

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number SOCI 415 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 415 to the social and behavioral science menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	_____ 9-15-2022 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	SOCI 415 Social Research
Terms offered:	Fall, Spring
Catalog description:	An application of the scientific method to the study of social phenomena; consideration of basic methods of data gathering, analysis and reporting, including basic statistics. Students experience organizing, conducting, and evaluating research. A writing-intensive course.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

Sociology 415: Social Research is a core course within the social sciences, and students from many disciplines within and outside the social sciences take this class. The course gives students information about and allows them to practice, both quantitative and qualitative research methods, such as surveys, interviews, content analysis, and ethnographic work. In addition, students learn the scientific and philosophical basis for social science research. Together, this knowledge and these skills equip students to rigorously examine behavior and interactions among individuals, groups, institutions, and events, with the goal of specifying the conditions that lead to certain socially important outcomes.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

Course readings introduce students to quantitative and qualitative research strategies in use across the social and behavioral sciences. Class exercises offer students the opportunity to practice these methods, enhancing their understanding of human social behavior at the individual, group, and macro levels.

Students develop the ability to:

Explain the scientific analytical approach to human inquiry as employed in the social sciences
Design research to collect and analyze both qualitative and quantitative data
Construct and/or use instruments with which to measure attitudes, behaviors, etc.
Identify the strengths and weaknesses of various research designs
Identify and utilize adequate sampling techniques (both random and non-random)
Critically assess strengths and weaknesses of research performed by others
Produce, in acceptable style and form, a written report which will exhibit, 1. mastery of the required skills expected in academic research at the undergraduate level, and 2. self-evaluate one's own research and/or contribution of knowledge for professional practice
Apply ethical principles of scientific inquiry to issues associated with research within the student's major field of study.

They develop these abilities through a series of homework assignments that culminate in a research proposal.

Homework assignments and exams evaluate student learning.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Exam 4
Outcome A2	Exams 1-3
Outcome C1	Research Ethics Paper Purpose: The purpose of this assignment is to assess your writing and also allow the university to assess writing across the curriculum. Instructions: You will write a paper that addresses the issue of ethics in social research and the importance of ethics in research. Examine the issue critically by looking at historical breaches of ethics in social science research and develop a reasoned argument in support of clear ethical guidelines for research. If you are the kind of person who likes to think about their essays as a response to questions, here is a translation of this paragraph: 1) Why is ethics in social research important? 2) What is an example of a breach of ethics in research? 3) What happened and why was it unethical? 4) Why are clear ethical guidelines for research important? Your paper will need to meet the following criteria:

	• Your paper must be analytic or persuasive in nature, and it must be 750-1000 words in length • Your paper should use at least 1 source (you may use your textbook or other readings assigned in class) • Your paper should follow ASA formatting rules: https://owl.purdue.edu/owl/research_and_citation/using_research/formatting_in_sociology_asa_style/index.html • You must submit a copy of your paper electronically here on Canvas (make sure that your name is on this document)
Outcome C2	Quantitative Content Analysis Assignment Purpose: Providing a contemporary example of quantitative content analysis; to enhance your skills in comparing and evaluating social science research. Task: In case you haven't yet, complete this assignment: Listen to Andrew Billings on Quantitative Content Analysis. Next, review (don't read word for word) this article by Foy and Ray: Skin in the Game: Colorism and the Subtle Operation of Stereotypes in Men's College Basketball.pdf Write: In a short essay of 500-750 words, that: 1. Compares the central questions in the research on Jason Collins described by Andrew Billings and research on stereotypes in men's college basketball. 2. Discuss the strengths and limitations of this research method. 3. What barriers are there to collecting social media data, as in Twitter? 4. Think of a research question that could be addressed through quantitative content analysis. What is the research question, what is/are your data sources? How would you analyze this data?

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Fewer than 84% of students will earn a "C" or above on exam 4.	84% of students will earn a "C" or above on exam 4.	90% of students will earn a "C" or above on exam 4.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fewer than 84% of students understand intent of the source.	84% of students understand intent of the source.	90% of students understand intent of the source.
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic	Fewer than 84% of students develop and express an evidence-based viewpoint in their Research Ethics Paper.	84% of students develop and express an evidence-based viewpoint in their Research Ethics Paper.	90% of students develop and express an evidence-based viewpoint in their Research Ethics Paper.
Synthesize information from multiple sources			

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Fewer than 84% of students have drawn informed conclusions from their quantitative analysis assignment.	84% of students have drawn informed conclusions from their quantitative analysis assignment.	90% of students have drawn informed conclusions from their quantitative analysis assignment.

	content analysis assignment.		
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Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

Abilene Christian University
SOCI 415: Social Research
Spring 2022
Section 01: MWF 10:00 – 10:50 am in SHB 213
Always subject to change

Instructor: Dr. Dan Morrison, PhD

Student Consultation Hours: Student Consultation Hours. Mondays 12-1 p.m. and 3-4 p.m.; Tuesdays 9-11 a.m.; Wednesdays 3-4 p.m.; Fridays 11 a.m. to 1 p.m. Please sign up at www.calendly.com/drm-acu/15min; also, by appointment. [This document](#) outlines the many reasons you should visit with me in student hours.

Office: Sherrod 211

E-mail: dan.morrison@acu.edu

Phone: 325-674-2293

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a Liberal Arts education with professional and career education. The Department of Communication and Sociology builds upon the university goals of strengthening Christian character and education for service while addressing contemporary social issues and providing a foundation for future personal and professional growth.

Catalog Description

This course examines the application of the scientific method to the study of social phenomena and the basic methods of data gathering, analysis and reporting, including basic statistics. Students experience organizing, conducting, and evaluating research.

Course Rationale

The mission of Abilene Christian University is to prepare students for Christian service and leadership throughout the world. Through a working knowledge of Christian service and leadership individuals carry out Jesus' ministry by focusing on issues pertaining to human relationships and functioning in a social context, by addressing issues of human suffering and social justice, and by identifying means for promoting human wellness in a diverse social environment.

Practice in the helping professions is founded on principles and methods of social scientific research. Sound scientific knowledge building assumes these principles and methods; ethical standards demand that practice activities grow out of research that has been empirically tested. SOCI 415: Social Research is designed for undergraduate students majoring in Sociology, related social sciences, and students planning to attend graduate school in the social sciences for the following purposes:

1. To familiarize the student with scientific methods of building knowledge for practice, and of evaluating service delivery in practice;
2. To help make the student an informed, critical consumer of research;
3. To reinforce techniques of style and form in order to ensure that the student

communicates acceptably in written form, at the academic level expected of students in ACU undergraduate programs.

Prerequisites:

Introduction to Sociology.

Course Goals

Explain the scientific analytical approach to human inquiry as employed in the social sciences	1. Tests 2. Homework
Design research to collect and analyze both qualitative and quantitative data	1. Homework
Construct and/or use instruments with which to measure attitudes, behaviors, etc.	1. Homework
Identify the strengths and weaknesses of various research designs	1. Tests
Identify and utilize adequate sampling techniques (both random and non-random)	2. Homework
Critically assess strengths and weaknesses of research performed by others	1. Homework 2. Tests
Produce, in acceptable style and form, a written report which will exhibit, 1. mastery of the required skills expected in academic research at the undergraduate level, and 2. self-evaluate one's own research and/or contribution of knowledge for professional practice	1. Research Proposal
Apply ethical principles of scientific inquiry to issues associated with research within the student's major field of study.	1. Ethics Paper

Course Text

Principles of Sociological Inquiry: Qualitative and Quantitative Methods by Amy Blackstone.

Open Access URL: <https://open.umn.edu/opentextbooks/textbooks/139>

-- PSI in the Schedule below

We will access this book through Perusall in Canvas

In addition to this book, you will also be required to listen to methods podcasts and texts from the book *Give Methods a Chance* (often labeled GMAC in the course schedule below) via the Perusall app in Canvas.

Students and Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support:

Mark Lewis, Dean of Students 325-674-2067

Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to reach out to SOAR at: soar@acu.edu

Finally, please notify me of any difficulties you are having in meeting your basic needs. I will do my best to find the resources you need.

Course Requirements

I. Daily Reading

The course schedule at the end of the syllabus provides an overview of the required reading for this course. It is very important that you read the material prior to class. As this course is discussion-based, it will be very difficult to participate in discussion without having done the reading. In order to reward your consistent reading practice, we will be collectively reading and annotating chapters from *Principles of Sociological Inquiry*.

II. Discussion/Participation

Class participation is comprised of two components: attendance and participation. It is imperative that you arrive to class on time each day prepared to work and discuss. Read the course material prior to coming to class so that you can participate fully in discussions and class activities. Full participation credit is dependent on participating in discussions and in class activities. Simply being in class will not earn you credit for the day. On occasion participation credit will be given for discussion questions posted on Canvas. Please see "General Classroom Policies" for my policy on missing class.

- Being more than 5 minutes late to class 3 times will be counted as an absence.
- The instructor reserves the right to withdraw students from class if they have more than 9 absences during the semester.

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

III. Tests

There will be a total of 4 tests during the semester with the final test taking place during the final exam period. Tests will be done in class. Questions may be multiple choice, true/false, interpretation of findings, and short answer. The tests will be based on material in the assigned readings and presented during class lectures. Tests will be administered via Canvas, so bring your laptop (or borrow one from Team 55) to class on test days. The Final Exam is cumulative and may feature questions from previous tests.

IV. Homework

In this class, you will have 18 homework assignments that will allow you to practice various aspects of social research. These assignments will be posted to Canvas and will be submitted to Canvas by the due date and time.

* All students must satisfactorily complete HW1 – Learning Plan in order to pass the class.

V. Ethics Paper

As this class is designated as a writing intensive course you will write a 750 to 1000-word essay on ethics in social research, particularly how being an ethical researcher may be informed by your faith. This essay will be submitted to the University in order to evaluate writing at ACU. You will find more instructions on Canvas.

* All students must satisfactorily complete the ethics paper in order to pass the class.

VI. Proposal

You will prepare an academic research proposal, such as would be used to receive a research grant. The proposal will include a literature review with a minimum of twelve sources (ten of those must be from academic, peer-reviewed journals), and a clear methodology using one of the methods discussed in class. Please see Canvas for full instructions on how to write a literature review and methodology section.

Assessment of Your Learning -- Options

You will select one of two evaluation options for this course. The first option utilizes adult learning theory and is called “bundle grading” or “specifications-based grading”. Details immediately follow. The second option is a traditional, points-based system. A second evaluation section follows that outlines this grading scheme. All students must complete Homework 1 specifying which grading system they prefer. All decisions declared in Homework 1 are final and not able to be changed.

Grading Scheme 1:

Adult-learning theory will be used to evaluate your performance in this class. Adult-learning theory tells us that adults learn better in a safe, flexible, and challenging environment. In order to provide an optimal environment for learning you will have a choice about which grade you will pursue in this course depending on your personal learning objectives.

Each grade is associated with a set of required assignments that you must complete in order to earn that grade. All assignments except exams will be graded as satisfactory or unsatisfactory. I will provide clear assignment specifications with examples of satisfactory work. Research has shown that this kind of grading system provides a safe, flexible, and more rigorous learning environment than traditional points based systems.

Grade Criteria

Following are lists of assignments and criteria required to earn a specific grade in this class. You can find the specifications for each assignment posted on Canvas. Please note that failure to satisfactorily complete one or more of the requirements for a particular assignment will result in a grade of “unsatisfactory” on that assignment.

*Each student using Grading Scheme 1 will be allowed an unlimited number of resubmissions on homework assignments and the ethics paper until the end of Dead day.

A grade of A indicates complete mastery of the eight learning objectives. In order to obtain complete mastery on these objectives and earn an A you will need to:

1. Have no more than 3 unexcused absences during the semester.
2. Earn an average of 82% on tests.
3. Satisfactorily complete the ethics paper
4. Satisfactorily complete the proposal
5. Satisfactorily complete 16 out of 18 homework assignments. "Satisfactorily" means that you would earn approximately 85% on each homework assignment in the traditional, points-based scheme.
6. Perusall assignment average of 85 and above.

You must satisfy all of the above requirements in order to earn an A in the course.

A grade of B indicates above average mastery of the four learning objectives. In order to obtain above average mastery on these objectives and earn a B you will need to:

1. Have no more than 4 unexcused absences during the semester.
2. Earn an average of 75% on tests
3. Satisfactorily complete the ethics paper
4. Satisfactorily complete the proposal
5. Satisfactorily complete 14 out of 18 homework assignments. "Satisfactorily" means that you would earn approximately 85% on each homework assignment in the traditional, points-based scheme.
6. Perusall assignment score of 75 and above.

You must satisfy all of the above requirements in order to earn an B in the course.

A grade of C indicates average mastery of the four learning objectives. In order to obtain average mastery on these objectives and earn a C you will need to:

1. Have no more than 5 unexcused absences during the semester.
2. Earn an average of 70% on tests
3. Satisfactorily complete the ethics paper
4. Satisfactorily complete the proposal
5. Satisfactorily complete 12 out of 18 homework assignments. "Satisfactorily" means that you would earn approximately 85% on each homework assignment in the traditional, points-based scheme.
6. Perusall assignment score of 65 and above.

You must satisfy all of the above requirements in order to earn a C in the course.

A grade of D indicates below average mastery of the four learning objectives. In order to obtain below average mastery on these objectives and earn a D you will need to:

1. Have no more than 6 unexcused absences during the semester.
2. Earn an average of 65% on tests
3. Satisfactorily complete the ethics paper
4. Satisfactorily complete the proposal
5. Satisfactorily complete 10 out of 18 homework assignments. "Satisfactorily" means that you would earn approximately 85% on each homework assignment in the traditional, points-based scheme.

6. Perusall assignment score of 60 and above.

You must satisfy all of the above requirements in order to earn a D in the course.

A grade of F indicates that you did not meet any of the learning objectives for the course. Failure to meet the requirements for a D will earn an F in the course.

You can use this handy chart to track your grade in this class throughout the semester. Please keep in mind that the percent grade visible on Canvas is NOT your grade in this class.

SOCI 415 Grade Form					
	Your result	Required for an A	Required for a B	Required for a C	Required for a D
Number of Absences Allowed		3	4	5	6
Test Average		82%	75%	70%	65%
Ethics Paper		Yes	Yes	Yes	Yes
Research Proposal		Yes	Yes	Yes	Yes
Complete HW1 - Learning Plan		Yes	Yes	Yes	Yes
Additional Homework Assignments		15	13	11	9
Perusall score average		85	75	65	60

Grading Scheme 2:

This more traditional grading scheme does not allow resubmission of any student work. Late work is automatically assessed zero points.

Item	Percent Score in final grade
Ethics Paper	10
Test 1	10
Test 2	10
Test 3	15
Test 4 (Final Exam)	20
Perusall Average Score	7.5
In Class Assignments	7.5
Homework 1	01 (Required to pass the class)
Homeworks 2-18	19 (various point totals for each Homework. Details in Canvas)
Total	100

General Classroom Policies and Guidelines

Grade Book

Grading Scheme 1: I will post complete/incomplete grades on Canvas as well as the exam grades (shown as a percent). Perusall scores will be tracked in that system and transferred to Canvas at the conclusion of the course. You should use the gradebook on Canvas

as an indicator of how many assignments you have completed at a satisfactory level. You may also use the grades in Canvas to get an average for your exams. **The grade listed on Canvas as your overall grade does not correspond to your final grade in the class.** Grades will be determined based on which grade bundle you choose to complete (if you choose grading scheme 1).

Should you choose Grading Scheme 2, you should check your grade and/or the rubric for each assignment in order to calculate your grade. As with Grading Scheme 1, Perusall scores will be tracked in that system and transferred to Canvas at the conclusion of the course.

Late Work

Work will be considered late if it is not submitted to Canvas by the due date and time. All assignments that are submitted late will be graded as unsatisfactory.

Grade Scheme 1 users: You must submit something by the due date and time in order to be allowed to resubmit. You may resubmit your work as many times as necessary in order to achieve the mark you desire.

Grade Scheme 2 users: You may not redo any assignments. Late assignments are not accepted.

Absences for In-Class assignments

If you are a student athlete or have an official, University related absence you must notify the instructor prior to missing class with written documentation signed by your coach/instructor/advisor. It is the student's responsibility to make arrangements for making up missed assignments.

If you do not have an official University excused absence then there is no make-up allowed for in-class assignments. If your dog dies, your alarm doesn't go off, your car breaks down, you are sick, etc. Please feel free to come by during my office hours to discuss the class material that you missed and to clarify any material from the reading that you did not understand.

Grade Challenges

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination, homework assignment, or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <http://www.acu.edu/academics/provost/policies/index.html>.

Accommodations

Abilene Christian University and the Department of Communication and Sociology comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Classroom Environment

Many view a college education as a solid investment in their future. Here are some suggestions and ground rules for making this class a wise investment:

1. Come to class on time. If you are late to class, please quietly take a seat near the door.
2. We will sometimes use phones, tablets, laptops, and other digital devices to enhance your learning. When these are not necessary for class, please put them away.
3. Come to class prepared. Read the assigned material prior to the start of class.
4. If you have a question, raise your hand and wait until you are called on.
5. Class Climate and Conduct: One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints. **By enrolling and staying in this class, you are acknowledging the importance of and agreeing to work within this respectful class climate and class conduct rule.**
6. Please refrain from talking during lectures.
7. Please refrain from reading the newspaper or doing work for another class during our class time.
8. Laptops/ipads/phones are NOT to be used in class unless you are directed by the instructor to use your device (or you have a diagnosed disability that requires the use of a device for note taking).

9. This point contains an Easter Egg. Send Dr. Morrison a picture of his office door by the end of the first week of classes. If you do, you'll receive a bump up in your final grade.
10. If you need to bring your child to class, please do so. If you have troubles, please let me know. I am here to help and support you.

Schedule

The following is a tentative schedule of the topics that will be covered this semester. This schedule is subject to change at the discretion of the instructor. Any changes will be communicated via Announcement on Canvas and may be described verbally in class.

Date	Day	Topic to be Covered	Reading	Assignment Due
Week 1: Introductions; Sources of Knowledge; Who Cares?				
Jan 10	M	Introductions	--	None FlipGrid Introduction due January 11 at 11:59 p.m.
12	W	Syllabus Review; Doing Social Research	PSI Ch 1	none
14	F	Science, Social Science, and Sociology	GMAC Introduction. Available via Perusall in Canvas (moved to next week)	HW1 - Learning Plan
Week 2: Theory and Methods; From Micro to Macro; Paradigms and Theories; Induction and Deduction				
17	M	ACU Closed -- MLK Holiday		none
19	W	Linking Methods with Theory	GMAC Introduction. Available via Perusall in Canvas	none
21	F	Linking Methods with Theory	PSI Ch 2	HW2
Week 3: Conducting Research Ethically and Responsibly; Research Oversight; Ethical use of Science				
24	M	No in-person class. Dr. Morrison will post a screencast lecture.	PSI Ch 3	none
26	W	Research Ethics	PSI Ch 3	HW3
28	F	Research Ethics	PSI Ch 3; Podcast: Chris Uggen on Academic Dishonesty	HW4
Week 4: Choosing a Topic; Empirical & Sociological Research; Steps in the Research Process				

31	M	Beginning a Research Project	PSI Ch 4	HW5
Feb. 2	W	Beginning a Research Project	PSI Ch 4	None
4	F	Beginning a Research Project	PSI Ch 4	HW6
Week 5: Explanatory, Exploratory, and Descriptive Research Designs; Units of Analysis/Observation; Components of a Research Project				
7	M	Research Design	PSI Ch 5; Listen to Helen Marrow on Research Design	none
9	W	Research Design	PSI Ch 5	Ethics Paper
11	F	Research Design	Listen to Daniel Sui on Big Data, Naomi Sugie on collecting behavioral data via smartphone, Clifton Evers on Mobile Video Ethnography and Shamus Khan on analyzing historical data via Perusall in Canvas	HW7
Week 6: Measurement, Conceptualization; Operationalization; Reliability & Validity				
14	M	Defining and Measuring Concepts	PSI Ch 6	None
16	W	Defining and Measuring Concepts	PSI Ch 6	HW 8
18	F	Test #1 over Chapters 1-6 in PSI, GMAC Intro, content Test 1 Study Guide for PSI Chapters		Test #1
Week 7: Measurement, Conceptualization; Operationalization; Reliability & Validity				
21	M	Sampling	PSI Ch 7	none
23	W	Sampling	PSI Ch 7 [in class]: Chaves et al. National Congregation Study	none

25	F	Sampling	PSI Ch 7	HW9
Week 8: Populations and Samples; Sampling in Qualitative & Quantitative Research; Probability Sampling				
28	M	Survey Research: A Quantitative Technique	PSI Ch 8	HW10
March 2	W	Survey Research: A Quantitative Technique	PSI Ch 8; Listen to Deborah Carr on Longitudinal Studies	none
4	F	Survey Research: A Quantitative Technique	Listen to Justin Pickett on Online Surveys	HW11 In class: East Nashville Community Acupuncture Survey Example
Week 9: Strengths and Weaknesses of Survey Research; Types of Surveys; Designing Effective Surveys & Asking Good Questions; Survey Analysis				
7	M	Interviews: Qualitative and Quantitative Approaches	PSI Ch 9; Listen to Jay Borchert on Interviews in Prisons	none
9	W	Interviews: Qualitative and Quantitative Approaches	PSI Ch 9, GMAC Ch 1	HW 12
11	F	Flex Day		
Spring Break March 14-18				
Week 10: Techniques and Analysis of Interview Data, both Qualitative and Quantitative				
21	M	Test #2 over PSI Chs 7-9, GMAC content		Test #2
23	W	Field Research: A Qualitative Technique	PSI Ch 10 Listen to R. Tyson Smith on Ethnography on Perusal in Canvas	none
25	F		PSI Ch 10	HW13

Week 11: Participant Observation; Pros & Cons; Access; Field Notes; Analysis of Field Data				
28	M	Unobtrusive Research	PSI Ch 11; Listen to Melissa Wilde on Comparative Historical Research	HW 14
30	W	Dr. Morrison away from campus; will provide an alternative to in-class attendance. Unobtrusive Research	Listen to Andrew Billings on Quantitative Content Analysis; and Francesca Polletta on Coding.	None
April 1	F	Dr. Morrison away from campus; will provide an alternative to in-class attendance. Other Methods of Data Collection & Analysis	PSI Ch 12; Listen to Devah Pager on Experimental Audit Methods on Perusall in Canvas	HW 15
Week 12: Historical & Comparative Research; Content Analysis; Secondary Analysis				
4	M	Other Methods, Continued	PSI Ch 12; Listen to Keith Hampton on Visual Content Analysis	HW 16
6	W	Dr. Morrison will be at the Pacific Sociological Association Conference; will provide an alternative to in-class attendance. Sharing Your Work	PSI Ch 13	none
8	F	Dr. Morrison will be at the Pacific Sociological Association Conference; will provide an alternative to in-class attendance. Sharing Your Work	PSI Ch 13	HW17
Week 13: Focus Groups; Experiments; Ethnomethodology & Conversation Analysis And Sharing Your Work				
11	M	Reading & Understanding Social Research	PSI Ch 14	In class: Letter to the Editor

13	W	Reading & Understanding Social Research	PSI Ch 14	none
15	F	Good Friday: ACU Holiday (no class)		
Week 14: Analyzing Social Research; Being a Critical Reader				
18	M	Test #3 over PSI Chs 10-14, GMAC content		Test #3
20	W	Research Methods in the Real World	PSI Ch 15	none
22	F	Research Methods in the Real World	PSI Ch 15	HW18
Week 15: Proposal Work Days				
25	M	Work Day		none
27	W	Work Day		none
29	F	Work Day		Proposal Due
Finals Week				
May 3	T	10-11:45 a.m. Final exam period		Final Exam online

Please complete your course evaluation online!