

FRHD*3070: Research Methods – Family Studies (.50 credits)**Fall 2018 Course Syllabus**

**Department of Family Relations and Applied Nutrition
University of Guelph**

Instructor: Dr. John Dwyer, PhD (Psychology), Applied Human Nutrition
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**Graduate Teaching Assistants (GTAs):**

Name	Office	Office hours	Email address
Chris Quinn-Nilas	Macdonald Institute Building, room 117B	By appointment	cquinnni@uoguelph.ca
Sarah Ranby	Macdonald Stewart Hall, room 321	By appointment	sranby@uoguelph.ca
Samantha Miljak	Macdonald Stewart Hall, room 321	By appointment	smiljak@uoguelph.ca

Office hours:

The GTA for the section of the small group seminar that you are registered in will be available by appointment to meet with you if you have questions related to readings, seminars, and exams. **If you are meeting to discuss readings or seminars, please bring your readings and written lecture and seminar notes.** It is not feasible for the GTAs to discuss course content via email because this discussion often requires considerable time and elaboration. I expect that most of you will have your questions adequately answered by meeting with the GTAs.

In addition, you can contact me to make an appointment for a meeting on Monday or Wednesday if you have questions related to administration matters in the course.

- Often, your questions about administration matters will be answered by referring to the syllabus and/or CourseLink (a website for on-campus courses: <https://courselink.uoguelph.ca/shared/login/login.html>).

Course format:

Expected enrolment is approximately 215 students. You are to attend the large group lectures and the section of the small group seminar that you are registered in. Lecture topics are listed in the course schedule. The seminars provide an opportunity to apply the information learned in the lectures and to discuss readings.

Class times:

Lectures: Monday and Wednesday, 2:30 – 3:20 pm, MacNaughton Building, room 105

Small group seminars:

Section	Day	Time	Location
0101	Monday	12:30 pm – 1:20 pm	MacKinnon, room 307
0102	Tuesday	2:30 pm – 3:20 pm	Rozanski Hall, room 107
0103	Tuesday	11:30 am – 12:20 pm	Rozanski Hall, room 109
0104	Monday	12:30 pm – 1:20 pm	Rozanski Hall, room 108
0105	Tuesday	2:30 pm – 3:20 pm	Rozanski Hall, room 109
0106	Wednesday	12:30 pm – 1:20 pm	Rozanski Hall, room 108
0107	Friday	3:30 pm – 4:20 pm	Alexander Hall, room 309
0108	Friday	3:30 pm – 4:20 pm	Rozanski Hall, room 108

Course website:

Announcements, updated schedules, grades, and other information will be posted on CourseLink. I aim to upload PowerPoint slides from lectures, with photos and clip art removed (pdf format), on CourseLink within 24 hours after lectures. I will not upload slides before lectures because I often refine slides shortly before lectures and I sometimes modify slides (e.g., omit slides) during lectures to accommodate situations (e.g., expanding on content that students are particularly interested in; spending time responding to students' questions).

Course description:

This undergraduate course is designed to provide you with a conceptual understanding of the issues and methods that are related to conducting applied social research. Both qualitative and quantitative methods will be covered. The Department of Family Relations and Applied Nutrition provides an interdisciplinary program of studies in (a) applied human nutrition, (b) child, youth and family and (c) adult development. To make the course more relevant to you, I have assigned readings from various areas and I will share examples of research in these different areas during lectures.

Prerequisite(s): 4.50 credits

Restriction(s): Restricted to students in B.A.Sc. program

Learning objectives for students:

1. To develop conceptual and operational definitions of constructs commonly used in research, through in-class discussion.
2. To develop sound research objectives or hypotheses to guide research, through in-class discussion.
3. To critique and develop survey questions based on principles of survey design, through in-class discussion.
4. To apply principles of measurement about establishing the validity and reliability of existing and new measures, during in-class discussion.

5. To critically appraise research described in the media and peer-reviewed journal articles.
6. To develop specific research designs to examine various research objectives or hypotheses, through in-class discussion.
7. To assess ethical issues in empirical research, through in-class discussion.

Accessibility:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual, and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability, should contact Student Accessibility Services (SAS) as soon as possible. For more information, contact SAS at 519-824-4120 (ext. 56208), email accessibility@uoguelph.ca, or refer to the SAS website.

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community (faculty, staff, and students) to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

The undergraduate calendar states:

- “Plagiarism is misrepresenting the ideas, expression of ideas or work of others as one's own. It includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks.”
- “Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.”

The academic misconduct policy is detailed in the undergraduate calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>.

Library resources about academic integrity and plagiarism are available at

<http://guides.lib.uoguelph.ca/AcademicIntegrity>

Evaluation:

Method	% of final grade	Date	Comment
Seminar assessment	30	Ongoing	<p>Grading will be based on weekly assessment of workbook activities completed within a small seminar group during the entire duration of seminars. Therefore, it is important to attend the seminars and participate in the seminar activities. Seminar workbook sheets completed outside the seminars will not be accepted.</p> <p>You should regularly check your grade for each seminar posted on CourseLink. Your mean will be calculated to determine your final seminar grade.</p>
Mid-term exam	35	Mon. Oct. 15	The exam will consist of multiple-choice questions based on the lectures, chapter readings from the Neuman and Robson (2018) textbook, required chapter readings from any other books, and Sage research methods videos, during Sept. 10 to Oct. 10. Specific content from the assigned journal articles in the workbook will not be on the exam.
Final exam	35	<p>Date: Saturday December 8, 2:30 pm - 4:30 pm</p> <p>Location: TBA</p>	The final exam will consist of multiple-choice questions based on the lectures, chapter readings from the Neuman and Robson (2018) textbook, required chapter readings from any other books, and Sage research methods videos, during Oct. 17 to Nov. 30. Specific content from the assigned journal articles in the workbook will not be on the exam.

You need to bring a pencil and eraser to complete the exams.

Calculators are not to be used during the exams. If exam questions require math, it will be basic arithmetic that entails addition, subtraction, multiplication, and division, which can be done manually. An excellent math resource is Khan Academy: <https://www.khanacademy.org>

Grading system:

The grading system described in the undergraduate calendar will be used. The grading system is as follows:

Letter grade	%	Letter grade	%
A +	90 – 100	C +	67 – 69
A	85 – 89	C	63 – 66
A -	80 – 84	C -	60 – 62
B +	77 – 79	D +	57 – 59
B	73 – 76	D	53 – 56
B -	70 – 72	D -	50 – 52
		F	0 – 49

Protocol:

- It is important that you attend classes and seminars regularly and complete the readings (and view the videos) to do well in this course. The lectures and readings (and videos) complement each other, rather than duplicate each other.
- Both students and GTAs share the responsibility of creating an environment that promotes seminar discussions. Review the readings (and videos) prior to the seminars. Participation in discussions contributes to learning so you are expected to attend seminars and participate in discussions.
- Please come to class on time, turn off your cell phone, and refrain from conversations with your classmates during class. These activities (including texting in class) disrupt class, distracting me from teaching and making it difficult for your classmates to focus on the information presented. So please be considerate of others.
- The electronic recording of classes is expressly forbidden without the prior consent of the instructor. This prohibition extends to all components of the course, including but not limited to lectures and seminars, whether conducted by the instructor or other designated person. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.
- My lectures and research methods seminar workbook are my intellectual property. You are explicitly forbidden to post any components of the course (including but not limited to lectures and seminars) on the internet or sell these materials online.
- I anticipate that the small seminar groups will function well and that group members will contribute substantially. However, if there are group conflicts that cannot be resolved within the group, then arrange a meeting with your GTA to discuss the matter.
- As per university regulations, all students are required to check their “uoguelph.ca” e-mail account regularly: e-mail is the official route of communication between the University and its students.
- Information about what you should do if you are unable to complete course work because of sufficient extenuating medical, psychological or compassionate circumstances is given in the undergraduate calendar, in the “academic consideration, appeals and petitions” section. If you are not able to meet an in-course requirement due to illness or compassionate reasons, please inform me (or other designated person) in writing (include your name, e-mail address, and mailing address). Where possible, this should be done in advance of the missed work or event. If this is not possible, this should be done as soon as possible after the due date, and certainly no later than one week. If appropriate documentation of your inability to meet the in-course requirement is necessary, I (or a designated person) will request it of you.

- GTAs plan seminar activities based on expected attendance. If you are not able to attend a seminar, please email your GTA ahead of time to let him/her know.
- The last date to drop one-semester courses, without academic penalty, is November 2.

Required readings (and videos):

The readings for each week should be read before coming to class and seminar so that you are prepared to ask questions and raise issues from your readings during class and to participate in seminar activities. Bring your readings to the seminars.

The textbooks for the course are:

- Neuman, W. L., & Robson, K. (2018). *Basics of social research: Qualitative and quantitative approaches* (4th Canadian ed.). Don Mills, ON: Pearson Canada Inc..
- **Dwyer, J. (2018). FRHD*3070 (Fall 2018) Research Methods - Family Studies Seminar Workbook. The seminar activities and journal articles (i.e., readings) are in this workbook. Bring this workbook to the seminars.**



The textbooks can be purchased at the university bookstore located in the MacNaughton Building.

Required chapter readings from other books are available via the library's ARES course reserve system: <https://www.lib.uoguelph.ca/find/find-type-resource/course-reserves-ares>

Sage research methods videos (<http://methods.sagepub.com.subzero.lib.uoguelph.ca/video>), which are videos developed with expert researchers, are available via the library's ARES course reserve system: <https://www.lib.uoguelph.ca/find/find-type-resource/course-reserves-ares>

Course schedule

I reserve the right to revise the schedule of lectures and seminars as needed, as long as you are given adequate notice. If class is cancelled (e.g., bad weather), all remaining lectures will be shifted (e.g., cancelled lecture will be the next lecture).

Date	Topic and required readings (and videos)
Thurs. Sept. 6 - Fri. Sept. 7: Seminar	No seminars scheduled (to accommodate that seminars can't be scheduled the entire week: Classes commence Thurs. Sept. 6)
Mon. Sept. 10	Overview of course; introduction to research methodology <ul style="list-style-type: none"> • Neuman and Robson (2018), chapter 1: Doing social research
Wed. Sept. 12	Introduction to research methodology (cont.) <ul style="list-style-type: none"> • Neuman and Robson (2018), chapter 4: Reviewing the scholarly literature and planning a study
Mon. Sept. 10 - Fri. Sept. 14:	Introduction to research methodology (re: sources of knowledge) <ul style="list-style-type: none"> • See required chapter readings for that week

Date	Topic and required readings (and videos)
Seminar	
Mon. Sept. 17	Basic versus applied social research <ul style="list-style-type: none"> Fischer, R. (Academic). (2017). What is program evaluation? [Streaming video; 8:05 duration]. Retrieved from SAGE Research Methods.
Wed. Sept. 19	Ethics in research <ul style="list-style-type: none"> Neuman and Robson (2018), chapter 3: Ethics in social research
Mon. Sept. 17 - Fri. Sept. 21: Seminar	Introduction to research methodology (re: type of reasoning, paradigm, & research) <ul style="list-style-type: none"> Oliffe, J. L., Rice, S., Kelly, M. T., Ogrodniczuk, J. S., Broom, A., Robertson, S., & Black, N. (2018). A mixed-methods study of the health-related masculine values among young Canadian men. <i>Psychology of Men & Masculinity</i>, advance online publication, 1-14. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1037/men0000157
Mon. Sept. 24	Needs assessment: Assessing the extent of social problems <ul style="list-style-type: none"> Posavac, E. J. (2011). Chapter 6: The assessment of need (pp. 108-124). In E. J. Posavac, <i>Program evaluation: Methods and case studies</i> (8th ed.). New York, NY: Routledge.
Wed. Sept. 26	Needs assessment: Assessing the extent of social problems (cont.) <ul style="list-style-type: none"> Bhattacharya, M. (Academic). (2017). An introduction to the delphi method [Streaming video; 4:20 duration]. Retrieved from SAGE Research Methods.
Mon. Sept. 24 - Fri. Sept. 28: Seminar	Ethics in research <ul style="list-style-type: none"> Barata, P. C., & Stewart, D. E. (2010). Searching for housing as a battered woman: Does discrimination affect reported availability of a rental unit? <i>Psychology of Women Quarterly</i>, 34(1), 43-55. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1111/j.1471-6402.2009.01540.x
Mon. Oct. 1	Survey development and implementation <ul style="list-style-type: none"> Neuman and Robson (2018), chapter 8: Survey research Laurie, C., & Jensen, E. (Academic). (2017). Designing a survey [Streaming video; 5:22 duration]. Retrieved from SAGE Research Methods.
Wed. Oct. 3	Survey development and implementation (cont.) <ul style="list-style-type: none"> D'Ardenne, J., & Penny, S. (Practitioner). (2017). Cognitive interviewing: Natcen social research [Streaming video; 12:51 duration]. Retrieved from SAGE Research Methods.
Mon. Oct. 1 - Fri. Oct. 5: Seminar	Needs assessment <ul style="list-style-type: none"> Ferranti, D., Lorenzo, D., Munoz-Rojas, D., & Gonzalez-Guarda, R. M. (2018). Health education needs of intimate partner violence survivors: Perspectives from female survivors and social service providers. <i>Public Health Nursing</i>, 35(2), 118-125. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1111/phn.12374
Mon. Oct. 8	No class scheduled (as per undergraduate calendar, class rescheduled to

Date	Topic and required readings (and videos)
(holiday)	Fri., Nov. 30) <ul style="list-style-type: none"> No readings
Wed. Oct. 10	Social science theory and research <ul style="list-style-type: none"> Neuman and Robson (2018), chapter 2: Theory and social research Neuman and Robson (2018), chapter 5: Designing a study
Mon. Oct. 8 - Fri. Oct. 12: Seminar	No seminars scheduled (to accommodate that seminars can't be scheduled the entire week: Oct. 8 holiday and Oct. 9 fall study break day)
Mon. Oct. 15: Mid-term exam	<ul style="list-style-type: none"> No readings
Wed. Oct. 17	Evaluability assessment <ul style="list-style-type: none"> McLaughlin, J. A., & Jordan, G. B. (2015). Chapter 3: Using logic models (pp. 62-87). In K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), <i>Handbook of practical program evaluation</i> (4th ed.). San Francisco, CA: Jossey-Bass.
Mon. Oct. 15 - Fri. Oct. 19: Seminar	Survey development and implementation
Mon. Oct. 22	Measurement and scale development <ul style="list-style-type: none"> Almazan, E. P. (Academic). (2017). An introduction to levels of measurement [Streaming video; 6:10 duration]. Retrieved from SAGE Research Methods.
Wed. Oct. 24	Measurement and scale development (cont.) <ul style="list-style-type: none"> Neuman and Robson (2018), chapter 6: Qualitative and quantitative measurement
Mon. Oct. 22 - Fri. Oct. 26: Seminar	Social science theory and research <ul style="list-style-type: none"> Allom, V., Mullan, B., Cowie, E., & Hamilton, K. (2016). Physical activity and transitioning to college: The importance of intentions and habits. <i>American Journal of Health Behavior</i>, 40(2), 280-290. http://dx.doi.org.subzero.lib.uoguelph.ca/10.5993/AJHB.40.2.13
Mon. Oct. 29	Measurement and scale development (cont.) <ul style="list-style-type: none"> No readings
Wed. Oct. 31	Qualitative research: Focus groups <ul style="list-style-type: none"> Neuman and Robson (2018), chapter 12: Qualitative interviewing Neuman and Robson (2018), chapter 15: Analysis of qualitative data
Mon. Oct. 29 - Fri. Nov. 2: Seminar	Measurement and scale development <ul style="list-style-type: none"> Rodgers, R. F., Franko, D. L., Lovering, M. E., Luk, S., Pernal, W., & Matsumoto, A. (2018). Development and validation of the Female Muscularity Scale. <i>Sex Roles</i>, 78(1-2), 18-26. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1007/s11199-017-0775-6
Mon. Nov. 5	Experimental and quasi-experimental research designs (e.g., re: internal validity) <ul style="list-style-type: none"> Neuman and Robson (2018), chapter 9: Experimental research
Wed. Nov. 7	Experimental and quasi-experimental research designs (cont.) (e.g., re: experimental research designs)

Date	Topic and required readings (and videos)
	<ul style="list-style-type: none"> • Cho, S. (Academic). (2017). An introduction to randomized controlled trials [Streaming video; 12:25 duration]. Retrieved from SAGE Research Methods.
Mon. Nov. 5 - Fri. Nov. 9: Seminar	Qualitative research: Focus groups <ul style="list-style-type: none"> • Francis, J., Martin, K., Wood, L., & Foster, S. (2017). 'I'll be driving you to school for the rest of your life': A qualitative study of parents' fear of stranger danger. <i>Journal of Environmental Psychology</i>, 53(Nov.), 112-120. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1016/j.jenvp.2017.07.004
Mon. Nov. 12	Experimental and quasi-experimental research designs (cont.) (e.g., re: quasi-experimental research designs) <ul style="list-style-type: none"> • Cho, S. (Academic). (2017; 14:42 duration). Evaluating the accelerated learning program (ALP) using a quasi-experimental design [Streaming video]. Retrieved from SAGE Research Methods.
Wed. Nov. 14	Experimental and quasi-experimental research designs (cont.) (e.g., re: quasi-experimental research designs) <ul style="list-style-type: none"> • No readings
Mon. Nov. 12 - Fri. Nov. 16: Seminar	Experimental and quasi-experimental research designs (re: experimental research designs) <ul style="list-style-type: none"> • Dvořáková, K., Kishida, M., Li, J., Elavsky, S., Broderick, P. C., Agrusti, M. R., & Greenberg, M. T. (2017). Promoting healthy transition to college through mindfulness training with first-year college students: Pilot randomized controlled trial. <i>Journal of American College Health</i>, 65(4), 259-267. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1080/07448481.2017.1278605
Mon. Nov. 19	Cross-sectional and longitudinal research designs <ul style="list-style-type: none"> • Neuman and Robson (2018), chapter 10: Nonreactive quantitative research and secondary analysis
Wed. Nov. 21	Sampling <ul style="list-style-type: none"> • Neuman and Robson (2018), chapter 7: Qualitative and quantitative sampling
Mon. Nov. 19 - Fri. Nov. 23: Seminar	Experimental and quasi-experimental research designs (re: quasi-experimental research designs) <ul style="list-style-type: none"> • Stolz, H. E., Sizemore, K. M., Shideler, M. J., LaGraff, M. R., & Moran, H. B. (2017). Parenting together: Evaluation of a parenting program for never-married parents. <i>Journal of Divorce & Remarriage</i>, 58(5), 358-370. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1080/10502556.2017.1322855
Mon. Nov. 26	Experience sampling method <ul style="list-style-type: none"> • Larson, R., & Csikszentmihalyi, M. (2014). Chapter 2: The experience sampling method (pp. 21-34). In M. Csikszentmihalyi (Ed.), <i>Flow and the foundations of positive psychology: The collected works of Mihaly Csikszentmihalyi</i>. New York, NY: Springer.

Date	Topic and required readings (and videos)
Wed. Nov. 28	Observational research <ul style="list-style-type: none"> • Beins, B. C. (2013). Chapter 12: Studying patterns in the natural world: Observational approaches (pp. 284-306). In B. C. Beins, Research methods: A tool for life (3rd ed.). Boston, MA: Pearson Education, Inc..
Fri. Nov. 30: 2:30 pm lecture (As per undergraduate calendar, this class is rescheduled from Mon. Oct. 8 and Monday schedule is in effect)	Process evaluation <ul style="list-style-type: none"> • Moore, G. (Speaker). (2017). Evaluating the national exercise referral scheme using process evaluation methods [Streaming video; 9:16 duration]. Retrieved from SAGE Research Methods.
Mon. Nov. 26 - Fri. Nov. 30: Seminar	No seminars scheduled (to accommodate that seminars can't be scheduled the entire week: Wed. Nov. 28 is last day for regularly scheduled classes)