Eastern Illinois University
New Course Proposal
SOC 3692, Research Methods for Collecting Social Data, Honors

Please check one:       X☐ New course   ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: SOC 3692
2. Title: Research Methods, Honors
3. Long title: Research Methods for Collecting Social Data, Honors
4. Class hours per week, lab hours per week, and credit: (3-0-3)
5. Term(s) to be offered: ☐ Fall    ☐ Spring    ☐ Summer    X☐ On demand
6. Initial term of offering: X☐ Fall    ☐ Spring    ☐ Summer    ☐ Year 2007
7. Course description: Surveys social scientific methods developed to collect data in human populations. Stresses importance of problem formulation, research design, and interpretation.
8. Registration restrictions:
   a. Identify any equivalent courses. SOC 3620 is the non-honors version
   b. Prerequisite(s): SOC 1838G
   c. Who can waive the prerequisite(s)?
      ☐ No one      X☐ Chair      ☐ Instructor      ☐ Advisor      ☐ Other (Please specify)
   d. Co-requisites: none
   e. Repeat status: X☐ Course may not be repeated.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: honors sociology majors
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: non-sociology majors
9. Special course attributes: honors, writing intensive
10. Grading methods (check all that apply): X☐ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
11. Instructional delivery method: lecture
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course: Students in this course will be able to:
   a. Evaluate a variety of qualitative and quantitative social research methods and be able to assess the strengths and weaknesses of each;
   b. Explain the connection between theory and research and show evidence of this in their writing;
   c. Apply the techniques of collecting, analyzing, and presenting results of research;
   d. Evaluate the ethical concerns associated with scientific research and to practice within these guidelines

   a. This course is not a general education course.

   b. This is not a graduate-level course.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Midterm &amp; Final Exam</th>
<th>Homework Assignments</th>
<th>Classroom Quizzes</th>
<th>Projects &amp; Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand methods, strengths &amp; weaknesses</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Connect theory &amp; research</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Learn techniques of research</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Knowledge of ethical concerns</td>
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</table>

3. Explain how the instructor will determine students’ grades for the course:
   - Two exams and final (60%)
   - Homework assignments and quizzes (20%)
   - Research proposal and defense (20%)

   The evaluation in this course differs in two ways from the non-honors section. Rather than a series of take-home quizzes on basic concepts and terminology, the honors students will complete article reviews that demonstrate a working knowledge and application of concepts. The second difference lies in the proposal points. Honors students will have a portion of the proposal points designated to the presentation/defense of their research proposal to a committee rather than being graded exclusively on the written proposal.

4. This is not a technology-delivered course.

5. This course is not for graduate credit.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *. )
This course is writing intensive, as 35% of the grade is based upon writing. Specifically, students are required to submit and revise multiple drafts of the research proposal.

PART III: OUTLINE OF THE COURSE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC (ASSIGNMENTS)</th>
<th>READINGS</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research In Sociology</td>
<td>Babbie Ch 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Theory</td>
<td>Babbie Ch 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ethics (ASA Code of Ethics)</td>
<td>Babbie Ch 3</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>Research Design and Topics</td>
<td>Babbie Ch 4 &amp; 15</td>
<td>Proposal Topics Due Tues</td>
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<tr>
<td>5</td>
<td>Operationalization Measurement</td>
<td>Babbie Ch 5</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>6</td>
<td>EXAM 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Indexes, Scales &amp; Typologies</td>
<td>Babbie Ch 6</td>
<td>Proposal Ref’s Due &amp; Quiz 3</td>
</tr>
<tr>
<td>8</td>
<td>Sampling</td>
<td>Babbie Ch 7</td>
<td>Homework 4</td>
</tr>
<tr>
<td>9</td>
<td>Experimental &amp; Survey Research</td>
<td>Babbie Ch 8 &amp; 9</td>
<td>Quiz 5</td>
</tr>
<tr>
<td>10</td>
<td>Qualitative Field Research</td>
<td>Babbie Ch 10</td>
<td>Proposal Methods Due</td>
</tr>
<tr>
<td>11</td>
<td>EXAM 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Unobtrusive Research</td>
<td>Babbie Ch 11</td>
<td></td>
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<tr>
<td>13</td>
<td>Evaluation Research</td>
<td>Babbie Ch 12</td>
<td>Quiz/Homework 6</td>
</tr>
<tr>
<td>14</td>
<td>Qualitative Research</td>
<td>Babbie Ch 13</td>
<td>Final Proposals Due</td>
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<tr>
<td>15</td>
<td>Quantitative Research &amp; Final review</td>
<td>Babbie Ch 14</td>
<td></td>
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<tr>
<td>16</td>
<td>FINAL EXAM</td>
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PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course. This course is designed to parallel the existing Research Methods course but with the essential elements to designate this specific course as honors. This course will allow students to participate in the new departmental honors course and work specifically to improve the methodological segment of their honors thesis.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. The level of this course and the prerequisite parallel that of the non-honors section.

3. If the course is similar to an existing course or courses, justify its development and offering. Though in presentation of content, this course duplicates the existing non-honors sections, the treatment of the content by the students is specific to expectations deriving from an honors program.

4. Impact on Program(s):
   a. Research methods is a core requirement for SOC majors. This course will be an option for those sociology majors completing the departmental honors program. Completion of this course will replace the required SOC 3620 for the core and count as 3 hours of honors.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: this course will initially be assigned to Professor Lovekamp, but it may be assigned to any sociology faculty with appropriate knowledge in this area.
2. Additional costs to students: none.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course

PART VII: APPROVALS

Date approved by the department or school  Oct 18, 2006

Date approved by the college curriculum committee  January 12, 2007

Date approved by the Honors Council (if this is an honors course)  1-22-2007

Date approved by CAA:  February, 8, 2007