

# RESEARCH DESIGN

BPOLST594; 5CH

Fall 2013

Wednesdays, 5:45 – 10:05 PM; UW1-121

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Office hours: Wednesdays, 4:30 – 5:30 PM and by appointment

## Description

Original research requires collection of data that enable the researcher to answer the initial question. What type of evidence is required to answer a research question, to test a hypothesis, to accurately describe a phenomenon, or evaluate a program? Research design and, therefore this course specifies the type of data that need to be collected to answer a particular question.

This course has two distinctive parts. In the first half of the quarter, you will read the assigned textbooks, discuss strengths and weaknesses of each of the four key research design types and identify and discuss research designs used in your field. Further, you will experiment with your own research questions and propose a research design to answer one of them.

In the second half of the quarter, you will dedicate less time to reading and more time to writing sections of your research proposal. The objective is to have a research proposal completed by the end of the quarter. This proposal is expected to clearly convey the need for the study, briefly review the existing literature, state the purpose of the study, explain your research design, and briefly address analytical methods to be used in the proposed research project. Students preparing a capstone/thesis research proposal while taking this course are encouraged to share their drafts with their capstone/thesis supervisor. As is the case with any professional project, writing for two different audiences will differ, but you can expect that key concepts learned in this class will be the essential building blocks for your capstone/thesis proposal.

## Learning Objectives

With the ultimate objective of writing a research proposal for an original study, the course is designed to guide students to:

- (1) Understand difference between descriptive and explanatory research;
- (2) Formulate research questions and frame them within the existing literature;
- (3) Master four main types of research designs; experimental; longitudinal; cross-sectional; and case study design and their sub-types;
- (4) Understand their analytical strengths and weaknesses;
- (5) Address issues of validity, sampling, and consistency in investigation
- (6) Anticipate and address ethical issues of your research;
- (7) Write a concise statement of purpose;
- (8) Develop a research design;
- (9) Write a good draft outlining the analytical methods to be used in the project (the strength of this element will depend on your existing knowledge of these analytical methods).

**Required Readings** (both textbooks are available in the UWB bookstore and are on course reserve in the UWB/CCC library)

Textbooks

Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4<sup>th</sup> ed.). Los Angeles: Sage.

de Vaus, David. 2001. *Research Design in Social Research*. Thousand Oaks: Sage Publications.

On-line resource

University of Washington. Human Subjects Division. 2013. *Human Subjects Review*.

<http://www.washington.edu/research/hsd/>

**Additional Readings**

Galvan, J. 2006. *Writing literature reviews: a guide for students of the behavioral sciences* (3rd ed.).

Glendale, CA: Pyczak Publishing.

Mongan-Rallis, Helen. 2006. Guidelines for writing a literature review.

<http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html>

**Evaluation and grading** (expectations for each of these assignments will be defined in class).

(1) Drafts of proposal sections (post on Canvas, Discussion)

a. Literature review draft (15 points max)

b. Research design draft (15 points max)

(2) Peer Review (post on Canvas, Discussion)

a. Literature review draft (5 points max)

b. Research design draft (5 points max)

(3) Discussion of examples of research designs (10 points max for each of the 2 selected designs); sign up on Canvas, Discussion with the name of the research design.

(4) Final proposal (30 points max); post on Canvas site

(5) Discussion participation; (10 points max).

I expect students to read the assigned readings prior to the class and come prepared to discuss them. I will grade participation based on the following criteria:

- 9-10 points: the student makes important contributions to class discussion, provides correct and concise explanations, asks penetrating questions, and provides clear evidence of having read and thought through and beyond the material. The variation between 9 to 10 points will reflect how regularly a student makes such contributions;
- 6-8 points: the student contributes to class discussion, provides correct explanations, and asks questions beyond clarifying the readings; The variation between 6 to 8 points will reflect how regularly a student makes such contributions;
- 3-5 points: the student contributes sporadically to discussion, provides explanations that are more or less correct, and asks questions. The variation between 3 to 5 points will reflect how regularly a student makes such contributions;
- 1-2 points: the student rarely contributes, or rarely contributes helpfully, to the discussion. The variation between 1 and 2 points will reflect how regularly a student makes such contributions.

**Academic Integrity**

I expect students to uphold the highest standards of academic conduct. Students have to be familiar with and adhere to the rules regulating academic integrity as defined in the University of Washington, Bothell student handbook ("Maintaining Academic Integrity" section). This is based upon the University of Washington Student Conduct Code, Section WAC 478-120-020-2(a). Ignorance will not be accepted as a defense for academic misconduct. For additional information and guidelines on avoiding plagiarism, see <http://www.bothell.washington.edu/learningtech/plagiarism>

**Late Submission Policy**

Assignments in this course are scheduled to develop various elements of a research proposal. To be productive in this class, students have to remain on schedule practicing the key concepts as they are taught and submitting their work on-time. Therefore, I will not be able to accept late assignments. If you are not able to meet the deadline for medical reasons, please provide documentation from your physician indicating the duration of the incapacitation. Without this document, I will not be able to accept any late assignments. I will expect your late assignment within 3 days of the last date indicating your incapacitation. Past that date, I will not accept a late assignment.

**Students with Disabilities**

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. You also need to contact the Disabled Student Services at the University of Washington, Bothell: 425.325.5307, TDD 425.352.3132, [dssuwb@u.washington.edu](mailto:dssuwb@u.washington.edu), located in LBA-106.

**Electronic Exchange of Documents at UW Canvas site**

You will be submitting your assignments through the UW Canvas site for the course entitled BPOLST 594 A-Autumn 2014 accessible at (<https://canvas.uw.edu>). You can access instructions and tutorials on how to use Canvas at <http://www.uwb.edu/learningtech/elearning/canvas>.

## Weekly Schedule

	Topic	Readings	Writing Activities
Part I: Selecting a Research Design			
09/25	Research design: context, approaches, tools	de Vaus (Ch. 1,2) Creswell (Ch. 1)	
10/02	Literature Review; Role of theory; Causality	Creswell (Ch. 2,3) de Vaus (Ch. 3)	Meet with the capstone/thesis mentor this week; identify 2-3 priorities for the proposal; write one paragraph summarizing these priorities; post on Canvas by the class on 10/09.
10/09	Experimental designs	de Vaus (Ch. 4,5,6)	Work on literature review.
10/16	Longitudinal designs	de Vaus (Ch. 7,8,9)	Work on literature review.
10/23	Cross-sectional designs	de Vaus (Ch. 10,11,12)	Literature review map and draft, due on 10/26, 10:00 PM.
10/30	Case study designs	de Vaus (Ch. 13,14,15)	Literature review peer review, due on 10/30, 10:00 PM.
Part II: Writing a Research Proposal			
11/06	Writing strategies and ethical considerations.	Creswell (Ch. 4) UW HSD web site	
11/13	Class does not meet this week.		Research design draft by 11/13, 10:00 PM. Research design peer review due 11/16, 10:00 PM.
11/20	Introduction	Creswell (Ch. 5)	Write this section for the final proposal; incorporate revised literature review
11/27	Purpose statement; Research questions and hypotheses	Creswell (Ch. 6,7)	Write this section for the final proposal
12/04	Analytical methods	Creswell (Ch. 8,9,10)	Write this section for the final proposal
12/11	Finals week; class does not meet		Final research proposal due, 12/11, 9:00 AM.