INSTRUCTOR
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Office Hours: MW 10:05-11:00

TEACHING ASSISTANT
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Email: nparsons@pdx.edu
Office Hours: TH 10:00-12:00 and by appt.

COURSE DESCRIPTION
This course is intended to provide research experience after Social Research Methods (SOC 397). It is required for undergraduate sociology majors. The main purpose of this course is for students to apply what they learned in SOC397 to an original research project using a statistical software, IBM SPSS.

COURSE OBJECTIVES
1. To strengthen your understanding of major concepts and methodologies in sociology,
2. To enhance your data analysis skills using IBM SPSS,
3. To perform a research presentation,
4. To write a research paper, and
5. To critically evaluate quantitative sociological research.

PREREQUISITE
You must have already taken and passed SOC 397 (Social Research Methods).

TEXTBOOKS and NOTES
No new textbooks are required: Use the textbook, and your lecture/lab notes from SOC 397.

COURSE WEBSITE
Check D2L (http://d2l.pdx.edu) and your school email regularly for important announcements and additional readings.

REQUIREMENTS FOR THE CLASS

1. Class Attendance (5% of grade): Class attendance on most Mondays and during Week 10 (M & W) is mandatory and possible labs on Mondays and/or Wednesdays during weeks 6-8 are highly recommended. Everyone is also expected to actively participate in both in-class and online activities/discussion on D2L.

2. Research Project:

2-1. Initial Research Proposal (5% of grade): During the first week you as a group should choose a research topic that you will work on throughout the term. The initial research proposal should include a (tentative) title, the motivation of the study (one or two paragraphs), and the specific aims of the paper (one or two paragraphs). The initial research proposal should be 1-3 pages in length with double-spacing, 12-point font, and 1-inch margins.
2-2. Literature Review with a Research Gap (10% of grade): Using the research tools such as ‘SocINDEX,’ ‘Web of Science,’ and ‘Google Scholar,’ search for previous studies that are closely related to your topic, summarize them and find a research gap. The literature review should be built upon your initial research proposal, which includes the research title, the motivation of the study (one or two paragraphs), and the specific aims of the paper (one or two paragraphs). This assignment should be about 4-6 pages including at least 5 relevant articles in the reference list, with double-spacing, 12-point font, and 1-inch margins.

2-3. Research Plan (5% of grade): Research plan should describe the focus of the project in details. Building on the literature review with a research gap, the research plan (no more than 10 pages, with double-spacing, 12-point font, and 1-inch margins) should also include the research questions and hypotheses (1-3 paragraphs) and research design.

2-4. Questionnaires (or, Extended Literature Review and List of the Variables) (10% of grade):

a. If you conduct your own survey research, turn in a questionnaire to be used to collect data
b. If you use an existing survey data set, turn in an extended literature review and an exhaustive list of the variables to be used for analysis from the data set that you decided to use

2-5. Data Description (10% of grade): It should describe what your target population is, how you recruited your sample, what method(s) was used to collect your data, and what the sample size is. It should also include the variables used in the analysis and explanations about how they are coded (or to be recoded). Data description alone should be about 2-5 pages, with double-spacing, 12-point font, and 1-inch margins.

2-6. Data Analysis #1 (10% of grade): It should present sample characteristics by providing central tendencies, dispersions, and distributions of the relevant variables, as well as a bivariate table (or figure) of two main variables (i.e. IV and DV) after cleaning the data and recoding variables as desired and interpretations of the results.

2-7. Data Analysis #2 (10% of grade): It should include results of analysis to address the research questions and interpretations of the results.

2-8. Paper Presentation (10% of grade): Toward the end of the term, you will have an opportunity to present your group research project to the class. The presentation will give students a chance to share their research interests, to provide/receive comments, and to refine the ideas and analysis prior to submitting a final draft of the term paper. The paper presentation should be no longer than 15 minutes and constructed using PowerPoint.

2-9. Term Paper (10% of grade): The term paper should be at least 15 pages but not exceed 30 pages in length with double-spacing, 12-point font, and 1-inch margins. Follow ASA or APA style guidelines.

3. Nine Evaluations (10% of grade): Students are expected to turn in evaluations after group activities throughout the term. Because research projects are team projects, evaluations will be very important for me to know what specific contributions you and your team members have made, as well as what you have learned while working on the activities.
4. Reflections on Group Presentations (5% of grade): Students are required to turn in reflections on all the other groups’ project presentations by answering a few specific items I provide on D2L. They are due on the day that the projects are presented.

5. Revisions and Eight Response Letters (10% of grade): Students are responsible to address comments and feedback on their weekly work provided by the Instructor. In addition to revising the work, response letter (no more than one page) is required every week describing how all of the comments/suggestions are properly addressed.

GROUND RULES

- All students should do their part to accomplish each of the weekly group activity successfully.
- All students should strive for efficient communication and accommodation of all team members.

FINAL GRADES ARE DETERMINED BY THE FOLLOWING REQUIREMENTS:

1. Class Attendance 5%
2. Research Project
   2-1. Initial Research Proposal 5%
   2-2. Literature Review with a Research Gap 10%
   2-3. Research Plan 5%
   2-4. Questionnaire (or, List of the Variables) 10%
   2-5. Data Description 5%
   2-6. Data Analysis #1 10%
   2-7. Data Analysis #2 10%
   2-8. Paper Presentation 10%
   2-9. Term Paper 5%
3. Nine Evaluations 10%
4. Reflections on Group Presentations 5%
5. Revisions and Eight Response Letters 10%

Total 100%

Grading Scale

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<td>B+</td>
<td>86 – 89%</td>
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COURSE POLICIES

Policy on Academic Dishonesty: Students who violate PSU rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Since such dishonesty harms the individual, all students, and the integrity of PSU, policies on scholastic dishonesty will be strictly enforced. For more information on university policies check the web page [http://www.pdx.edu/dos/psu-student-code-conduct#AcademicDishonesty](http://www.pdx.edu/dos/psu-student-code-conduct#AcademicDishonesty).
Access and Inclusion for Students with Disabilities: PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

Title IX Reporting Obligations: Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU’s support services on campus, including confidential services and reporting options, can be found on PSU’s Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University’s Title IX Coordinator or the Office of the Dean of Student Life. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.
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Notes: Attendance is mandatory for the shaded dates and the presentation date during Week 10.
* Possible Labs: Attendances are *highly* recommended. The lab locations are TBA.
† All of the assignments (including term paper) and response letters should be posted under discussion folders, and evaluations should be turned in via individual D2L Dropbox.