

PAF 302: Public Service Research Methods

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Spring, 2023

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Office Hours: By appointment via Zoom

Office: UCNET 413

This syllabus should be your first resource for class-related questions

Course Overview

This course is designed to provide you with the skills and knowledge necessary to understand, interpret, critique, and develop successful research projects of all types for purposes of studying and understanding public service.

At the end of this course, you will know how to identify well-designed research and how to conceptualize and design original research from multiple perspectives according to important ethical principles. You will also have the skills to manipulate data and conduct basic analyses of that data in Microsoft Excel. Throughout the course, you will be expected to engage in intensive discussions of both the assigned readings, course assignments, and your own research interests and activities.

Course Objectives and Learning Objectives

- Understand the purposes and methods of social science research
- Critically read and evaluate the quality of current research in public affairs and beyond
- Acquire basic Excel skills
- Manipulate data in Excel
- Develop an independent research proposal

Required Text and Readings

There is one required text for this course:

- Trochim, William (2022). *Research Methods Knowledge Base*. Available at [Conjointly](#)

Additional readings will be posted on the course's Canvas site and may be added throughout the semester

Assignments & Grades

1. Quizzes (15%)

Unless otherwise specified, every week you will take a quiz over the reading and online presentation materials for that week. The purpose of these quizzes is to assess whether you are engaging with the course material. These quizzes will be completed on Canvas **by Friday at 11:59** and are due by Friday each week. At the end of the semester, I will drop your lowest quiz grade.

2. Group discussion work (15%)

This course uses Yellowdig, a social media platform designed to facilitate discussion and exchange in higher education. Every week I will post a discussion question related to course content in Canvas. Students are required to respond to that post in Yellowdig. This could mean responding to my post directly or commenting on one of your classmate's responses. In addition, students are always welcome to post (in Yellowdig parlance "create a pin") about current events, your research or anything that is relevant to the material for that week. *Anything you post must be related to class material* and if you post a pin you should explain why you have posted it, why is it relevant? I will take away points for all posts not related to class subject matter and may award extra points for excellent contributions.

There are 100 total points available which you earn by participating in discussions on Yellowdig. The points breakdown is as follows:

- 10 points for each pin (must have a minimum of 60 words)
- 5 points for each comment (must have a minimum of 40 words)
- 2 points for receiving a comment on a pin you have posted will earn you 2 points

There are 100 points available, how and when you earn those points is up to you. However, you may not earn more than 15 points per week (a week begins at 12am on Monday and ends 11:59 pm the following Sunday)

3. Excel Assignments (25%)

There are three Excel based assignments throughout the course. These are designed to reinforce course concepts, improve your ability to manipulate and analyze data while developing competency in Excel.

4. Mini-Research Paper Assignment (15%)

You will select a research topic of your choice as the subject of a semester long quantitative research project. As a part of this project you will identify a dataset that you will use to study your topic. There are a number of datasets available on Canvas for you to choose from. Alternatively, you may choose to find your own dataset. You will complete one mini-research papers on your selected topic. The purpose of this paper is to help you build up towards your final research paper. As such, you will receive feedback on this assignments that you are expected to incorporate into your final, end-of-the-semester research paper. This assignment is due on the date listed on the syllabus under "course schedule" and a detailed guidancedescribing the requirements will be posted on Canvas. *I will gladly answer any questions regarding the research assignments however, I will not review assignments and give general feedback prior to the assignment due date.*

5. Final Research Paper (30%)

You will develop a quantitative research project. This will involve researching your selected and using data to perform a quantitative analysis. Detailed guidance for this assignment will be posted on Canvas. Your mini-reserach paper should have helped you prepare for this assignment, and you will be graded based on your ability to develop your research and consider the feedback you have received during the course. Your written proposal will be submitted on Canvas.

All research papers must contain the following:

Introduction: Research proposals generally begin with an introductory section that describes the research problem and motivates your research. This means you want to establish your research problem's significance, why is it important and/or interesting, why should the reader care about it? This section answers the following kinds of questions: What exactly do you want to study? Why is it worth studying? You will want to situate the problem within the context of past research in the topic area. Non-scholarly sources (newspaper articles, reports, etc.) often appear in introduction as they are an effective way of motivating and/or informing your research.

Research Question: At the end of your problem statement, your specific research question(s) should be stated clearly. Identify and describe any important dimensions or sub-questions that are involved in answering your primary research question.

Literature Review: A literature review summarizes and synthesizes the existing **scholarly research** on a particular topic. The goal of a literature review *is not* to summarize individual articles or to discuss every relevant article. Instead, you want to identify the articles that are most relevant to your topic and summarize them; think of questions such as, what do these studies have in common? Are there trends or patterns that run through the studies, what do they find, how do they relate to your research?

Requirements for Literature Review:

- You must cite any references you use
- You must use a minimum of 3 peer reviewed sources

Data and Methods: This section describes how you will conduct your study. When describing your data, ask yourself "what does the reader need to know about my data to understand my research?" You should discuss the source of the data, how it was collected, the variables it contains and the time frame it covers. You might also discuss other issues such as sample size and missing data. If you are working with a sample (as opposed to a population) describe how the sample was collected.

Measurement: Describe the kinds of measures you intend to use and explain why you have selected these. A discussion of measurements generally considers the following questions: What are the key variables in your study? How are they defined and measured? Do your definitions and measurements draw on or differ from those of previous research in this area? Are there shortcomings or limitations of the measures that warrant discussion?

Analysis: Analyze the data you collect. This section typically answers the following kinds of questions: What statistical procedures (whether descriptive, inferential, or some combination) are you using? Why have you chosen this method of analysis, are you simply describing the what and how of a given phenomenon or are you examining relationships among variables? Or do you intend to explain why things are the way they are? What possible explanatory variables will your analysis consider and how will you know if you've explained the variables adequately? What are your findings?

Your paper must also contain visual aids, graphs, tables and/or figures. Visual aids are an effective way to communicate information and should be integrated into your paper- that is they are introduced and discussed in the text. What section they appear in depends on the information in the visual aid.

Discussion & Conclusion: In this section you discuss the findings of your analysis and their implications for your research question. Summarize your findings and why are they important? Why should the reader care? Here is a good place to discuss policy implications and/or opportunities for future research.

References: All materials cited in the text should be listed accordingly, following the American Psychological Association (APA) style. See below for more details on formatting and style.

Formatting guidelines for written work

- Please use the publication manual of the American Psychological Association (APA) as the style guide for this course (see below for useful resources)
- All submitted written work must be typed in Times New Roman, 12 points, 1.5 line spaced, with one-inch margins all around, and in black color, word document.
- Put your name on the left top and page numbers on the right bottom.
- All assignments must be both uploaded to Canvas and also submitted as a hard copy to the instructor in class.
- Please do not need to hand in assignments in plastic report sleeves or otherwise bind them. A simple staple will suffice.

Helpful Resources:

- [What is a Literature Review?](#)
- [Avoiding Plagiarism](#)
- [APA Style Manual](#)
- [APA Style Guide](#)
- [Google Search Engine for Academic Articles](#)
- [Topic Ideas](#)
 - [Governing: State and local government news and analysis](#)
 - [National Conference of State Legislatures](#)
 - [The Urban Institute](#)
- [Data Sources](#)
 - [US Census- American Community Survey](#)
 - [Bureau of Labor Statistics](#)
 - [FBI: Crime Data](#)
 - [Local Government Data](#)
 - [National Center for Education Statistics](#)

Grading

A+ 98 - 100	B 83 - 86	D 65 - 69
A 93 - 97	B- 80 - 82	E 64 and below
A- 90 - 92	C+ 77 - 79	
B+ 87 - 89	C 73 - 76	

Community of Care During COVID-19

ASU's [Community of Care](#) plan provides guidance regarding the many preventative measures that the university has implemented to help slow the spread of COVID-19 and create a safe and welcoming environment in which all students can live and learn. Prevention is key to protecting yourself, your peers and those who are most vulnerable in our community. It is important to remember that we need everyone to take personal responsibility for their actions and behavior. We remind all members of the ASU community to continue to adhere to public health protocols to mitigate the spread of COVID-19.

Respect the decision of others who are continuing to wear face coverings and/or physically distance, when possible. You may have friends, family members, and peers who have varying levels of comfort about how they wish to connect. During this time and always, it is important to not pressure people to connect socially in ways that may make them feel uncomfortable.

Vaccinations

Arizona State University strongly encourages all students to be vaccinated. Appointments for COVID-19 vaccines are available at all [Health Services locations](#). Please make your appointment at [myhealth.asu.edu](#). These vaccines are provided at no cost to you. You may also use [vaccines.gov](#) to find a location near you.

Face Coverings and Other On-Campus Protocols

All students and instructors are expected to follow [ASU's Community of Care Policy](#) that requires wearing face coverings while in certain indoor settings. Those settings include all classrooms and teaching or research labs. In addition, face coverings will be required in close-quarter environments where physical distancing may not be possible. These include the following:

- All ASU clinical programs and centers that serve the general public, such as the ASU Health Centers, Child Development Laboratory, and Counselor Training Center (the "Programs"), whether on- or off-campus.
- Meeting rooms, workshop, design or production studios, and other indoor settings where social distancing is not possible.
- All other indoor areas designated by posted signage

Additionally, consistent with CDC guidance, face covers may be required in some crowded outdoor settings or activities that involve sustained close contact with other people. Arizona State University also strongly recommends that everyone on campus wear a face cover when inside a University building, even where they are not required. Consistent with the governor's executive order and the CDC guidelines, we are not making distinctions between the vaccinated and unvaccinated. This applies to all individuals regardless of their vaccination status.

Arizona State University also urgently recommends the following on-campus protocols for all students:

- [Submit a daily health check](#) (a moment to evaluate how you feel); and
- If you are [experiencing COVID-19 symptoms](#), please stay home and get tested.

COVID-19 Testing

To assist individuals in monitoring their own health, we have testing available for anyone who wishes to know their health status related to COVID-19. You can participate in [COVID-19 testing](#), free of charge, simply by spitting in a tube; no appointments are necessary.

Positive COVID-19 Test Results

If you test positive for COVID-10 and let me know, I am mandated to report your name and ASU ID number to the Dean of Students as soon as possible so we may provide support and care to you and your fellow students. We will share the information with ASU Health Services to assist in determining next steps and to assess your contact with others. Determinations about what should occur—including quarantine and follow-up testing—will begin immediately upon

awareness of a positive case. Close contacts or high-risk exposures (e.g., less than 6-feet distance for a cumulative total of 15 minutes or more over a 24-hour period; physical contact with a person with COVID-19) may be asked to quarantine as a result of their possible exposure. The analysis of close contacts is done by ASU medical professionals based on information informed by the CDC and Maricopa County Public Health guidance, emerging science associated with transmission risk, and interviews with the positive/exposed student/staff/faculty.

Vulnerability to COVID-19 Infection

Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

Course Policies

- **Late assignment submission** The following assignments may not be turned in late. Failure to complete these assignments by the due date will result in a 0 on that assignment:
 - Reading quizzes
 - Initial discussion posts

In case that it is impossible to meet the due date of an assignment, you need to discuss with the instructor in advance of the due date. Please inform me via email as soon as possible and be prepared to provide documentation or other evidence of the medical, work, or family emergency. We will try to explore possible arrangements together. Otherwise, any late assignments will have 10% deducted per day they are late. After 5 days, late assignments will no longer be accepted. *Late quizzes and discussion posts are not accepted.*

- **Academic Integrity** Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the student's original work. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of 'E'), course failure due to academic dishonesty (indicated on the transcript as a grade of 'XE'), loss of registration privileges, disqualification, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>

If students have questions about appropriate submissions or methods of citation or have extenuating circumstances, they should contact their instructor prior to submitting materials and prior to the assignment deadline..

Review this tutorial on [Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

- **Avoiding Plagiarism**

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this reference on [Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citations to the source both in text and in your references section!
2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted, nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements of the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for

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- **Accessibility statement** In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the [Student Accessibility and Inclusive Learning Services \(SAILS\)](#) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. SAILS staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

- **Establishing Eligibility for Disability Accommodations**

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the Student Accessibility and Inclusive Learning Services (SAILS).

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from the SAILS is required. Once registered with the SAILS, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange accommodations for their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact SAILS by going to [SAILS](#), calling (480) 965-1234 or emailing [sails@asu.edu](#).

- **Grade appeals/grievance procedure**

If you have any questions about a grade from homework, a paper, any other assignments or final grade, contact your instructor with a specific and clear question and concern. All grade questions must be submitted in writing (including email). If your final grade dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

- **Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [Title IX](#).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access [360 Life Services](#).

ASU provides a dedicated [Sexual Violence Awareness and Response](#) website with a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to [seek support](#) and [report](#) the incident. Identify the most appropriate path for your needs using the [Sexual Assault Reporting Options and Resources](#) document.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: [g. myPlan](#) is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

- **Change in syllabus**

Class schedule, readings, and assignments are tentative, subject to change at instructor's discretion. Whenever the syllabus is updated, the instructor will post an announcement on Canvas which means it will be notified by student's ASU email as well.

- **Drop and Add Dates/Withdrawals** This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).
- **Warning of Course Content** At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they

have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

- **Technical Support** This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at .

To monitor the status of campus networks and services, visit the System Health Portal at .

To contact the help desk call toll-free at 1-855-278-5080.

- **Student assistance**

College life can be stressful, and there are times we feel overwhelmed and need assistance. There are a number of resources around campus that can be of assistance should you need them.

- Computer help desk: provides assistance with computer-related problems and computer/online accounts. (855) 278-5080, <https://uto.asu.edu>.
- Counseling and consultation: provides confidential mental health and career counseling services for all ASU students. (602) 496-1155, <https://eoss.asu.edu/counseling>.
- Campus health service: provides non-emergency medical health care to all ASU students. (480) 965-3349, <https://eoss.asu.edu/health>
- Student financial aid office: provides information and assistance on applications for students funding such as grants, loans, scholarships and student employment. (855) 278-5080, <https://students.asu.edu/financialaid>.

Professionalism

You can expect a response to e-mail questions within **two business days**.

Students are expected to conduct themselves with an appropriate degree of professionalism and courteously when interacting with the instructor and other students. Therefore, all correspondence with your instructor and/or other students should be professional in nature. Inappropriate language, tone and format are unacceptable. You should state a meaningful subject, address who you are talking to, and sign your name. Your grammar skills should be applied. You should use correct spelling, upper/lowercase letters when called for, and punctuate where necessary. Please no texting language. Correspondence that does not meet this standard will not receive a response. Example follow:

Proper Example:

Professor Mughan,

I cannot attend office hours as I have another commitment and would like to schedule a time to meet with you to discuss bond pricing. I am available Wednesday and Friday afternoons.

Thank you,
Alexander

Improper Example:

hey can u explain bond pricing

Academic Integrity/Student Conduct

ASU prohibits harassment on the basis of race, sex, gender, identity, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:

Downtown Campus: 522 N. Central Ave., Post Office Room 247; 480-496-4111

Polytechnic Campus: Administration Building, suite 102; 480-727-6547

Tempe Campus: Student Services Building, room 263; 480-965-6547

West Campus: UCB, 301; 602-543-8152

Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted by the instructor. Students may be notified privately that their posting was inappropriate. If necessary, a student may be withdrawn for disruptive behavior with a mark of *W* or *E*.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Accommodations

- **Disability Accommodations:** Students who feel they may need disability accommodations in class should obtain the necessary information from the Disability Resource Center on campus. It is the student's responsibility to contact the DRC. Instructors may provide accommodations only as specified by DRC documentation.
- **Religious Accommodations:** Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions may notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligation function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance, but must make arrangements for making up tests/assignments within a reasonable time as determined by the instructor.

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- **Military Accommodations:** A student who is a member of the National Guard, Reserve, or other branch of the armed forces and is unable to complete classes because of military activation may request complete or partial unrestricted administrative withdrawals or incompletes depending on the timing of the activation. For more information see ASU [USL 201-18](#)

Course Schedule

Date	Topic	Readings	Assignments
Week 1 (Jan 9 - 13)	Introduction to Inquiry & Research	·Babbie Ch 1, p.5-19, 26-28	·Quiz due Jan 13
Week 2 (Jan 16 - 20)	Steps of Research Process	·Babbie: Ch 17 ·Valdes, What is a Literature	·Quiz due Jan 20 ·DP week ends Jan 22
Week 3 (Jan 23 - 27)	Excel Lab		·Quiz due Jan 27 ·DP week ends Sept 29
Week 4 (Jan 30 - Feb 3)	Research Ethics	O'Sullivan et al., Ch 3	·Quiz due Feb 3 ·DP week ends Feb 5 ·Excel Assignment 1 due Feb 5
Week 5 (Feb 4 - 10)	Research Design	·Trochim Foundations: Language of Reseach	·Quiz due Feb 10 ·DP week ends Feb 12
Week 6 (Feb 13 - 17)	Measurement	·Trochim Measurement: Construct Validity & Reliability	·Quiz due Feb 17 ·DP week ends Feb 19
Week 7 (Feb 20 - 24)	Sampling	·Trochim: Sampling	·Quiz due Feb 24 ·DP week ends Feb 26
Week 8 (Feb 27 - March 3)	Survey & Interview Research	·Trochim Measurement: Survey Research & Scaling in Measurement	·Quiz due March 3 ·DP week ends March 5 ·Mini-Research Paper due March 5
Week 9 (March 6 - 10)	Spring Break!		
Week 10 (March 13 - 17)	Experiments	·Trochim Research Design: Experimental Design Only Quasi-Experimental Design Only	·Quiz due March 17 ·DP week ends March 19
Week 11 (March 20 - 24)	Excel Lab	·Miller Ch 6 & 7	·Quiz due March 24 ·DP week ends March 26 ·Excel Assignment 2 due March 26
Week 12 (March 27 - 31)	Quantitative Data Analysis	·Trochim Analysis: Descriptive Statistics; O'Sullivan et al., Contingency Tables	·Quiz due March 31 ·DP week ends April 2
Weeks 13/14 (April 3 - April 14)	Statistical Analysis	·Babbie Ch 16 p.456-477 ·Babbie Ch 7 p.194-201	·Quiz due April 14 ·DP week ends April 9 ·DP week ends April 16
Week 15 (April 17 - 21)	Presenting Research Findings	·Miller Ch 6 & 7 ·The Conversation (see link on Canvas page) ·Trochim: Write-Up	·Excel Assignment 3 due April 23
Week 16 (April 24 - 28)	Work on Final Paper		·No quiz/DP
Finals Week (May 1 - 5)	Final Research Pape due May 3 (No quiz/DP)		

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- "DP" is short for Discussion Post
 - All assignments are due at 11:59 on the date stated in the Course Schedule above
 - Discussion post weeks begin Monday at 12 am and end the following Sunday at 11:59 pm

Course Evaluations

Students are expected to complete the course evaluation. Feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available and students can access it through myASU as well. See [Student FAQs](#) for more information.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School of Sustainability per [the University Policy for Student Appeal Procedures on Grades](#). See additional instructions for [undergraduate SOS courses](#) and [graduate SOS courses](#) (under Grade Appeal).

Copyright

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.