

This form mimics the new syllabus template.

In addition to the headings listed below, please complete this information used for PeopleSoft entry.

- Course Manager/Administrator: Anna Cholewinska
- Course Status: Revision
- Can the course be repeated for credit? No
- Does the course require consent from the program for registration? No
- Are there pre-requisites? No
- Are there co-requisites? No

PSY 209: Fundamentals of Research Methods in Social Sciences

School of Health and Social Sciences

5 Credits

Effective Date: 4/1/2024

Grading Type: Decimal

List any Pre-requisite or Co-Requisite: N/A

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

As an introduction to research methods, this course provides students with a foundation in the basic concepts of the scientific method, research designs, and statistical analyses commonly used in studying the social sciences. The focus of the curriculum is on empirical approaches to knowledge, research problem formulation, selection of research methods and techniques, statistical testing and analysis, and inferential conclusions. Students examine the appropriateness, usefulness, and limitations of research methods and statistical processes applied in the social sciences. As informed consumers of research, understanding these topics promotes critical thinking, problem-solving skills, ethical and evidence-based practices, and academic success.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- CO.1 - Identify appropriate research methods and statistical analyses based on the identified problem or question and the intention of the inquiry.

- CO.2 - Appraise the common research design and methods, ethical standards, results, and conclusions of research reported in the social sciences.
- CO.3 - Appraise the common statistical methods, analyses, and interpretations used in social sciences research.
- CO.4 - Summarize accurately and effectively the research methods and statistical analyses commonly used in social sciences research.

Using Generative AI Tools

In all academic work completed in this course, the ideas and contributions of others (including generative AI tools) must be acknowledged and provided with proper attribution. Work that is presented as original must be, in fact, original by the learner. The use of generative AI tools, such as Bard or ChatGPT, when completing coursework without proper attribution is a form of academic dishonesty and violates the university’s Academic Integrity policy. Unless otherwise explicitly noted, all work on graded tasks must be the sole work of the learner without assistance or collaboration with others (including generative AI tools). If learners have questions about what constitutes academic dishonesty or plagiarism, they should contact the instructor.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Course Activities	30%
Quizzes	20%
Paper 1: What Makes Good Research?	25%
Paper 2: Research in the Social Sciences	25%
TOTAL	100%

Course Activities (30% of Final Grade)

Purpose:

Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity. Discussions provide students the opportunity to collaborate in constructing new knowledge about research methods through their online interactions with the instructor and peers.

Task:

During the discussions, students will identify a phenomenon or topic in the social sciences as the basis of working through the scientific method, designing a research methodology, and choosing statistical analyses for studying their chosen phenomenon or topic. Students will compile their work into an online portfolio, which will be part of the graded activity, and provide them with an artifact showcasing their work.

To provide a structure for balanced participation and allow students to maximize the benefit of the discussion activities, it is recommended that students follow these guidelines:

1. Update their portfolio before posting and include a link in the initial posting
2. Post responses to discussion questions in the first three days of a module (Monday through Wednesday).
3. Post three or more thoughtful and topic-relevant replies to the initial posts made by classmates during the last four days of the module (Thursday through Sunday).
4. Reply to questions the instructor or peers have regarding the initial post by the end of the module.

Criteria for Success:

As a rule, to score high and exceed standard:

- Participation should be early and consistent throughout the module week.
- Initial posts should respond to all parts of the prompt.
- Required replies to classmates' initial posts should be submitted before Sunday and contribute more to the discussion than already provided.
- Participation should be more than the minimum expectations. In other words, to *exceed* standard, students should participate at a level beyond *meeting* standard.

Course activities are evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Initial Post: Content & Contribution	25%
Initial Post: Timeliness	5%
Replies: Content & Contribution	35%
Replies: Timeliness	5%
Portfolio: Thoroughness & Reflection	20%
Grammar, Style, & Mechanics	10%
TOTAL	100%

Course Outcome(s) assessed:

- COs 1-3

Quizzes (20% of Final Grade)

Purpose:

Educated consumers of research literature are able to recall and apply knowledge about the scientific method, research methods, and statistical analyses. This knowledge can be further applied to ethical practices, critical thinking, and problem-solving. The quizzes in this course reinforce the course materials and test students' ability to utilize course concepts and terminology.

Task:

Students complete ten equally weighted online quizzes, one in each module. Students should endeavor to complete quizzes without the use of the textbook or other resources.

Criteria for Success:

Students have two attempts to complete each quiz. Answers are graded on correctness.

Course Outcome(s) assessed:

- COs 1-4

Course Paper 1: What Makes Good Research? (25% of Final Grade)

Purpose:

In this paper, students analyze characteristics or features indicating research quality, that is, what makes for *good research* design and methodologies used in social science research articles. The paper also ensures that students can assess the quality of research reported in empirical journal articles. Therefore, it is important for students to bring their learning into a focused, critical analysis. The paper is intended to showcase the student's learning and understanding.

Task:

Using concepts and terminology covered in this course, students analyze and discuss what makes *good research* as part of the scientific method. Students will use their analysis of what makes *good research* as the basis for the review of the research design and methodology reported in a behavioral or social sciences research article chosen by the student. The research in the article must have been conducted by the authors of the article and must have used human participants. Detailed instructions for the paper are provided in the course.

This is a formal paper, not an opinion paper, and must include:

- Title page
- Four (4) to six (6) pages of body

- Practically speaking, less than 4 full pages in body may not evaluate higher than *approaching* standards. The difference between *meets* standard and *exceeds* standard is determined by the quality of the writing.
- References list
- APA formatting and style

Students are required to use a paper template provided in the course that ensures the following elements are included:

- Clear introduction to the paper
- Analysis and discussion of three to five characteristics or features of *good research* (not specific to the article)
- Evaluation/review of the human participant research reported in the chosen article using the chosen characteristics or features of *good research*
- Conclusion of the paper

Students must cite the sources of all ideas, facts, and information used that are not their own even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy even if the oversight is unintentional.

Criteria for Success:

Course Paper 1 is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Paper structure and organization	10%
Elements of “good research”	35%
Selection of research article	10%
Evaluation and review of research article	35%
Grammar, style, and format	10%
TOTAL	100%

Course Outcome(s) assessed:

- COs 1, 2, & 4

Course Paper 2: Research in the Social Sciences (25% of Final Grade)

Purpose:

In this paper, students appraise the contribution of empirical research to the field of social sciences and comparatively analyze the research methods of two different studies of the same general construct, phenomenon, or topic. Therefore, it is important for students to bring their learning into a focused review of the methods, statistical analyses, results, and discussions in the two articles. The paper is intended to showcase the student’s learning and understanding.

Task:

Using concepts and terminology covered in this course, students analyze the research methods and statistical analyses in two different research articles chosen by the student that investigate the same construct, phenomenon, or topic in social sciences and related to the student's professional field of interest. The research in the articles must have been conducted by the authors of the articles and have used human participants. In addition, both studies must take a different approach in their investigation of the same construct, phenomenon, or topic. This means that both articles will have details in common, but also details that differ. Students will apply the knowledge they have gained in research methods during their work in the course. Detailed instructions for the paper are provided in the course.

This is a formal paper, not an opinion paper, and must include:

- Title page
- Four (4) to six (6) pages of body
 - Practically speaking, less than 4 full pages in body may not evaluate higher than *approaching* standards. The difference between *meets* standard and *exceeds* standard is determined by the quality of the writing.
- Reference list
- APA formatting and style

Students are required to use a paper template provided in the course that ensure the following elements are included:

- Clear introduction to the paper that includes a brief statement of the student's area of interest in the field of behavioral or social sciences and the field-related construct, phenomenon, or topic investigated in the two chosen articles
- Concise comparative appraisal of the elements in the two empirical research journal articles using human participants, including the literature reviews, hypotheses, methodologies, results and findings, and contributions
- Conclusion of the paper

Students must cite the sources of all ideas, facts, and information used that are not their own even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy even if the oversight is unintentional.

Criteria for Success:

Course Paper 2 is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Paper structure and organization	10%
Research articles	10%
Comparative appraisal	50%
Cited support	20%

Grammar, style, & format	10%
TOTAL	100%

Course Outcome(s) assessed:

- COs 1-4

Course Policies

Late Assignments

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start*

Your *Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Online Tutoring

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.

Course Rubrics

Course Activities

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.99%	62.00 – 74.99%	75.00 - 91.99%	92.00- 100.00%
Scaled score	0.0 – 0.6	0.7 - 1.9	2.0 - 3.6	3.7 - 4.0
Initial Post: Content & Contribution 25%	Initial post is mostly superficial or undeveloped and does not adequately respond to all parts of the initial prompt.	Initial post is generally competent and reasonably developed, but lacking detailed connection to relevant course topics or does not adequately respond to all parts of the initial prompt.	Initial post provides a competent and adequately-developed response to all parts of the prompt with detailed connection to relevant course topics and resources.	Initial post provides an insightful and well-developed response to all parts of the prompt with detailed connection to relevant course topics/resources and includes new ideas or real-world examples.

Initial Post: Timeliness 5%	Initial post is late and submitted on Saturday or Sunday.	Initial post is late but submitted before Saturday.	Initial post is submitted on Wednesday.	Initial post is submitted early, before Wednesday.
Replies: Content & Contribution 35%	Replies are mostly superficial or undeveloped and do not contribute beyond what is already provided in the discussions.	Replies are generally competent and reasonably developed, but do not contribute beyond what is already provided in the discussions.	Replies are competent, adequately developed, and provide limited contribution beyond what is already in the discussions.	Replies are insightful, well-developed, and provide new or extended contributions beyond what is already in the discussions.
Replies: Timeliness 5%	Some, or all, required replies are missing or submitted late on Sunday.	Fewer than three replies submitted before Sunday or replies on the same day.	Three replies submitted by Saturday and on at least two separate days.	At least four replies submitted by Saturday and on at least three separate days.
Portfolio: Thoroughness & Reflection 20%	Entry lacks adequate detail, submitted late, or not incorporating feedback from instructor and peers. No personal reflection included.	Entry is detailed and submitted on time, but not adequately incorporating feedback from instructor and peers. Personal reflection is included but lacking detail.	Entry is detailed and submitted on time, and adequately incorporating feedback from instructor and peers. Personal reflection is adequately detailed.	Entry is well-detailed, submitted on time, and clearly incorporates feedback from instructor and peers as well as additional insights and understanding. Personal reflection includes substantial detail.
Grammar, Style, & Mechanics 10%	Pervasive obvious errors in grammar or style/mechanics interfere	Multiple obvious errors in grammar or style/mechanics interfere	Several errors in grammar or style/mechanics, but not interfering with	Few, or no, errors in grammar with proper writing style/mechanics

	somewhat with readability or understanding. No sources provided (if applicable).	somewhat with readability or understanding. No or incomplete sources provided (if applicable).	readability or understanding. Credit provided for sources used (if applicable).	ensuring readability and understanding. Credit provided for sources used (if applicable).
--	--	--	---	---

Course Paper 1: What Makes Good Research?

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.99%	62.00 – 74.99%	75.00 - 91.99%	92.00- 100.00%
Scaled score	0.0 – 0.6	0.7 - 1.9	2.0 - 3.6	3.7 - 4.0
Paper structure and organization 10%	Does not use the paper template.	Partially uses the paper template or uses the paper template ineffectively.	Uses the paper template, but not all content in the correct sections.	Uses the paper template effectively, with content in the correct sections.
Elements of "good research" 35%	Fewer than three elements of "good research" identified. Incomplete discussion of what makes for good research. Claims lack support of cited sources.	Fewer than three distinct elements of "good research" identified. Incomplete discussion of what makes these important elements of good research. Attempts to support claims with cited sources.	Three distinct elements of "good research" identified. Adequately articulated discussion of what makes these important elements of good research. Claims adequately supported with cited sources.	More than three distinct elements of "good research" identified. Clearly articulated discussion of what makes these important elements of good research. Claims clearly supported with cited sources.
Selection of research article	Article chosen is not an empirical	Empirical journal article chosen,	Empirical journal article	Empirical journal article

<p>10%</p>	<p>journal article reporting on original research by the authors.</p>	<p>but not reporting on original human participant research by the authors.</p>	<p>chosen that reports on original human participant research by the authors. Link to the full article not provided in the references.</p>	<p>chosen that reports on original human participant research by the authors. Link to full article provided in the references.</p>
<p>Evaluation and review of research article</p> <p>35%</p>	<p>Lacking or inadequate evaluation and discussion of whether the research reported in the article satisfied the chosen elements of good research. All chosen elements not adequately addressed. Claims lack support of cited sources.</p>	<p>Incomplete evaluation and discussion of whether the research reported in the article satisfied the chosen elements of good research. Attempts to address all chosen elements, but lacks detail. Attempts to support claims with cited sources.</p>	<p>Adequately articulated evaluation and discussion of whether the research reported in the article satisfied the chosen elements of good research. All three chosen elements adequately addressed. Claims adequately supported with cited evidence.</p>	<p>Clearly articulated evaluation and discussion of whether the research reported in the article satisfied the chosen elements of good research. All three chosen elements clearly addressed. Claims clearly supported with cited evidence.</p>
<p>Grammar, style, and format</p> <p>10%</p>	<p>Contains pervasive grammatical and stylistic errors that impede understanding. Format, citations, and references are incomplete or not in correct APA style.</p>	<p>Contains several grammatical and stylistic errors that somewhat impede understanding. Format, citations, and references are incomplete or not in correct APA style.</p>	<p>Contains few grammatical and stylistic errors, but errors do not impede understanding. Format, citations, and references are complete and in correct or</p>	<p>Free of grammatical and stylistic errors. Format, citations, and references are complete and in correct APA style.</p>

			near-correct APA style.	
--	--	--	----------------------------	--

Course Paper 2: Research in the Social Sciences

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.99%	62.00 – 74.99%	75.00 - 91.99%	92.00- 100.00%
Scaled score	0.0 – 0.6	0.7 - 1.9	2.0 - 3.6	3.7 - 4.0
Paper structure and organization 10%	Does not use the paper template.	Partially uses the paper template or uses the paper template ineffectively.	Uses the paper template, but not all content in the correct sections.	Uses the paper template effectively, with content in the correct sections.
Research articles 10%	Both articles chosen are not empirical journal articles reporting on original human participant research by the authors.	Empirical journal articles chosen, but do not report on original human participant research by the authors.	Empirical journal articles chosen that report on original human participant research by the authors. Link to the full articles not provided in the references.	Empirical journal articles chosen that report on original human participant research by the authors. Link to full articles provided in the references.
Comparative appraisal 50%	Lacking or inadequate comparative appraisal of the required elements: literature review, hypothesis/questions, methodology, results and findings, and	Incomplete comparative appraisal of the required elements: literature review, hypothesis/questions, methodology, results and findings, and discussion of contribution.	Adequately articulated comparative appraisal of the required elements: literature review, hypothesis/questions, methodology, results and findings, and	Clearly articulated comparative appraisal of the required elements: literature review, hypothesis/questions, methodology, results and findings, and

	discussion of contribution.		discussion of contribution.	discussion of contribution.
Cited support 20%	Claims lack support of cited sources.	Attempts to support claims with cited sources.	Claims are adequately supported with cited evidence.	Claims are clearly supported with cited evidence.
Grammar, style, and format 10%	Contains pervasive grammatical and stylistic errors that impede understanding. Format, citations, and references are incomplete or not in correct APA style.	Contains pervasive grammatical and stylistic errors that impede understanding. Format, citations, and references are incomplete or not in correct APA style.	Contains few grammatical and stylistic errors, but errors do not impede understanding. Format, citations, and references are complete and in correct or near-correct APA style.	Free of grammatical and stylistic errors. Format, citations, and references are complete and in correct APA style.