WHAT THIS COURSE IS ABOUT:

My main goal in this class is to help you learn the skills required for conducting high quality face-to-face, telephone, mail and e-mail surveys. This is the most useful (and best!) sociology class you will ever take. Like statistics, this class is different from the more substantive sociology classes in that there are right and wrong answers. By the end of the class you should be able to design quantitative research strategies that work well.

Students generally are good at being able to briefly describe how a survey should be done but have a very difficult time actually designing and implementing a survey. This course will provide you with a working knowledge of the research methodologies commonly used by sociologists, the basic epistemological assumptions associated with each methodology, the criteria for evaluating quality research and the criteria for selecting and implementing the appropriate method to test a hypothesis or address a research question.

The main emphasis of this class will be on the four standard survey research procedures with an introduction to experimental, evaluation and qualitative methodologies. Students will learn to code and prepare quantitative data for statistical analysis. Students will master the basic descriptive statistics for measures of central tendency and variation in data. In preparation for Soc 307, students will learn to work with large data files and develop a basic familiarity with the SPSS statistical package. Students will be introduced to the analytic processes associated with comparing data across categories. Finally, students will demonstrate their ability to summarize findings from a research project and create a written and oral presentation of their findings.

This course gives students significant hands-on experience with the basic procedures used in quantitative research.


You are also required to purchase a flash drive for use in the SPSS and Analysis Report assignments.

SELECTED READINGS ON RESERVE/BLACKBOARD:


EXAMINATIONS:

There will be three examinations. Material from the text, assignments and class discussion will be included on the examinations.

CLASS PROJECT:

The class will participate in the implementation of a major mail survey. Each student will be required to correctly assemble mail questionnaire packets (2 hours), successfully create a coding scheme for an open-ended question, to accurately code a certain number of open-ended questions and to correctly enter data for 60 surveys. We will schedule times to accommodate school and work schedules. Your grade for these assignments are based on coding and data entry accuracy and completion of the assigned suveys, not the time spent. More details about this project will be provided in class later in the semester.

ANALYSIS REPORT:

Each student will be part of a research team that will complete a group analysis report on a sociological issue and present the group’s findings to the class.

GRADEN:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First exam</td>
<td>180</td>
</tr>
<tr>
<td>Second exam</td>
<td>180</td>
</tr>
<tr>
<td>Third exam (the SPSS take-home part of the test will be 90 points)</td>
<td>180</td>
</tr>
<tr>
<td>Mail survey project (due dates to be announced)</td>
<td>210</td>
</tr>
<tr>
<td>Assemble mail questionnaire packets</td>
<td>50</td>
</tr>
<tr>
<td>Develop coding scheme</td>
<td>25</td>
</tr>
<tr>
<td>Code open-ended questions</td>
<td>35</td>
</tr>
<tr>
<td>Data entry</td>
<td>100</td>
</tr>
<tr>
<td>IRB certification (Due Sep 21st)</td>
<td>10</td>
</tr>
<tr>
<td>Statistics assignment (Due Sep 23rd)</td>
<td>20</td>
</tr>
<tr>
<td>SPSS assignment # 1 (Due Oct 14th)</td>
<td>20</td>
</tr>
<tr>
<td>Survey question assignment (Due Oct 21st)</td>
<td>20</td>
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<tr>
<td>SPSS assignment # 2 (Due Oct 26th)</td>
<td>20</td>
</tr>
<tr>
<td>Cover letter assignment (Due Oct 28th)</td>
<td>15</td>
</tr>
<tr>
<td>Questionnaire design assignment (Due Nov 2nd)</td>
<td>20</td>
</tr>
<tr>
<td>SPSS assignment # 3 (Due Nov 14th)</td>
<td>20</td>
</tr>
<tr>
<td>Analysis report/presentation (reports will be scheduled during the last two weeks of class)</td>
<td>60</td>
</tr>
<tr>
<td>Class participation/citizenship (my evaluation of your involvement in the class)</td>
<td>19</td>
</tr>
<tr>
<td>13 weekly class feedback forms @ 2 points each</td>
<td>26</td>
</tr>
</tbody>
</table>

1000 points

I reserve the right to change assignment due dates, test dates, class assignments and class policies if circumstances warrant. If I become ill, I may ask a TA to teach a class. TAs will be teaching SPSS during class periods.

Your course grade will be determined by the number of points you obtain. I expect every student to be an "A" student!

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>910 or more</td>
</tr>
<tr>
<td>A-</td>
<td>880-909</td>
</tr>
<tr>
<td>B+</td>
<td>860-879</td>
</tr>
<tr>
<td>B</td>
<td>800-859</td>
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<tr>
<td>B-</td>
<td>780-799</td>
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<tr>
<td>C+</td>
<td>760-779</td>
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<tr>
<td>C</td>
<td>700-759</td>
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<tr>
<td>C-</td>
<td>680-699</td>
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<tr>
<td>D+</td>
<td>660-679</td>
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<tr>
<td>D</td>
<td>600-659</td>
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<tr>
<td>D-</td>
<td>580-599</td>
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<tr>
<td>F</td>
<td>579 or less</td>
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</tbody>
</table>

(Any grade below C- does not count toward Sociology graduation requirements)
READING SCHEDULE:

We will be flexible in our class schedule to allow for discussion of topics of interest to the class. I expect each student to read the chapter by the assigned day and come to class prepared to discuss the material.

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TOPIC</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Science, Society, and Social Research</td>
<td>Tuesday Aug 31</td>
</tr>
<tr>
<td>2</td>
<td>The Process and Problems of Social Research</td>
<td>Thursday Sep 2</td>
</tr>
<tr>
<td>*</td>
<td>Library data sources - Instruction Room 3 (HBLL 2233)</td>
<td>Tuesday Sep 7</td>
</tr>
<tr>
<td>3</td>
<td>Ethics in Research</td>
<td>Thursday Sep 9</td>
</tr>
<tr>
<td>8</td>
<td>Elementary Quantitative Data Analysis</td>
<td>Tuesday Sep 14</td>
</tr>
<tr>
<td>*</td>
<td>Introduction to SPSS</td>
<td>Thursday Sep 16</td>
</tr>
<tr>
<td>4</td>
<td>Conceptualization and Measurement</td>
<td>Tuesday Sep 21</td>
</tr>
<tr>
<td>*</td>
<td>Chap 4 (cont)</td>
<td>Thursday Sep 23</td>
</tr>
<tr>
<td>5</td>
<td>Sampling (cont)</td>
<td>Tuesday Sep 28</td>
</tr>
<tr>
<td>*</td>
<td>Chap 5 (cont)</td>
<td>Thursday Sep 30</td>
</tr>
<tr>
<td>*</td>
<td>FIRST EXAM: Chapters 1-5, 8 (part), lectures</td>
<td>Tuesday Oct 5</td>
</tr>
<tr>
<td>*</td>
<td>SPSS lab</td>
<td>Thursday Oct 7</td>
</tr>
<tr>
<td>6</td>
<td>Causation and Experimental Design</td>
<td>Tuesday Oct 12</td>
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<tr>
<td>7</td>
<td>Survey Research/PowerPoint training</td>
<td>Thursday Oct 14</td>
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<tr>
<td>*</td>
<td>Chap 7 (cont)</td>
<td>Tuesday Oct 19</td>
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<tr>
<td>*</td>
<td>Chap 7 (cont) Survey question assignment due</td>
<td>Thursday Oct 21</td>
</tr>
<tr>
<td>*</td>
<td>Chap 7 (cont) SPSS assignment #2 due</td>
<td>Tuesday Oct 26</td>
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<tr>
<td>*</td>
<td>Chap 7 (cont) cover letter assignment due</td>
<td>Thursday Oct 28</td>
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<tr>
<td>*</td>
<td>Chap 7 (cont) Questionnaire assignment due</td>
<td>Tuesday Nov 2</td>
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<tr>
<td>*</td>
<td>Chap 7 (cont) SPSS assignment #3 due</td>
<td>Thursday Nov 4</td>
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<tr>
<td>*</td>
<td>SECOND EXAM (Chapters 6 &amp; 7, lectures)</td>
<td>Tuesday Nov 9</td>
</tr>
<tr>
<td>*</td>
<td>Implementing panel studies</td>
<td>Thursday Nov 11</td>
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<tr>
<td>12</td>
<td>Reviewing, Proposing, and Reporting Research</td>
<td>Tuesday Nov 16</td>
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<tr>
<td>*</td>
<td>SPSS workshop</td>
<td>Thursday Nov 18</td>
</tr>
<tr>
<td>*</td>
<td>Friday classes</td>
<td>Tuesday Nov 23</td>
</tr>
<tr>
<td>*</td>
<td>THANKSGIVING BREAK</td>
<td>Thursday Nov 25</td>
</tr>
<tr>
<td>8</td>
<td>Analysis of Quantitative Data</td>
<td>Tuesday Nov 30</td>
</tr>
<tr>
<td>9</td>
<td>Qualitative Methods: Observing, Participating, Listening &amp; team analysis reports</td>
<td>Tuesday Dec 2</td>
</tr>
<tr>
<td>*</td>
<td>Chap 9 (cont) team analysis reports</td>
<td>Thursday Dec 9</td>
</tr>
<tr>
<td>11</td>
<td>Evaluation Research &amp; team analysis reports</td>
<td>Tuesday Dec 7</td>
</tr>
</tbody>
</table>

**FINAL EXAM:** Implementing panel studies, Chapters 8 (part), 9, 11, 12 & lectures | Monday Dec 13 |

SPSS FINAL DUE | 8:00 am (do not be late!)
Each team will be provided a codebook for a survey. Each team will pick a topic, complete a single spaced, 6 page written report on the topic (6 pages does not include cover page and appendix), and make a short presentation to the class (10 minute maximum). You will use your SPSS skills to create the data tables you need for your report. You will also make a PowerPoint presentation that summarizes your key findings.

Your written report must include the major headings 1-8 listed below. (3 points)

1. COVER PAGE (2 points)
   Title of Report
   Names of all participants
   Section (day or night class)

2. ABSTRACT (3 points)
   Create a short summary of the key findings (300 words or less: title, short description of your study, significance of issue, statement of hypothesis being tested and major conclusions.

3. INTRODUCTION (5 points)
   Select and describe a research problem or issue from the topics in the survey questionnaire
   Defend salience of topic (why is it important?)

4. BACKGROUND (10 points)
   Brief literature review - previous findings from other publications
   State a testable hypothesis (must state a relationship between at least two variables and use one control variable to check for a spurious relationship.)

5. RESEARCH METHODS (3 points)
   Describe the population, sampling unit, sampling frame and sampling design
   Describe each variable you used and, if applicable, how you recoded the variables.
   Identify the level of measurement for each variable.

6. RESULTS (12 points)
   Report the appropriate summary statistics for each variable you used (mode, median, mean, range and standard deviation)
   Make neat, high quality graphs that summarize your findings
   Describe your findings for your hypothesis. Describe what the data/chart tell you.

7. DISCUSSION/CONCLUSIONS (10 points)
   Present your conclusions about your hypothesis. Was your hypothesis supported or was it wrong? Discuss the implications and limitations of your findings.

8. APPENDIX (5 points)
   You must include a color “handout” copy of all slides used in your class presentation (6 slides per page), a copy of your SPSS command file, all cross-tabulation printouts you created and all worksheets/printouts of calculations you made from the printout data.

CLASS PRESENTATION: (10 points)
   - Make up to a 10 minute, high quality presentation to class. EACH MINUTE over 10 minutes = minus 10 points
   - Everyone on the team should contribute to the development of the presentation and make part of the class presentation
   - In a high quality PowerPoint presentation briefly explain 1-6 above. Focus most of your time on #3, #5 and #6.

IMPORTANT:

1. Turn in your written report (with appendix) right after your class presentation.
2. Include a handout copy of your slides from your PowerPoint presentation with your written report.
3. Return all copies of the original questionnaire. (failure to turn in written report right after your presentation = minus 10 points)
IMPORTANT CLASS NORMS:

I care about my students. I try to accommodate health and personal issues that come up. Unfortunately, students have begun to take excessive advantage of my flexibility. Given the growing number of students who seem to have forgotten the basic rules of courteous, classroom behavior, the following norms are expected in my class:

Disruptive behavior including leaving class early, coming to class late, cell phone interruption or use during class, and/or other disruptions (students who dominate class discussion or lecture with excessive comments/questions), private discussions on non-class topics with students seated next to you during class discussions and lectures, reading newspapers, eating in class, etc.) will lower your grade.

Leaving class early (during a lecture/class presentation) is unacceptable behavior! If you know that you have to leave class early for a legitimate reason, you must check with me before class for permission to leave. If you have a chronic health problem that you know may cause you to temporarily leave the classroom, please let me know at the start of class or raise your hand during class and request to leave. Unexcused exits from the classroom during a lecture or class project will result in 50 points being deducted from your grade total for each occurrence. Please note: this norm does not apply to serious, unexpected health emergencies.

Class TAs. I have some of the best undergraduate TAs for this class. All of them are students who did exceptionally well in this class. (Note: I will be looking for the best students in this class to hire as TA’s and research assistants for next semester). In the past, many students came to my TAs expecting them to practically do assignments for them. While TAs are available to help guide you, they will not provide extensive assistance unless you have first made a significant effort to complete an assignment on your own. The experiential nature of this class requires exploration, work and creative thought on your part. TAs are available to help when you get stuck on an assignment. They are not personal tutors.

Class TA schedules. My TAs are usually in the office most of the day. Please remember that my TAs are students like you who have assignments, tests and even get sick. If you want to be guaranteed to have a TA in the office to answer questions, you need to email TAS.R.US@gmail.com and set up an appointment.

SPSS Training. A requirement of this class is that you develop a good, working knowledge of SPSS, a statistical computer package. For almost all of you, this will be a new skill that you must learn. There are three class periods where a significant amount of time will be spent on SPSS training. We will be taking an attendance role in these SPSS training sessions. If you do not attend these training classes and do not have a previously approved excused absence from me, do not expect my TAs to personally teach you what was covered in the class that you missed. You must take personal responsibility for learning how to use SPSS as a significant part of the final exam is an SPSS exercise that you will be required to do on your own.

Personal Computer Use NOT permitted in Class: Given past problems with students playing solitaire, watching movies, sending e-mails and surfing the web during class, personal computer use is NOT permitted in class.

Falsifying telephone interviews/mail surveys. Sociological knowledge is no better than the information that it is based on. Social policies that affect people’s lives are based on survey and interview data. If interviewers do not maintain the highest ethical standards, people’s lives can be hurt. Thus, attempting to falsify an interview is a serious breach of scientific ethics and a clear violation of the BYU honor code. We monitor and check interviews. Any dishonesty on interview or mail assignments will result in an automatic failing grade for the class.

Plagiarism. You will be asked to create questions and questionnaires. These must be your own work - not copied from surveys. For these assignments, copying from existing surveys (published or not) will be considered plagiarism and a violation of the honor code.

IF YOU ARE SICK OR HAVE ANY FLU-LIKE SYMPTOMS, DO NOT COME TO CLASS. Before class starts, send me an email explaining that you are sick. We’ll work out make-up times - even for tests. BUT, I am counting on you being honest about being sick!

HONOR CODE STANDARDS

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor
BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (complete version of the Academic Honesty Policy available at honorcode.byu.edu)

PREVENTING SEXUAL DISCRIMINATION OR HARASSMENT

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

STUDENTS WITH DISABILITIES

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist me in arranging for reasonable accommodations. If approved accommodations are needed for tests, you must talk to me one week before each test so that we can work out appropriate arrangements.
POSSIBLE REFERENCE SOURCES FOR
ANALYSIS PRESENTATIONS

NOTE: INTERNET SOURCES MAY BE USED, BUT YOUR RESEARCH GRADE WILL BE REDUCED SIGNIFICANTLY IF MOST OR ALL SOURCES CITED AND USED ARE FROM THE INTERNET!!!!

### JOURNALS

#### A. Sociology
- American Journal of Sociology
- American Sociological Review
- British Journal of Sociology
- Community Development
- Demography
- Journal for the Scientific Study of Religion
- Pacific Sociological Review
- Rural Sociology
- Social Forces
- Social Problems
- Social Research
- Social Science Research
- Sociological Inquiry
- Sociological Quarterly
- Sociology of Education

#### B. Family
- Journal of Family History
- Journal of Family Issues
- Journal of Marriage and the Family

#### C. Aging
- Annual review of Gerontology and Geriatrics
- International Journal of Aging and Human Development
- Journal of Applied Gerontology
- Journal of Gerontology
- The Gerontologist
- Research on Aging

#### D. Other
- Annals of the American Academy of Political and Social Science
- Health and Society
- Policy Studies Journal
- Social Policy
- The Public Interest

### SOURCES OF DEMOGRAPHIC DATA
- Current Population Reports (Bureau of the Census)
- Handbook of Labor Statistics
- Historical Statistics of the United States
- Gallup Polls
- Statistical Abstract of the United States (annual)
- World Almanac and Book of Facts (annual)

### ENCYCLOPEDIAS AND INDEXES
- ERIC Resources in Education
- International Encyclopedia of the Social Sciences
- Social Sciences Index
- Sociological Abstracts
RESEARCH METHODS - SOC 300
STUDENT INFORMATION FORM
SECTION 1 — Fall, 2010

Name: _____________________________________________________________
                   (first)             (middle)                                             (last)

Current Address: _____________________________________________________

City: ____________________________________________, UT  84___ ___ ___

Telephone Number:  (______) __ ___ ___ ___ -  ___ ___ ___ ___

1. Class standing:  ___ Freshman  ___ Sophomore  ___ Junior  ___ Senior  ___ Graduate
2. Major:  ___ Sociology  ___ other (please specify) _________________________________

3. List the sociology classes (example: Soc 300) that you have taken or are currently taking.

4. Do you plan on going to graduate school?

   1   Yes  
   2   Maybe  
   3   No

5. What discipline or specialization will you enter?  (For example: Sociology, Psychology, Statistics, Communications, Law, Medical School, etc.)

_________________________________________________________________________

6. Would this be for a: (circle one)

   1   Masters degree
   2   PhD, EdD
   3   Professional degree (JD, MD, DDS)
   4   Other (specify) _________________________________

7. What are your occupational goals? Please be as specific as possible. If you don't have any specific goals, write what you think you would like to do. Remember: homemaker is considered an occupation.
8. Have you ever done any of the following? (If Yes, please explain what you did in the margins.)
   a. Conducted interviews by phone using a computer-assisted interviewing system? (Circle one)
      1 Yes
      2 No
   b. Constructed a web questionnaire using a web-based survey program?
      1 Yes
      2 No
   c. Constructed a telephone interview schedule that was longer than 5 minutes?
      1 Yes
      2 No
   d. Constructed a mail questionnaire that was 4 pages or longer?
      1 Yes
      2 No
   e. Done data entry?
      1 Yes
      2 No
      3 Don’t know what data entry is
   f. Analyzed survey data using SPSS, SAS or other statistical software packages?
      1 Yes
      2 No
      3 Don’t know
   g. Taken Stat 121, Stat 221, Soc 306 or equivalent college level beginning statistics class?
      1 Yes
      2 No
   j. What was your final grade in this class? (A, A-, B+ etc.) ____

9. Prior to this class, have you ever worked as an interviewer or had other direct survey experience on a paid job that lasted 4 months or more?
   1 Yes
   2 No

10. Name of employer: __________________________
11. Describe experience: __________________________

12. Do you have a car here at BYU?
    1 Yes
    2 No

13. Is there something in particular that you want to do or learn from this course? (Please think carefully about your answer as it is likely to influence how I approach certain portions of this course.)