, i.e., maybe 17/20 on a couple, the TEAM earned an overall A grade for the project. You are very likely to do so if you fully participate and follow the instructions. We will scaffold every step FOR you. I want you to be successful. I LOVE when my students earn As! I am on your side, but I will insist you do the work.

CRUCIAL PROJECT INFORMATION FOR ALL STUDENTS:

If you email my TA and/or me with any group issues, the first question we will ask is “did you follow the syllabus policy?” And the second will be “what did you agree to on your team contract and did you follow that?” You are adults and you can self-govern to a large extent. If you follow those steps and the problem is larger, I will get involved—but you probably don't want to have it get there. Do what you need to do to press on. Many students use the project in their final portfolios, as well. You will be surprised at what you create from start to finish!

Please be aware that if you miss classes (which means team meetings you agreed to have, or work you agreed to do—all of the things you decide *prior to signing your contract for the project*), it is *very likely that your team will end up removing you*, resulting in a zero on your project, making it impossible for you to pass. Last semester, this happened to a few people.

Lack of Participation Policy for Team Project: If a member of a team is not contributing sufficiently to the work of the team, the other members have the right to:



Notify the team member by writing a formal email to that person documenting the specific problems, copying the professor and all other team mates on that email message (using UNT email addresses).

The email must document the exact efforts the team has made to communicate the problems to the affected team members and what has been done to attempt to solve the problems.

Questions you have regarding the project assignments that pertain to your team, such as grading, a teammate not participating, you being left off an assignment and marked as not participating, etc., *should never be brought directly to me without first being discussed with your team*. You may CC me, as well as my TA, but *you must talk with your team members and attempt to work this out with them first*. You will agree to a team contract that says this, and are expected to abide by this. **I do not intervene *only* on behalf of one member, as this would amount to choosing a “side.”** When and if it comes to me, all

team members should be included. Please ensure all team members have agreed to their emails being used for this purpose to discuss with me.

4. **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 **untimed** but rarely take anyone, even those who need extended time, longer than 15-20 minutes *at most*. Keep in mind that they cannot be reset just because you took too long and your internet glitched. These are quizzes designed to take most people 10 minutes, so even double time at 20 should not be impacting anyone. If you have unreliable internet, you should not take online classes on that internet but always do crucial work in a place you will not risk your grade. **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 from 6:00 am each Monday to 11:59 PM each Monday there is a quiz**, again, with no time limit, *but* may only be opened and taken once. *Do not open it to look at the questions and go grab lunch and hope it's still there, or open it and close it "for later."* You will earn a zero on it if so.

Please do not email me after the fact and say you had a prescheduled appointment and forgot, for example; **since you have 7 days to do them**, plan early in case your Monday night goes whackadoodle on you. **Each quiz must be completed by the deadline (not just started by then).** The quizzes are collectively worth **12%** of your final grade (which is the lowest weight of all, but obviously still matter and help you know you're on track with the project and discussions).

I get more emails about quizzes than anything, and they count the least for grades, and have the most liberal policies for taking them with no time limits and open notes. **NO QUIZZES WILL BE REOPENED UNLESS THERE IS A UNIVERSITY-WIDE COMPUTER PROBLEM VERIFIED BY IT.**

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 and not micromanage you. Every student has the potential to succeed in this class. Most people get good grades in here simply by showing up, participating, and doing all the work. It's not a "hard" class, but you do need to pay close attention early on.

Course Evaluation-

Final grades are based on the following and you can always view your grades (if they are graded) in Canvas. **PLEASE** keep in mind grades are **WEIGHTED** for this class, so it's a percentage and not a point total you want. Return to this to learn what counts for what.

Introduction Post	5%
Discussion Board Posts (5)	35%
Module Quizzes	12% (1.2% x 10)
Inquiry Project	6% each(total 48%)
	—
	100%

Syllabus Addendum for BAAS 3020

Statement on professional speech toward professor, TA, teammates, and classmates in general

Occasions may arise where you don't like your grade, or your team, or even me, but please refrain from using these as a justification for abusive speech. **Any type of abusive or inappropriate speech to my TA, who is authorized to speak on my behalf, or to me, in writing or speaking, will not be tolerated and will be reported to the Dean of Students in an official report. You will also be asked to attend a meeting to discuss how we can more professionally and civilly address concerns.**

ALL of us are adults worthy of honor and respect as human beings, regardless of whether you may or not “get” an assignment. The classroom is a place of mutual respect. While I recognize a professor carries a perceived “power dynamic,” I am not a fan of “power trips.” I care about the classes and subjects I teach, and I care about the students. I have a mandate to act with equity as best I am able (so I cannot reopen a quiz for one student and not another, and it has nothing to do with liking someone), and sometimes, depending on the assignment, if I see students have not understood an assignment, I let them redo it, rather than take a zero. My guide for this is whether it will help the student/team learn it better and if they need it to understand further work in the class. If I do something like this, it will be for all the teams for whom it applies, not only one. You may decline this option if you like, and note this on a team contract. I will discuss this further in your course introduction video.

If you do not understand an assignment, first, communicate with your team. As all major assignments are a team effort and grade, remember that these assignments are designed to be completed this way. This is not a graduate school course, so I do not expect work at that level. If your team have communicated and confusion remains, appoint your team spokesperson to email my TA and me. *Ask us what you're stuck on and we will assist.* Please remember that we have to have time to do this. I teach 100-150 students a semester. As much as I wish I could, as a single human, I cannot promptly reply to every issue that arises. In a college class, I don't expect minor issues like “she didn't call me back! Tell her to do it!” are emails that should make it to the professor. Regardless, I do work hard on work/life balance and that's why I offer you at least a week between assignments. Therefore, you should also allow me adequate time to reply, which is 24-48 hours. On normal days, I strive for the 24. But if I am traveling to a conference—as I am during this course—or if it is a weekend—that means more time. I work Mon-Fri. This is also what I require from you. I recognize some of you may choose to work Saturday and Sundays due to having busy work weeks in full time jobs. Please do what works for YOU. However, please ensure your team plans for any questions or feedback requests from me before Friday. Again, you will know what you are to do in advance, so this will be possible. If you are anything like me, you simply want to have expectations laid out ahead of time. I hope by telling you up front, you can also plan accordingly.

Likewise, send all emails with questions about assignments or procedures to both my TA and me.

At times, one of us may be working when the other is not. By CCing both of us, you double your chances of a quicker response. This benefits you.

As with most circumstances, the issues and policies in this statement apply to few, most likely, but the actions of a few often create the need for policies to be codified. I don't expect this to be necessary but keep this in mind in case.

Professional Programs and Teamwork (Project- Based Learning)

As a professional program, we realize some of you may be coming to this course in the midst of a successful career in industry. Some of you may be leaders or managers in industry, something familiar to me as a professor who had more than one career even prior to returning for my PhD. Your achievements are highly commendable. Recently I've taught a 80-year old retired IT professional (who has given me permission to share his story with you—thank you, Mr.

Robert—my definition of “legend.”) and an Olympic medalist. These two and a few maybe not as “noteworthy” by age or accolades, *made exceptional team members because they knew how to be teammates*. They neither asserted their expertise or knowledge, nor tried to tell their team they should be in charge. However their teams recognized their skills and abilities and together asked and appointed them to tasks that required them to be responsible, lead, or otherwise serve their fellow members in a way that helped the entire team rise to success. Leadership needn’t be announced, and teamwork is displayed and obvious by what it doesn’t purport but what it does.

Thus, as adults, as college-educated (even if you have not graduated) people, as members of industry, business, military, and whatever other path led you here, I trust you will contribute to your teams and be a strong contributor.

That said, I reserve the right to remove (a) student (s) from a team in instances highlighted in this addendum, or in the official UNT student Acceptable Behavior Policy. If you are removed from a team, here are the steps that may occur:

1. I will contact you via email to address the situation. You’ll be given a brief time to reply to the email, and if you do reply and it can be addressed and solved, this may conclude the entire matter.
2. If you choose not to reply in the time frame, you will be temporarily removed from your team, but still allowed to do the work for the week for the same credit.
3. If you will not meet, and the issue is not resolved, you will remain off your team, but able to do your work, so as to be eligible to earn the highest grade you can earn; however, if this is an instance of abusive speech (*keep in mind that this may mean different things to different people, which is why common civility and respect is so vital and professional speech to everyone in an academic community is important all the time*), a report will be filed with the Dean of Students, regardless.

Later in this syllabus you will also find required material, UNT Policies, which include this statement, but I am highlighting it here as well, as it fits within my personal classroom policies:

UNT Policy on 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>.

Thus, despite all of these explanations, my policy for classroom civility and discourse is simple, and will be enforced if needed (as with most things of this nature, it is the 2% who impact the 98%): **Treat each member of the course, in person, online, or otherwise, with respect and professionalism at all times during the nature of official course activities.** This means classmates, teammates, TAs, myself, and anyone else who may drop in (yes, even online).

The following policies are UNT policies and apply to *all* courses at the university, without regard to a professor or class policy.

UNT POLICIES

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;

the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; 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>.

Access to Information - Eagle Connect

Your access point for business and academic services at UNT occurs at <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>. You may also contact them by phone at (940) 565-4323.

Additional Student Support Services

- [Academic Resources](#): where to buy textbooks and supplies, access academic catalogs and programs, register for classes, and more
- [Code of Student Conduct](#): provides Code of Student Conduct along with other useful links
- [Office of Disability Accommodation](#): exists to prevent discrimination based on disability and to help students reach a higher level of independence
- [Counseling and Testing Services](#): provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- [UNT Libraries](#): library services
- [UNT Learning Center](#): provides a variety of services, including tutoring, to enhance the student academic experience
- [UNT Writing Center](#): offers free writing tutoring to all UNT students
- [Succeed at UNT](#): information regarding how to be a successful student at UNT
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