COURSE NUMBER: HDF 415

COURSE TITLE: Research Methods in Human Development & Family Studies

CREDITS: 3.0 semester hours

PREREQUISITES/COREQUISITES: STA 108 is a prerequisite for HDF 415; formal admission to the Human Development and Family Studies (HDFS) major is required for HDF 415

FOR WHOM PLANNED: HDF 415 is a required course for HDFS undergraduate majors in the Child and Adolescent Development in the Family, Family Studies, and Child, Youth, and Family Development concentrations. It should be taken during the first semester of admission to the HDFS major and is a prerequisite for HDF 428, 464, 465, 445, 455.

This course is the first upper level class to be taken by HDFS majors. As such, it is extremely rigorous and will require a high level of effort, significant time working on assignments outside of class, and a high level of personal responsibility related to completion of course requirements. I am confident that all students can succeed in this course. If you are having difficulties, please contact me as soon as possible so we can meet to determine how to get you back on track for a successful semester!

INSTRUCTOR INFORMATION:

Dr. Anne Fletcher
165-C Stone
acfletch@uncg.edu

*Please do not message the instructor through Canvas – use your iSpartan email account to contact me!

OFFICE HOURS/CONSULTATIONS WITH INSTRUCTOR

Students will have two options for receiving course assistance from the instructor:

In-person assistance: The instructor will be available in Sullivan 217 on Thursdays, 11-12:15 starting on January 26. This time is walk-in (no individual appointments) and should be used if students have questions about class material, assignments (completion or understanding feedback), or wish to review exams. Questions will be addressed on a first-come, first-served basis and content related discussions will be open to anyone who is present - we can all benefit from discussion resulting from a good question! The instructor is unable to schedule individual student appointments related to class material, assignments, or exam review – there are just too many students in this class! I am happy to schedule individual appointments with students to discuss personal issues not related to course content.

E-mail consultations: For students whose schedules will not allow them to attend in-person office hours (or any student who wishes an individual response to a question), feel free to e-mail
the instructor. E-mail is a particularly helpful way to receive guidance if a student is “stuck” in preparing an application assignment. However, DO NOT e-mail the instructor responses (full or partial) to application assignment questions for “approval.” E-mail the instructor QUESTIONS about responses.

Please note that if students miss class, I will not re-teach material covered during missed session(s) in person or through e-mail responses.

For students requesting additional feedback regarding point deductions on application assignments, it is required that instructor comments regarding deductions be reviewed before requesting additional feedback. Please bring with you to office hours (or e-mail the instructor) the exact wording of the feedback provided in Canvas and specify what additional information you are requesting.

**INSTRUCTIONS FOR VIEWING INSTRUCTOR FEEDBACK ON APPLICATION ASSIGNMENTS IN CANVAS:** https://community.canvaslms.com/docs/DOC-3550

**CATALOG DESCRIPTION:** An introductory examination of human development and family research methods designed to provide an understanding of scientific inquiry, methodology, measurement, test construction, scaling, and statistical terms and techniques.

**STUDENT LEARNING OUTCOMES:**

1. Apply conventions of APA style to writing in the field of Human Development & Family Studies
2. Name, define, and give examples of key research methods terms and concepts.
3. Demonstrates the ability to use PsychInfo to locate articles on topics relevant to Human Development & Family Studies
4. Evaluate aspects of research methodologies used in the field of Human Development & Family Studies with consideration of ethical standards for the treatment of human research participants.
5. Describe and contrast critical issues related to reliability and validity.
6. Generate and describe appropriate sampling strategies.
7. Generate and describe appropriate sources of data (e.g., survey methods, observational methods).
8. Identify and critique experimental research designs of varying complexity.
9. Explain the difference between descriptive and inferential statistics.
10. Demonstrate the ability to select appropriate statistical tests for different research questions.
11. Compute descriptive and inferential statistics using data analytic software (SPSS).
12. Compare and contrast quantitative versus qualitative methodological approaches.
13. Critique research based on evaluations of both internal and external validity.

**TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:**
This course is taught using a flipped classroom approach. A traditional classroom approach involves spending class time being exposed to course material (typically through lectures), then spending time outside of class figuring out how to apply material. In contrast, a flipped classroom reverses this order and exposes students to course material prior to attending class. Class time is then spent working on activities that facilitate the application of this material. This approach requires that students take work completed prior to class very seriously.

Class time will be devoted predominantly to application activities (individual, small group, class) designed to assist students in learning how to apply material. For the most part, class time will not be spent reviewing material covered in the text (there will be some exceptions to this later in the semester when material becomes increasingly complex). The text is the primary medium through which information in this course will be presented. Therefore, it is each student’s responsibility to have read the assigned chapter from the text for each week BEFORE coming to class on the first class day of each week. Also, students should bring to each class period a laptop computer (or possibly IPad) so that they will be able to access the Internet, prepare documents, and e-mail these documents to classmates or the instructor while participating in class application activities.

The material to be covered within this course has been arranged according to semester weeks. Each week begins at noon on a Tuesday and ends at noon on the following Tuesday – 30 minutes before the start of class. The Canvas site for this class is arranged with reference to semester weeks. For each semester week, the Canvas site provides students with information about class assignments arranged in the nested structure described below. It is each student’s responsibility to carefully review every posted item on Canvas as it relates to a given class week the week PRIOR TO that week so that there is no confusion about what assignments are and when (and how) they are due.

**Pre-Work** - work that is to be completed prior to the start of the week (by noon Tuesday). This includes graded and ungraded assignments such as (but not limited to):

- **Reading** – Chapters in the required course text. READ the material in entirety – do not just review it to find the answers to the reading quiz questions!
- **Reading quizzes** – these quizzes are completed through Canvas and are graded. They are open book and collaborative. It is fine to work with classmates in completing these quizzes.
- **Online readings, videos, or tutorials**

**Application Assignments** – These assignments are due prior to the start of the subsequent week (noon of the next week). These are graded assignments that require application of research methods concepts. We will often work on these assignments during class time for a Module, but they will need to be finished up outside of class time.

**Chapter Slides** – for each chapter in the text. Two versions of chapter slides will be posted. The first version is without narration and the second version includes my narration of these slides. The narrated slides are roughly equivalent to a lecture-only class and may be helpful to students as they prepare for exams. They are not intended to be a substitute for reading the
text or coming to class, and it will not be possible to perform well on reading quizzes by viewing/listening to voiceovers of slides rather than carefully reading the assigned chapter or in the absence of consistent class attendance. Please note that although narrated slide files are titled correctly, the introductory page of some sets of slides indicates an incorrect chapter number. This is due to edition changes. The TITLES for chapters are accurate and slide material matches the titles, although not necessarily the chapter numbers.

Graded components of this course will include the following:

Reading Quizzes – Students will complete 15 reading quizzes over the course of the semester. These quizzes are open book and collaborative. Students may work with classmates in completing these quizzes. You may change answers and go back and forth between questions, even shut down your computer and come back to the quiz later. However, once you hit “submit,” you may not reopen or go back to your quiz. You will be able to view correct answers to the quiz questions after the time that the quiz is due (which is when all of your classmates will have finished taking the quiz). Quizzes are due PRIOR TO the class during which we will cover course material. This means they are due at noon on the Tuesday of the week we will be covering that chapter. However, the Chapter 1 reading quiz is due at noon on the second day of class (a Thursday). The two lowest reading quiz grades will be dropped in computation of final grades. However, there will be no extensions on these quizzes for any reason whatsoever – including accident, illness, personal or family crisis, power outages, technological malfunctions, or involvement in university sponsored activities. If a student does not complete a quiz on time, he or she will receive a 0 for that quiz. Do not request an extension on quiz due dates for any reason. Students who request extensions will be referred to this section of the syllabus in response to the request. Save your dropped quiz options for true emergencies or to cover poor quiz performance – do not waste them on non-emergencies! Also, please note that Canvas settings require that online quizzes be completed using a computer – you will not be able to submit these quizzes using technologies such as smartphones or tablets.

Exams – Students will complete four non-cumulative in-class exams over the course of the semester. Exams will include a variety of questions including multiple choice, true/false, short answer, and fill in the blank. Exams are designed to ensure that students have a clear understanding of research methods terminology, concepts, and procedures and are able to apply these in their own work. The lowest exam grade will be dropped in computation of final grades. However, there will be no extensions on these exams for any reason whatsoever – including accident, illness, personal or family crisis, power outages, or technological malfunctions. If you will miss an exam due to involvement in university sponsored activities let me know early so that I can arrange for you take the exam at the same time as the class using a university proctor to supervise exam administration. Students may not take exams ahead of time or late. If a student does not complete an exam as scheduled, he or she will receive a 0 for that exam. Do not request an extension on an exam or request to take an exam early for any reason. Students who request such accommodations will be referred to this section of the syllabus in response to the request. Save your dropped exam option for a true emergency or to cover poor exam performance – do not waste it on a non-emergency!

Application Assignments – Students will complete a series of activities designed to apply
material presented in the text. These assignments are described in detail in material posted on the class Canvas site. The majority of these assignments (there are a few exceptions) are due electronically through Canvas. Most (again, there are a few exceptions!) are due by noon on the Tuesday following class coverage the material. Each assignment is worth 10 points. The lowest 10 point application assignment grade will be dropped in computation of final grades. However, there will be no extensions (or re-dos) on these assignments for any reason whatsoever – including accident, illness, personal or family crisis, power outages, technological malfunctions, misunderstanding of instructions, poor performance, or involvement in university sponsored activities. If a student does not hand an assignment in on time, he or she will receive a 0 for that assignment. **Do not request an extension on an assignment for any reason or to have a second chance to complete an assignment that received a low grade.** Students who request such accommodations will be referred to this section of the syllabus in response to the request. Save your dropped assignment option for a true emergency or to cover poor assignment performance – do not waste it on a non-emergency! Enrollment in this class is high. Please **do not ask the instructor to review drafts of assignments before they are turned in** – it is simply not possible to provide this level of individual assistance to all students. Specific questions about assignments can be addressed in class, via e-mail, or during individual consultations with the instructor.

Application activities are individual assignments and each student must complete and turn in his or her own work for each assignment. It is fine to work on these assignments collaboratively with classmates, so long as the submitted version represents each student’s individual work. If students submit identical versions of an application assignment, BOTH students will receive a grade of 0 for the assignment.

All application assignments must be submitted to Canvas as **Word documents** unless otherwise noted under assignment instructions provided in Canvas. If you attempt to submit assignments that have been prepared using word processing programs other than Word, you will receive **no credit for the assignment**. In addition, I will not schedule individual appointments to provide feedback on assignments that are not turned in on time or in Word format. Not receiving feedback is a consequence of not turning in the assignment as instructed. There will be no second chances or opportunities to resubmit in Word. Really. I mean this. I will not accept jpeg files or excel files or files prepared in any word processing program other than Word. If you do not have Word on your computer, allow time to prepare and submit your assignment on a UNCG computer so that you have access to Word.

Once assignments submitted through Canvas have been graded, students will be able to access instructor feedback (through the Canvas grading comments function) to see where they lost points. Please be sure to check this, as material covered on application assignments will also be included on exams! Oftentimes the grading comments are not visible when tablets or smartphones are used to access Canvas – you will have to view these comments from a computer.

**INSTRUCTIONS FOR VIEWING INSTRUCTOR FEEDBACK ON APPLICATION ASSIGNMENTS IN CANVAS:** [https://community.canvaslms.com/docs/DOC-3550](https://community.canvaslms.com/docs/DOC-3550)
EVALUATION AND GRADING:

Final grades will be computed based on the following point system and assigned letter grades using conversions that make it equivalent to a traditional 100 point grading scale.

Reading Quizzes (15 minus 2 dropped equals 13; 5 points each) 65 points
Exams (4 minus 1 dropped equals 3; 50 points each) 150 points
Application Assignments (13 minus 1 dropped equals 12; 10 points each) 120 points

Total 335 points

Grading Scale (percentage based)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-96.99</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
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<tr>
<td>77-79.99</td>
<td>C+</td>
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<td>73-76.99</td>
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<td>70-72.99</td>
<td>C-</td>
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<tr>
<td>67-69.99</td>
<td>D+</td>
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<tr>
<td>63-66.99</td>
<td>D</td>
</tr>
<tr>
<td>60-62.99</td>
<td>D-</td>
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<tr>
<td>less than 60</td>
<td>F</td>
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To calculate your grading percentage, divide the total number of points assigned over the course of the semester (making sure that dropped lowest grade assignments are taken into account) by 335. Please note that the total points numbers indicated in the Canvas gradebook will not assist you in grade calculation, as they do not reflect dropped assignments.

Please do not ask the instructor to calculate your grade for you at various points over the course of the semester. This is too labor intensive given the number of students in the course. You will have to make these manual calculations yourself using the information provided above.

REQUIRED TEXTS/READINGS/REFERENCES:


Chapter 1 of the text will be posted as a pdf file on Canvas in case some students experience delays in purchasing their textbooks. No additional chapters will be posted. It is an individual student responsibility to obtain the required text in time to take the Chapter 2 reading quiz as scheduled.
**TOPICAL OUTLINE/CALENDAR:**

Please see the class Canvas site for details concerning all assignments due for each week – pre-work and application activities.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading</th>
<th>Topic &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 17 &amp; 19</td>
<td>Chapter 1</td>
<td>Introduction to Social Science Research</td>
</tr>
<tr>
<td>2</td>
<td>January 24 &amp; 26</td>
<td>Chapter 2</td>
<td>Research Questions &amp; Hypotheses</td>
</tr>
<tr>
<td>3</td>
<td>January 31 &amp; February 2</td>
<td>Chapter 2, con’t.</td>
<td>PsychINFO BOTH CLASSES THIS WEEK MEET IN BRYAN 221</td>
</tr>
<tr>
<td>4</td>
<td>February 7 &amp; 9</td>
<td>Chapter 6</td>
<td>Sampling</td>
</tr>
<tr>
<td>5</td>
<td>February 14 &amp; 16</td>
<td>Chapter 3</td>
<td>Research Ethics Exam 1 (Thursday; Chapters 1, 2, 6)</td>
</tr>
<tr>
<td>6</td>
<td>February 21 &amp; 23</td>
<td>Chapter 5</td>
<td>Variables &amp; Levels of Measurement</td>
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<tr>
<td>7</td>
<td>February 28 &amp; March 2</td>
<td>Chapter 4, pp. 71-84*; Chapter 9</td>
<td>Data Collection Techniques; Surveys</td>
</tr>
<tr>
<td>8</td>
<td>March 7 &amp; 9</td>
<td>Chapter 4, pp. 84-90*; Chapter 10</td>
<td>Correlational Research Designs Exam 2 (Thursday; Chapters 3, 5, 9, assigned section of Chapter 4)</td>
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<tr>
<td>9</td>
<td>March 14 &amp; 16</td>
<td>SPRING BREAK</td>
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<tr>
<td>10</td>
<td>March 21 &amp; 23</td>
<td>Chapter 4, pp. 90-93*; Chapter 11</td>
<td>One-Factor Experiments</td>
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<tr>
<td>11</td>
<td>March 28 &amp; 30</td>
<td>Chapter 12</td>
<td>Multi-Factor Experiments</td>
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<tr>
<td>12</td>
<td>April 4 &amp; 6</td>
<td>Chapters 13 &amp; 14</td>
<td>Quasi-Experiments; Specialized Designs</td>
</tr>
<tr>
<td>13</td>
<td>April 11 &amp; 13</td>
<td>Chapter 8</td>
<td>APA Style Exam 3 (Thursday; Chapters 10, 11, 12, 13, 14, assigned sections of Chapter 4)</td>
</tr>
<tr>
<td>14</td>
<td>April 18 &amp; 20</td>
<td>Chapter 7</td>
<td>Descriptive &amp; Inferential Statistics</td>
</tr>
<tr>
<td>15</td>
<td>April 25 &amp; 27</td>
<td>Chapter 15</td>
<td>Inferential Statistics; SPSS THURSDAY CLASS MEETS IN BRYAN 221</td>
</tr>
</tbody>
</table>

*Reading Quiz for Chapter 4 is due March 21.

**NOTE:** Exam 4 (Chapters 7, 8, 15) will be administered on Friday, May 5, 3:30 – 4:45pm. Please note that this is the first 75 minutes of the exam period for this class. This is a timed 75 minute exam and students will not be permitted to work on the exam past 4:45pm.

**ACADEMIC INTEGRITY POLICY:**

Students should refer to the UNCG Academic Integrity Policy in the UNCG Student Handbook and discuss this policy with the instructor should they have any questions. Students are expected to structure their behavior regarding this course with consideration of the principals
stated in the Academic Integrity Policy. Failure to abide by the UNCG Academic Integrity Policy will result in penalty up to and including possible course failure and referral to UNCG Student Affairs for disciplinary action.

Broadly speaking, plagiarism involves representing the work of another person as one’s own. All of the following are included in the definition of plagiarism: (a) representing the ideas of another as one’s own, (b) representing as one’s own a paper written by another person, or (c) including within a paper sentences or phrases used verbatim from another source without enclosing the quoted words within quotation marks and indicating the source and page number of the quotes. It is essential when summarizing the findings from a research article that the words used are your own and not plagiarized from the original source. Plagiarism is a clear violation of the UNCG Academic Honor Policy. In addition, re-arranging the phrases or sentences of another in one’s own paper does not constitute writing a paper and is considered plagiarism.

Selling class notes for commercial gain or purchasing such class notes in this or any other course at UNCG is a violation of the University’s Copyright Policy and of the Student Code of Conduct. Sharing notes for studying purposes, or borrowing notes to make up for absences, without commercial gain, are not violations.

ATTENDANCE POLICY:

Punctual, consistent attendance is required. I do not take attendance because I believe students are adults and responsible for their own behavior. However, failing to attend class – even a single class – is a major problem and will negatively impact your ability to understand course material and complete assignments.

Students are asked to be on time for class as late arrivals are disruptive for fellow learners and the instructor. Class starts at 12:30pm promptly. If you choose to enter class after that time (and once the instructor has started class), you will be required to sign in (at the front of the class) as late before taking your seat. Each student will be allowed to sign in late one time over the course of the semester without penalty – I recognize that the unexpected does occasionally occur! However, after this one late arrival, further late arrivals will carry the consequence of students who have been tardy during an “exam block” (class periods covered on a single exam) being unable to complete extra credit components of that exam.

Please note that if students miss class, I will not re-teach material covered during missed session(s) during office hours or through e-mail responses. Students who are absent from classes should obtain class notes and handouts from a classmate. I will not provide class handouts to students who are not present in class.

FINAL EXAMINATION:

There is no cumulative final examination for this course. However, Exam 4 (Chapters 7, 8, 15) will be administered on Friday, May 5, 3:30 – 4:45pm. Please note that this is the first 75
minutes of the exam period for this class. This is a timed 75 minute exam and students will not be permitted to work on the exam past 4:45pm.

ADDITIONAL REQUIREMENTS:

Class Disruptions

This is a large class. Please be considerate of your classmates and the instructor by not engaging in conversations with classmates (even if they are about class material) while the instructor is talking. If this occurs becomes a disruption once, the instructor will stop class and request that side conversations stop. If this becomes a problem twice, the instructor reserves the right to end instruction for the day.

Documented Disabilities

Students with documented disabilities who need to discuss academic accommodations should contact the professor as soon as possible to make necessary arrangements.

Inclement Weather Policy

In the event of inclement weather, please check TWO locations: The UNCG website or telephone number AND your UNCG e-mail. Class will not meet if UNCG experiences an inclement weather cancellation or delay/early closing time that impacts scheduled class time. However, the instructor may cancel class even if UNCG is open if she feels travel conditions are hazardous. Student safety is the number one concern – if you do not feel it is safe to travel to campus please stay home!