Course Title: Social Research II
Course Prefix: SOWK 4153  Course No.: 4153  Section No.: P01

Department of | Social Work | College of | Arts & Sciences

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Prairie View, TX 77446

Office Hours:  By appt. only
Virtual Office Hours:  By appt. only

Course Location: W.R. Banks 205
Class Meeting Days & Times: M W F - 10:00 AM to 10:50 AM

Catalog Description: Advanced quantitative and qualitative methods of inquiry, research designs, and analysis of ethical and human diversity issues in social work research. Knowledge and skills in using advanced computer research applications in social work.

This course is designed to provide undergraduate social work students with a basic understanding of social work research and the connection between research, theory, and practice. The course expands on the knowledge and skills acquired in Research I targeting basic research concepts and the research methods social workers use to study effectiveness of their practice, including research design, sampling, instrument construction, data collection, qualitative/quantitative analysis and proposal/report writing. Particular attention will be given to the application of course material to developing skills using advanced computer research applications in social work.

Prerequisites:  Prerequisite: SOWK 4143. Restricted to Social Work majors and others by special permission

Co-requisites:  


See course units of study for required readings

Access to Learning Resources: PVAMU Library:
phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/

University Bookstore:
phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview:
1. Develop knowledge and skills in quantitative and qualitative research.
2. Present the major considerations for ethically conducting and using research.
3. Introduce Students to the basic protocols of designing research.
4. Develop basic understanding of data collection protocols and how to collect good data from people using at least two different data collection strategies (surveys and interviews).
5. Introduce Students to the basic skills of data analysis using SPSS.
6. Students be able to understand the relationship between theory and methods through examining existing literature and how hypotheses are tested.
7. Increase understanding of the necessity to use research findings and skills to evaluate practice.

Course Outcomes/Objectives
At the end of this course, the student will

1. Evaluate social research studies and apply these findings to generalist practice with diverse population

2. Apply the research process including methodology and ethical issues to evaluate own practice interventions and other relevant systems in order to add to the professional social work student knowledge base.
Use research knowledge to improve practice effectives.

Distinguish between qualitative and quantitative approaches.

Know how to formulate good research questions and design appropriate research.

Know how to collect your own data using a variety of methods.

Have the basic understanding of how to analyze both qualitative and quantitative data using computer-based skills.

Be able to develop a comprehensive research proposal.
Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. *Note: See Program Outcomes in True Outcomes*

- **Exams** – written tests designed to measure knowledge of presented course material
- **Exercises** – written assignments designed to supplement and reinforce course material
- **Projects** – web development assignments designed to measure ability to apply presented course material
- **Class Participation** – daily attendance and participation in class discussions

* (instruments will vary slightly depending on the course)

### Grading Matrix (points will vary according to instructor’s grading system)

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination #1</td>
<td>15</td>
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<td>Examination #2</td>
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<td>Examination #3</td>
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<td>Examination #4</td>
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<tr>
<td>Research proposal draft #1</td>
<td>10</td>
<td>10</td>
<td></td>
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<tr>
<td>Final Research Proposal</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Class Participation/Discussion</td>
<td>10</td>
<td>05</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Grade Determination:**
- A =100 – 90pts;
- B = 89 – 80pts;
- C = 79 – 70pts;
- D = 69 – 60pts;
- F = 59pts or below

Course Procedures

Submission of Assignments:

**Sample Research Proposal:** The student must turn in a comprehensive research proposal at the end of the quarter that will expand on the students’ basic knowledge of proposal writing acquired in research I. In addition to including the introduction, literature review, research questions and / or hypotheses / objectives of the proposed study or project this sample research proposal will place a particular focus on the theoretical framework and the methodology - data collection, data analysis and interpretation of the findings. The research problem will be specified by the instructor. In addition, the instructor will provide a comprehensive guideline for the completion of this Sample Research Proposal.

* Separate due dates will be established by the instructor for each part of your proposal. Research proposal draft #1 will cover the title, the introduction (and its respective sub topics), the literature review (and its respective subtopics) and the research questions / hypotheses or objectives. Research proposal draft #2 will cover the
methodology (and its respective subtopics), the bibliography and the appendices. 

Your final proposal must include critical discussions of how race, gender multicultural biases, economic and social injustices relate to your research topic. (12-15 pages)

**What is a research proposal?** A research proposal is essentially an outline of your ideas about a topic you want to learn more about through empirical investigation. A research proposal project your goals, reflects, the knowledge you already have and the types of data you will acquire during your research.

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4. **Composing a research proposal.** Most research proposal comprises the following components:

   - The title
   - The introduction
   - A review of the relevant literature
   - Your research questions or hypotheses or objectives
   - The significance of the proposed study or project
   - The methodology you have chosen
   - A bibliography

**Formatting Documents:**
Written assignments are due at the beginning of class on due dates. Late assignments will be penalized one letter grade per calendar day (including weekends) that they are late, and include one letter grade for assignments that are completed after class begins. All written assignments must be typed, using the APA writing format, unless otherwise directed by instructor.

**Examinations**

1. There will be four major examinations. Examination #1 and #2 will include materials covered from textbook, lectures, and readings from the beginning of the semester to midterm. Examination #3 and #4 will consist of only those textbook, lectures, and reading materials covered after the midterm. Examinations are multiple choice questions.

2. Students will be given the opportunity to take a make-up examination only if prior approval has been obtained from the instructor for an absence due to compelling reasons. Students who fail to take the examination on the scheduled date without prior permission will receive a grade of “zero” for the examination (See Student Handbook). Scantron and pencil required.
Quizzes
There will be five weekly quizzes. Unannounced quizzes will be administrated within the first ten minutes of class. If any of these quizzes are missed, without prior approval of the instructor, the student will not be able to makeup the exam. The quizzes will include multiple choice, short answer and essay type questions; 2 points each; 10 total points possible.

References


### 16 WEEK CALENDAR

#### Week 1: 1/18-1/22
**Introductions: Discussion of syllabus**
Review of course expectations, assignments, and grading system.
Review learning from SOWK 4143.
Elements of good writing and tips on how to be successful in this course.

**Chapter(s):** Chapter 5 in Yegidis text.
**Assignment(s):** Find, read and bring to class a professional journal, etc. related to the topic of discussion. Lecture and discussion, class activity.

#### Week 2: 1/25-1/29
**Qualitative Research**
Examine commonly accepted types qualitative research designs with particular focus on the following: The Case Study, Grounded theory, Ethnographic research, Cross-cultural research, Feminist research, Participatory action research, Evaluation criteria for qualitative research.

**Chapter(s):** Chapter 8 in Yegidis text.
**Assignment(s):** Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity.

#### Week 3: 2/1-2/5
**Measurement Concepts and Issues**
Examine epistemological origins, patterns of utilization and guidelines for evidence based practice including an overview of logic models.

**Chapter(s):** Chapter 10 in Yegidis text.

**Examination #1 – Feb. 5th**

#### Week 4: 2/8-2/12
**Data Collection Instruments**
Examine fixed alternative and open-ended items, Composite indexes and scales, Using existing data collection instruments, Revising existing data collection instruments, Constructing new data collection instruments, Use of self-administered instruments validity in instrument design, open and closed ended questions, instrument construction and appearance, as well as evaluating and pre-testing measurement instruments.
Week 5: 2/15-2/19

Methods for Acquiring Research Data
Examine Methods for Acquiring Research Data by exploring the following: Secondary data analysis, Oral histories, Systematic observations, and surveys, In-person interviews, Group interviews- Focus groups, Telephone interviews and Electronic communication.

Week 6: 2/22-2/26

Selecting a data collection method and data source
Examine data collection methods and data sources in the research process as well as the criteria for selecting a data collection method and implementation and evaluation.

Chapter 11 in Yegidis text and Chapter 19 in Grinnell


Research proposal draft # 1 is due Sunday 2/28 11:59pm

Week 7: 2/29-3/4

Participant observation

Chapter 6 in Grinnell text


Mid-term Exam – Mar. 4

Week 8: 3/7-3/11

Analyzing Data
Examine data analysis process with a focus on the following: Response rate, Patterns of response, Preparing for data analysis, Qualitative analysis, Quantitative analysis, Uses of statistical analysis, Interpreting and
reporting the results.

Chapter (s): Chapter 13 in Yegidis text

Examination #3 – Mar. 11th

Week 9: 3/14-3/18 SPRING BREAK – March 14th – 18th

Week 10: 3/22-3/25 Secondary analysis
Examine types of secondary data, locating secondary data sets, steps in secondary analysis as well as their advantages and disadvantages.

Chapter (s): Chapter 11 in Grinnell text
Assignment (s): Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity.

Week 11: 3/28-4/1 Utilizing existing statistics
Examine sources of existing statistics, advantages and disadvantages, steps in analyzing existing statistics.

Chapter (s): Chapter 13 in Grinnel text
Assignment (s): Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity

Research proposal paper is due – Sunday April 3rd.

Week 12: 4/4-4/8 Content analysis
Examination of characteristics of, steps in, and uses of content analysis in social work research as well as the advantages and disadvantages.

Chapter (s): Chapter 14 in Grinnel text
Assignment (s): Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity

Examine the systematic approach of qualitative data analysis through the process of breaking up, separating, or disassembling of research materials.
into pieces, parts, elements, or units

Chapter (s): Chapter 15 in Grinnel text
Assignment (s):

Research proposal is due April 15th

Week 14: 4/18-4/22 Disseminating Research Findings

Examining major reasons for conducting research is to contribute to the social work knowledge base and the means to disseminating research with a focus on: Reports and monographs, Internal correspondence and in-service training, Major conferences, Other professional gatherings, Publishing in professional journals.

Chapter (s): Chapter 14 in Yegidis text.
Assignment (s):

Week 15: Review for examination

Chapter (s):
Assignment (s):

Week Sixteen
Final Exam – TBA

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.
Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0/plug-ins
- Participants should have a basic proficiency of the following computer skills:
  · Sending and receiving email
  · A working knowledge of the Internet
  · Proficiency in Microsoft Word
  · Proficiency in the Acrobat PDF Reader
  · Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.
Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.