

## **IDS 206 Introduction to Research**

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This course is required for all students except for Paralegal majors.

**Important note:** Those students assigned to Joel for the on-line research class must pick up the supplemental syllabi requirements that are applicable to that course.

**IDS 206 is a course included in “Writing Across the Curriculum.” Therefore, the quality of writing will be considered when assessing a student’s grade. A writing rubric will be distributed in class.**

**TEXT: Practical Research: Planning and Designing. 8<sup>th</sup> Edition, Paul D. Leedy, Prentice Hall, 2005**

### **Course Description:**

This course is a general introduction to the fundamental concepts, methodology and application of the research process. Through the use of the text, lecture and instructor examples, students will learn the essential concepts in contemporary research and how to apply them to the research process; gain insight and knowledge in how to construct a research question, sub-questions and a purpose statement; understand the importance of critical thinking, critiquing and editing in the research process; gain an understanding of the research concepts and terms in the text through lectures, quizzes and examinations that are specific to each chapter objectives; and to re-construct and edit a mini-research paper using the APA style of research prepared by the instructor.

### **Course Objectives:**

**At the conclusion of the course, students will:**

1. Know and understand the characteristics of research and have the skills to evaluate it.
2. Know how to use different resources to conduct credible research.
3. Gain knowledge and understanding of basic research terms and concepts.
4. Gain knowledge and understanding of qualitative, quantitative, applied and basic research.
5. Gain knowledge and understanding of how to organize research.
6. Gain knowledge and understanding of measurement methods.
7. Develop skills and understanding of the importance of doing a literature review.
8. Improve their skills and understanding for gathering and analyzing data.
9. Have improved written communication and editing skills.
10. Gain a knowledge and understanding of the qualities of a good survey.
11. Learn how to write a research question, sub-questions and a purpose statement.
12. Learn how to write an introduction and conclusion
13. Learn how to use the APA style of writing.

All objectives will be met through class lecture and discussion, completion of quizzes on each chapter, examinations, and the required projects as described in student activity number 3.

### **Policy on Incompletes:**

All work by students needs to be turned in by the end of the current class session. Unless there is an extraordinary circumstance approved by the instructor and the student requests an incomplete, none will be given and the appropriate deduction for the assignments will be made to assess the student’s final grade.

**Attendance:**

The majority of learning for any course occurs during the class sessions. Much of the learning is participatory and is encouraged and valued. It enhances the learning experience. It is understood that there may be times when a student misses class. Here is how it will be dealt with. For the first absence, a student must read an article from a credible source that meets the course objectives and write a complete three-page summary that is typed, double spaced, edited for grammar describing the article in their own words and how it applied to their course learning experience. This is due by the 8<sup>th</sup> class session. If a student chooses not to make the absence up, 5 points will be deducted from their grade. The second absence results in the drop of a letter grade. The third absence will result in a loss of credit for the course.

**Student Activities:**

1. Students will be required to read the text in its entirety.
2. Students will be required to pay attention to the details of research, clarity and being precise and concise. All work turned in to the instructor must be proofed and edited for grammar and clarity
3. The student's final project will be worth 20 points and is due the 7<sup>th</sup> week of class, and consists of two assignments that are worth 10 points each. A loss of 6 points will be deducted for late work. Pay special attention to chapters 3 and 9 for help on the first assignment, which will be a 3-step process. Students will learn and complete the process of writing a sound and valid research question; four good, critical thinking sub-questions to the research question; and a purpose statement that reflects that the research question is qualitative or quantitative. The final project must meet the criteria of good critical thinking skills, correct grammar, punctuation and spelling.
4. Students will be given an example of a two-page research paper for the second assignment, and make corrections on references, end notes and citations within the text according to the APA style of writing.
5. Students will complete weekly quizzes that are assigned that reflect the content of each chapter.
6. Students will collaborate in groups on the quizzes to gain an understanding and clarity of the objectives from each chapter.
7. Week 1: The instructor will introduce students to important terms and the process of writing a research question and sub-questions. Students will complete quizzes from chapters 1-2. The assignment for the second week is for students to bring one example of qualitative, quantitative, applied and basic research.
8. Week 2: Students will read chapters 3-4 and complete quizzes. They will review the examples of qualitative, quantitative, basic and applied research. Students will receive further examples on research questions and sub-questions. Students are to bring the APA style of writing with them the third week of class.
9. Week 3: Students will read chapters 5-6, and complete quizzes. Students will work in groups to do the first mini research paper (the text is provided by the instructor) in APA style.
10. Week 4: Students will take a 25-point mid-term (no notes).
11. Week 5: Students will read chapters 7-8, and complete quizzes. The purpose statement process and introduction process will be introduced.
12. Week 6: Students will read chapters 9-10, and complete quizzes. Students will be given time to peer edit their research question, sub-questions and purpose statements.
13. Week 7: Students will read chapters 11-12, and complete quizzes. Students will work in groups on the conclusion process. Students will receive a copy of an outline for doing research, summarizing what was learned in class. Final papers are due.
14. Week 8: Students will take a 25-point final (no notes).

Keep in mind that course circumstances change, which means that there may be times when the instructor will need to change the above agenda.

**Grading:**

A 100-point grading system will be used. The mid-term and final exam are worth 25 points each for a total of 50 points; the student's two final projects are worth 10 points each for a total of 20 points; and class attendance, participation and completion of weekly assignments is worth 30 points. The following scale will be used: 94-100=A; 92-93=A-; 90-91=B+; 85-89=B; 83-84=B-; 81-82=C+; 77-80=C; 75-76=C-; 73-74=D+; 71-72=D; 70=D-; and below 70=F.

**Important Web Sites:**

<http://owl.english.purdue.edu> for the APA style.

<http://www.colorado.edu/Publications/styleguide/capitalization.html> for writing skills.

**Academic Integrity Policy:**

This policy requires that each student do their own work and that whenever a student uses another person's work for an assignment, the source must be cited and credited. Failure to do so can result in not receiving credit for the course.