Course Description
Survey of scientific methods in studying individuals and families with an emphasis on critical evaluation of published research.

Prerequisites
HDFS 201: Lifespan Human Development
HDFS 202: Introduction to Families

Required Textbook & Recommended Reference Book

It is recommended that students obtain a copy of the 6th edition of the APA style manual. Students are expected to follow the 6th edition of APA style in the research proposal and all written assignments for this course.


Although the aforementioned book is the most authoritative source, there are some other resources that may assist you. These are:
(1) the University Writing Center, 784-6030 or http://www.unr.edu/writing_center/
(2) the UNR knowledge center webpage, Style Guides for Research Papers: http://www.knowledgecenter.unr.edu/
(3) the APA website: http://www.apastyle.org/index.aspx
(4) Research and Documentation online (5th ed.): http://bcs.bedfordstmartins.com/resdoc5e/ and (5) the Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/

WebCampus
WebCampus will be used for this class. WebCampus allows the access of class information online through the UNR website. To start using WebCampus go to: https://wcl.unr.edu/. Assignment information and announcements for class will be posted in WebCampus throughout the semester. In addition, each collaborative research team will be given a discussion board in WebCampus.

Disability Statement
Qualified students with physical or documented learning disabilities have the right to free accommodations to ensure equal access to educational opportunities at the University of Nevada, Reno. For assistance, contact the Disability Resource Center, Thompson Building Suite 101, (775) 784-6000, TTY (775) 327-5131.

Research Approval
As is true for all of the work you do for all of your classes, your instructor and others may review your work while evaluating the quality of courses and programs. However, your work cannot be used for any research projects without written approval from the UNR Office of Human Research Protection.
Academic Honesty

All students in this class are expected to abide by ethical guidelines and standards of professionalism. I take academic honesty seriously. I will report any cases of suspected academic dishonesty to Student Judicial Affairs. Appropriate academic disciplinary actions will occur against any student caught or suspected of cheating or plagiarizing. All written assignments must include proper citations and references. The references give proper credit in the research proposal (or other assignments) and the reference list allows the reader to locate this information. Any questions about this policy should be brought to my attention immediately.

Academic Success Services

Academic Success Services: Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Subject Librarian

Ann Medaille is UNR’s subject librarian for the college of education, and she can help you find good sources, use research databases, manage your research, and cite sources for your papers and presentations. Contact her with a research question or to set up an appointment (amedaille@unr.edu, 775-682-5600, MIKC 217).

Covert Surveillance of Faculty Lectures

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Silver Core Objectives

“The University’s Core Curriculum is the foundational education that students must fulfill as part of any undergraduate degree program at the University of Nevada, Reno.” HDFS 391 satisfies Core Objective 12 (Ethics): Students will demonstrate understanding of the ethical principles in general or in application of specialized knowledge, results of research, creative expression, or design processes. Students will demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts.

Additional Course Objectives

1. Demonstrate an understanding of research designs
2. Recognize key terminology and characteristics of research
3. Evaluate published research
4. Demonstrate the skills necessary to writing a research proposal
5. Collaborate with peers to work toward a shared research goal
6. Write adhering to the American Psychological Association (APA) style (6th ed.)

Silver Core Student Learning Outcomes

“The University’s Core Curriculum is the foundational education that students must fulfill as part of any undergraduate degree program at the University of Nevada, Reno.” Seven student learning outcomes are integral to HDFS 391, these are:

1. Students will explain how science relates to a problem of societal concern as demonstrated by homework assignments and attendance of class.
2. Students will distinguish between sound and unsound interpretation of scientific information as demonstrated by homework assignments and attendance of class.
3. Students will employ cogent reasoning methods in their own examinations of problems and issues as demonstrated by the research proposal tasks, the research proposal presentation, and the research proposal.
4. Students will articulate ways in which society is transformed by science and technology as demonstrated by homework assignments and attendance of class.
5. Students will demonstrate knowledge of ethics by earning a passing score on the CITI Course in the Protection of Participants (Core Objective 12)
6. Students will identify ethical procedures and principles in scientific writing and research methodology as demonstrated by attendance of lectures, homework assignments, research proposal tasks, the research proposal presentation, and the research proposal (Core Objective 12)

7. Students will identify ethical concerns in research and intellectual contexts, including academic integrity, use and citation of sources, the objective presentation of data, and the treatment of human participants as demonstrated by attendance of lectures, homework assignments, research proposal tasks, the research proposal presentation, and the research proposal (Core Objective 12)

Additional Student Learning Outcomes
1. Students will describe, in homework assignments and in discussions, various research designs. Students will apply an understanding of research designs in writing the research proposal and related tasks.
2. Students will describe, in homework assignments and in discussions, key terminology and characteristics of research. Students will apply an understanding of key terminology and characteristics of research in writing the research proposal and related tasks.
3. Students will demonstrate, by means of assignments and discussions, their ability to evaluate the extant published literature, particularly the introduction and method of empirical articles.
4. Students will create a research proposal through an iterative process.
5. Students will demonstrate, by means of working in a small group, their ability to engage in a process and work professionally and ethically with peers to complete research goals.
6. Students will complete homework assignments, tasks, a research presentation, and a proposal by adhering to the guidelines in the Publication Manual of the American Psychological Association.

Course Requirements and Policies
Please be on time for class. Attendance will be taken at the beginning of each class. In other words, you must be present at the start of class to get credit. Likewise, attendance will be revoked if you leave class early. In the event of an absence, it is your responsibility to get the class notes and materials. Late or early work will not be accepted. Likewise, in almost all cases, make-up exams will not be given. Situations with adequate documentation are the exception to the attendance policy, late or early submissions, and make-up exams.

There will be an attendance and active participation grade (5% of course grade). There will be four assignments (20% of course grade or 5% each). One online training course in research ethics will also be required (5% of course grade). Two mini-exams will be administered (10% of course grade or 5% each).

A collaborative research proposal will also be required. There will be a series of five tasks leading to the proposal in order to provide you with feedback on drafts (25% total of course grade or 5% each). The collaborative research proposal presentation will occur at the end of the semester (5% total). The finished collaborative research proposal, response to reflection questions and evaluations will count as the final exam (30% total).

I expect you to do all the required readings before class. This will increase your understanding of research and help you prepare to be a solid and proactive contributor to the collaborative research proposal.

I take academic honesty seriously. At the very least, a failing grade will be given to an act of dishonesty. Please read and reread the Academic Honesty section in this syllabus.

The last day to receive a 100% refund if dropping individual classes or completely withdrawing from the University is September 4, 2014. See the University’s Academic Calendar for other noteworthy dates. I will not assume that you have dropped this course if you suddenly decide that you no longer want to attend class.

Please turn off phones and similar electronic devices during class. Likewise, laptops must be turned off and are not allowed during class. Laptops can be utilized during a few class meetings that permit collaborative group meetings.

Students are expected to follow the 6th edition of APA style in the research proposal and all written assignments for this course. In accord with APA, all work must be typed and double spaced. Also, a standard font must be used.

There will be opportunities to earn 20 extra credit points on an exam. The first extra credit opportunity is due on September 2, 2014.

Assignment, Collaborative Research Proposal, and Mini-Exam Notes
1. Class Participation
Class attendance and quality involvement in class discussion and activities are important. You are expected to participate in class discussions. It is hard to learn to critically analyze the appropriateness of a research project or deconstruct the issues underlying its conceptualization if one does not engage in discussion. This participation also requires the completion of readings before class.

Please note that attendance is a necessary but not a sufficient component of class participation. You will be expected to attend and actively participate in class. This requires some advance preparation on your part. It is clearly in your best interest to read and think about the material before you come to class. The attendance grades in this class are non-standard. Zero or one absence with active class participation equals an attendance grade of 100%. Two absences
coupled with active class participation, equals an attendance grade of 92%. Three or four absences coupled with active class participation equals an attendance grade of 89% or 76%, respectively. Five or more absences will equal an attendance grade of 66%.

2. Assignment 1, 2, 3, and 4
   Assignments 1-4 will be assigned throughout the semester to enhance your understanding of the research process. These four assignments will be discussed during class prior to the due date. Information will also be posted in WebCampus.

3. Collaborative IRB Training Initiative (CITI)
   To meet this requirement, submit a completion report with a passing score of the CITI Course in the Protection of Participants, Group 1 Social Behavioral Research Investigators and Key Personnel Group-Basic Course. This can be accessed at https://www.citiprogram.org/default.asp. At the end of the online course, print the completion report that includes the CITI watermark, the date that you passed on, and a reference id number. Submitting a completion report with a pass score will equal a grade of 100%. Alternatively, submitting a completion report that states not passed will equal a grade of 60%.

4. Mini-Exams
   There will be two multiple choice mini-exams of 20 items each. These exams will be based on the course readings and class lectures. Each mini-exam requires a scan-tron form (i.e., HDFS scan-tron). These are available for purchase at the ASUN/UNR bookstore.

5. Collaborative Research Proposal Tasks 1-5
   You will participate in a small group (approximately five students) to create a research proposal. The instructor will purposefully assign students into mixed groups based upon a candidacy statement individually completed by each student. There will be five tasks to help you create a final product or research proposal. The five collaborative research proposal tasks are designed to encourage learning through teamwork and to engage students in meaningful research proposal tasks. These five research proposal tasks will evolve into a research proposal.
   Each group will be given a discussion board in WebCampus. You are expected to be a proactive member of your group not a reactive member. The five tasks and research proposal will be evaluated and all team members will be held equally accountable. The instructor will assign individual grades based on a self-evaluation, peer evaluations, and instructor review of each task.
   Your group will need to work mostly outside of class time. There will be a few opportunities during class time to help facilitate your group work. Please submit Tasks 1-5 via email (bridgetw@unr.edu). Electronic submission via email facilitate the review process. Also please save the file with the number of the task and a group member’s last name. For example, Task_1_Smith et al.
   Please note that not saving the file in this manner will result in a deduction of points.

6. Collaborative Research Proposal Presentation
   Each collaborative team will present their research proposal in class. On November 25th, the components of the presentation will be discussed and examples will be provided.

7. Final Exam—Collaborative Research Proposal and Self/Peer Evaluation
   The final Collaborative Research Proposal will include: title page, abstract with keywords, integrated introduction/ literature review, research objectives (or purpose, or questions, or hypotheses), method, data analysis, implications and limitations, and references. The entire paper must adhere to the APA writing style.

Grading
Your final grade will be calculated as follows:
   Active Participation and Attendance: 5%
   Assignment 1, 2, 3, and 4: 20% total (or 5% each)
   CITI Certificate: 5% total
   Mini-Exams: 10% total (or 5% each)
   Collaborative Research Proposal Task 1: 5%
   Collaborative Research Proposal Task 2: 5%
   Collaborative Research Proposal Task 3: 5%
   Collaborative Research Proposal Task 4: 5%
   Collaborative Research Proposal Task 5: 5%
   Collaborative Research Proposal Presentation: 5%
   Final Exam—Collaborative Research Proposal with Evaluation: 30%
Your course letter grade will be assigned as follows:

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(Note that an F+ is not possible. This is a contradiction in terms.)

Course Schedule, Required Readings, and Due Dates

August.  26  Overview of course
           Homework Assignment 1 Information Given

August.  28  APA writing style with a representative from the University Writing Center to share additional information about APA and support for writing

September.  2  Explaining behavior
           Reading: Bordens & Abbott Chapter 1; Bordens & Abbott p. 154
           Optional Extra Credit Due

September.  4  Developing and evaluating theories of behavior
           Reading: Bordens & Abbott Chapter 2
           Homework Assignment 1 Due
           Homework Assignment 2 Information Given

September.  9  Getting ideas for research
           Reading: Bordens & Abbott Chapter 3
           APA writing style information
           Homework Assignment 3 Information Given

September.  11  Getting ideas for research
           Reading: Bordens & Abbott Chapter 3
           Homework Assignment 3 Information Given
           Library Resources: Ann Medaille, Reference and Instruction Librarian

September.  16  Homework Assignment 2 Due on September 16th or 17th. (This will be turned in on September 16th or 17th depending upon the date and time you selected.)

September.  18  Choosing a research design
           Reading: Bordens & Abbott Chapter 4
           Homework Assignment 3 Due
           Collaborative research team formation

September.  23  Mini-Exam 1—Chapters 1 to 4 and APA-- (HDFS scan-tron needed)

September.  25  Choosing and using research subjects
           Reading: Bordens & Abbott Chapter 6
           Collaborative research proposal Task 1 due (tentative topic, evidence of preliminary library research, and demonstration of the structure of research proposal)

September.  30  Understanding ethical issues in the research process
Reading: Bordens & Abbott Chapter 7

October.  2  CITI Certificate; Guest panel (to discuss collaborative research proposal); APA writing style information

October.  7  Using non-experimental research
Reading: Bordens & Abbott Chapter 8
Homework Assignment 4 Information Given
CITI Certificate Due

October.  9  Using non-experimental research continued; Using survey research
Study guide for Mini-Exam 2 will be given
Reading: Bordens & Abbott Chapter 8; Bordens & Abbott Chapter 9

October. 14  Mini-Exam 2—Chapters 6, 7, 8, 9 and APA--(HDFS scan-tron needed)

October. 16  Writing a research report; Group meetings during class
Homework Assignment 4 Due

October. 21  APA writing style revisited
Reading: Bordens & Abbott Chapter 16
Collaborative research proposal Task 2 due (summaries)

October. 23  Evaluating introductions and literature reviews

October. 28  Group meetings during class with Dr. Walsh

October. 30  Writing hypotheses, purposes, objectives, or questions; Writing the Abstract

November.  4  The wide world of research (Part I)!

November.  6  The wide world of research (Part II)!
Collaborative research proposal Task 3 due (integrated introduction and literature review)

November. 11  Writing the method

November. 13  “Would George Orwell approve?” and revisions
Collaborative research proposal Task 4 due (hypotheses, purposes, objectives, or questions)

November. 18  Basic statistics (this class will be held in a computer lab with the location to be announced)

November. 20  Writing the implications and limitations of the research proposal
Collaborative research proposal Task 5 due (method)

November. 25  Tips for a successful collaborative research proposal presentation

November. 27  Thanksgiving—No Class

December.  2  Plan of analysis and results; Discussion section

December.  4  Collaborative research proposal presentations
December. 9  Collaborative research proposal presentations

December. 11  Collaborative research proposal due in class
Collaborative research proposal evaluations in class
Reflection questions

Class Meeting Time is 12:30