

**FCS 5900**  
**Research Methods**  
**Fall 2012**

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**Office Hours:** Monday and Wednesday 2:00-3:30; Thursday 12:30-1:30; or by appointment.

**Textbook:** Creswell, J. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington DC: author.

**Course Description** Research techniques in writing, interpreting, and evaluating family and consumer sciences research.

### **Course Objectives**

Upon completion of the course the student will be able to:

1. Identify and describe the steps in the research process
2. Access appropriate and relevant works of research
3. Assess and interpret works of research
4. Employ technical writing skills
5. Differentiate among various research designs
6. Understand the ethical standards for research and protection of subjects
7. Demonstrate competence in quantifying, tabulating, analyzing and interpreting data.
8. Prepare a draft research proposal.

### **Academic Honesty**

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission, and fabricating or altering references.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the original of the thought.

Submission of the same assignment, or substantially the same assignment, in more than one course without prior permission of the course instructor is considered a violation of academic honesty. Please consult with the course instructor if you have questions about this expectation.

### **Accommodation statement**

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Disability Services (ODS). All accommodations must be approved through ODS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

### **Activities and Evaluation**

Semester grades are based on the following activities:

1. Complete the on line training tutorial for certification for protecting human subjects while conducting research.  
Due: August 30 25 points
2. Identify a problem of relevance to your field in FCS and develop a testable hypothesis that addresses the problem. Locate and review an assessment instrument that could be used to measure one of the variables.  
Due: September 13 25 points
3. Read and answer questions on first 2 assigned articles  
Read and critique 4 of last 5 assigned articles  
Due: Throughout the semester 25 points each, 150 total
4. Conduct a literature search related to the problem identified in assignment #2.  
Due: September 20 25 points
5. Locate, read, and critique a thesis or dissertation related to your area in FCS  
Due: October 18 50 points
6. Take home exam part 1 due November 1 50 points  
Take home exam part 2 due November 29 50 points
7. Manuscript submission worksheet 25 points  
Due: October 25
8. Prepare 2 tables in APA format. 25 points  
Due: November 1
9. Develop and revise a survey 25 points  
Due: October 11
10. Develop a written research proposal  
Chapter 2 due: November 15 50 points  
Chapters 1 and 3 due: December 13 100 points

**Assignment #1:** Complete the CITI Program on-line training tutorial for certification to conduct research through the EIU Office of Research and Sponsored Programs. Print out the certification page and make a copy to submit for class (keep a copy for yourself, you may need it). Locate the tutorial at [http://www.eiu.edu/~grants/COMP\\_IRB\\_Training.php](http://www.eiu.edu/~grants/COMP_IRB_Training.php)

**Assignment #2**

1. Identify a problem of relevance to your area within FCS. Formulate the problem into a researchable question or hypothesis. Use as precise terms as possible, as this will aid you in other assignments. Provide definitions of terms as necessary.
2. Locate one standardized instrument (using the Mental Measures Yearbook) that could be used to measure one of your variables.
3. Locate a critique of the instrument identified in step #2 and answer the following questions
  - a. What does the test measure?
  - b. Is validity discussed, if so what information is provided?
  - c. Is reliability discussed, if so what information is provided?
  - d. What is the exact name of the test?
  - e. Where is the test published?
  - f. What audience is the test designed for?
  - g. How long does it take to administer the test?
  - h. What is the cost of the test (including scoring, answer sheets, etc.)?
  - i. How is the test scored?
  - j. Summarize the overall recommendation/critique in one paragraph.

**Assignment #3:** Read and review the assigned articles, paying particular attention to the discussion of theoretical framework, research questions, and methodology. For the first two assigned articles, prepare responses to the questions on the Article Summary form attached to this syllabus. For the last four articles, prepare a written summary (abstract) of the article using appropriate APA format. See additional handout for more details. A title page is not required for these reviews; use your name in the page header. Prepare a reference for the article and any other source you use in your review; these may be placed at the end of the assignment rather than using an additional piece of paper.

**Assignment #4**

1. Conduct a literature search for the research problem identified in assignment #2. If you have problems locating information, you may revise your problem or redefine variables.
2. Locate at least 15 sources of information.
3. Provide computer printouts of the bibliographical information for your sources.
4. Select 5 of your sources and prepare reference citations for them in APA format.
5. Prepare a written summary of your search process; what key words did you begin with, how did you widen, narrow, or adapt your search, what problems did you encounter, etc. The written summary should be a maximum of 1 page.

**Assignment #5**

Locate a thesis or dissertation (EIU or other) that is related to your area of interest. You may select a non-FCS study if it is appropriate to your career goals. Read and summarize the study in

a 3-4 page report utilizing appropriate APA format, using the same format as the article reviews. Include a title page and reference the study correctly.

**Assignment #6 and #7**

This is a two part take home exam. The first part is designed to cover basic terms and concepts. The second part is designed to cover application of research methodology. The exams will be posted two weeks prior to the due dates, and text books or any other resources may be used.

**Assignment #8**

Prepare 2 tables using correct APA format. Data can be taken from the SPSS training session or the survey pilot group.

**Assignment #9**

Develop a survey and administer to a pilot group of no ten people or less. Revise the survey based on feedback from the pilot group.

**Assignment #10**

Develop a written research proposal that is related to your area of interest in FCS. This proposal should resemble chapters 1-3 of a thesis (introduction, literature review, and methodology); format your proposal as three separate chapters. Preparation of the proposal should require application of material in the textbook, other references, and discussed in class throughout the course.

This assignment is submitted in two sections. The literature review (chapter 2) is submitted first; the entire proposal (with chapter 2 included) is submitted at the end of the semester. Include a reference list with both submissions.

A rough guide to the length of the proposal is chapter 1 (2-3 pages); chapter 2 (4-7 pages); and chapter 3 (3-5 pages). It is essential that correct APA format is used. A brief oral presentation summarizing the proposal is also required.

**Assignment #11**

This assignment serves as the final exam. Students will be asked to read an article and then answer questions about the article, similar to the critiques completed as part of assignment #2.

### Course Calendar

Note: This is a *tentative* schedule and may be changed as needed to accommodate class discussion, comprehension of topics, and scheduling of presentations.

<b>Date</b>	<b>Topic</b>	<b>Article</b>	<b>Patten Chapters</b>	<b>Creswell Chapters</b>	<b>Leedy Chapters</b>
8/23	Library Session		7,8,9,10,13	1, 2	1
8/30	Intro to research, theory, variables	To Catch a Thief (no points)	15		2
9/6	Intro to research, theory, variables	1. Consumption of fruit and vegetables			
9/13	Measurement, Descriptive Statistics	2. Where the boys are	14, 15,16 23-31	4	4,9
9/20	Ethical responsibility in research	3. Predictors and Consequences of Food Neophobia and Pickiness	12	1	5
9/27		NO CLASS			
10/4	Literature Reviews	4. Inter-ethnic Differences in Youth Tobacco			
10/11	Technical writing, report format, publication process	5. Motivation among older adults	16, APA	10	12
10/18	Subjects and sampling		17-22	Appendix A 6,7	3
10/25	Qualitative Research Methods	6. Adequacy of and Satisfaction with delivery		14,15,16	7,8
11/1	Experimental Designs	7.Reducing Distress	41, 42, 32-36	11,12,13	10
11/8	Understanding inferential statistics		37, 38, 39,43,44 45,46,47,48,49	8,9	11 Appendix
11/15					
11/22		NO CLASS: THANKSGIVING BREAK			
11/29					
12/6	Research Proposal Due				

12/13	Exam				
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### Articles for assignment #3

Note: These articles are arranged in the order in which we will read and discuss them; in a reference list they would be listed in alphabetical order.

Asquith, J. & Bristow, D. (2000). To catch a thief: a pedagogical study of retail shoplifting.

*Journal of Education for Business* 75(5), 271-276.

Dixon, H., Mullins, R., Wakefield, M., & Hill, D. (2004). Encouraging the consumption of

fruit and vegetables by older Australians: An experiential study. *Journal of Nutrition*

*Education and Behavior* 36(5), 245-249.

Ragsdale, K., Difrancesisco, W., & Pinkerton, S. (2006). Where the boys are: sexual expectations

and behaviour among young women on holiday. *Culture, Health & Sexuality* 8(2),

85-98.

Galoway, A., Lee, Y., & Birch, L. (2003). Predictors and consequences of food neophobia and

pickiness in young girls. *Journal of the American Dietetic Association* 103(6), 692-697.

Gittelsohn, J., McCormick, L., Allen, P., Grieser, M., Crawford, M., & Davis, S. (1999). Inter-

ethnic differences in youth tobacco language and cigarette brand preferences. *Ethnicity*

*& Health* 4(4), 285-303.

Ng, C. (2008). Motivation among older adults in learning technologies: a grounded model.

*Educational Gerontology* 34 (1), 1-14.

Frongillo, E., Isaacman, T., & Horan, C. (2010). Adequacy of and satisfaction with delivery and

use of home-delivered meals. *Journal of Nutrition for the Elderly* 29(2), 211-226.

Williams, J., Park, L., & Kline, J. (1992). Reducing distress associated with pelvic examinations:

A stimulus control intervention. *Women & Health* 18(2), 41-53.

### **Article Summary Form**

Complete the form with responses to the questions for the first three assigned articles.

1. What type of research was conducted (what was the methodology)?
2. What was the purpose of the research? Was a need established? Was there a theoretical base?
3. What were the research questions, hypotheses, or objectives?
4. How was data gathered?
5. From who or what was data gathered? What was the sample, and how was it selected?
6. What, if any, statistical tests were used?
7. What were the results as related to the research questions, hypotheses, or objectives?

**Article Review Format:** All article reviews should be 3-5 pages in length and follow APA format as outlined below. Note that the title should be the same font size and style as the text of your paper. Double space, and use APA margins (1 inch all around). This format reflects the new 6<sup>th</sup> edition of the APA manual.

### **Title of Article**

#### **Overview**

The first section of the review generally covers the introduction, literature review, and other background information provided in the article. The heading should be flush left, boldface, in upper and lowercase heading.

#### **Methodology**

This section contains a description of the methodology used by the researchers. Include the type of research conducted, sampling procedures utilized, and other pertinent information.

#### **Results and Discussion**

This section contains a review of the results of the research and the conclusions and recommendations made by the researchers.

##### **Results.**

If you break a section into sub sections, it should be titled and formatted like this. The heading should be indented. Only the first word of the title is capitalized, except for proper nouns. Note the period after the title.

##### **Discussion.**

If you break a section into sub sections, it should be titled and formatted like this. Only the first word of the title is capitalized. Note the period after the title.

#### **Summary**

In this section you provide your analysis of the article. Provide the strengths and weaknesses of the study. If you noted weaknesses in the study, provide an explanation as to why they are weaknesses.

Summarize the most important aspects of the study and how it might be useful to FCS students, professionals, or practice.

**Reference**

Include a reference list for the article and any others that are cited in your text.