PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE: College of Alameda
ORIGINATOR: Crystallee Crain

STATE APPROVAL DATE: 05/30/2013
STATE CONTROL NUMBER: CCC000544722
BOARD OF TRUSTEES APPROVAL DATE: 04/02/2013
CURRICULUM COMMITTEE APPROVAL DATE: 04/02/2013
CURRENT EFFECTIVE DATE:

DIVISION/DEPARTMENT: SOC

1. REQUESTED CREDIT CLASSIFICATION:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Community Services</td>
<td>[X]</td>
<td></td>
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<tr>
<td>Degree Credit</td>
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<tr>
<td>Non-Degree Credit</td>
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<tr>
<td>Non-Credit</td>
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<tr>
<td>Stand Alone Course</td>
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Course Is A Basic Skill Course [ ]

2. DEPT/COURSE NO:
   SOC 120

3. COURSE TITLE:
   Introduction to Research Methods

4. COURSE:
   COA New Fee Based Course [X] Changes only in Non-Catalog Info [ ]
   COA - Course Changes in Catalog Info [ ]
   COA Course Reactivation [ ]
   TOP 2201.00
   NO.

5. UNITS: 3
   HRS/WK LEC: 3 Total: 52.5
   HRS/WK LAB: 0
   HRS/WK TBA: 0 Total:

6. NO. OF TIMES OFFERED AS SELECTED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE
   Meets AA and AA-T degree requirements; Mandatory lower division course for most social sciences majors.

8. COURSE/CATALOG DESCRIPTION
   Introduction to empirical research for the social sciences: Nature of theory, hypotheses, variables, ethics of research; application of qualitative and quantitative analytic tools including survey, observational, experimental, case study, and comparative historical research.

9. OTHER CATALOG INFORMATION:
a. Modular: Yes [ ] No [X] If yes, how many modules:
b. Open entry/open exit: Yes [ ] No [X]
c. Grading Policy: Both Letter Grade or Pass/No Pass [X] Pass/No Pass [ ] Letter Grade Only [ ]
d. Eligible for credit by Exam: Yes [ ] No [X]
e. Repeatable according to state guidelines: Yes [ ] No [X] If yes, number of allowable repeats:
f. Required for degree/certificate (specify):
g. Meets GE/Transfer requirements (specify):
   Acceptable for Credit: UC/CSU.
h. C-ID Number:
i. Are there prerequisites/corequisites/recommended preparation for this course? Yes [X] No [ ]
   Date of last prreq/coreq validation:

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

   Students will be able to:
   1. Explain the basic principles of the scientific method.
   2. Understand the relationship between social theory and research.
   3. Critically evaluate research findings in terms of quality, credibility, and applicability.
   4. Conceptualize and operationalize social variables in formulating testable hypotheses.
   5. Examine various research designs, the role of quantitative techniques, and data reduction in social scientific analyses.
   6. Identify and review qualitative approaches in current use.
   7. Describe how social research can be used to make informed decisions.
   8. Demonstrate familiarity with a social science statistical software for conducting research

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

1. Introduction and Overview of Social Research in the Modern World (10%).

   Exploration of primary systematic and rigorous methodological approaches to social research (e.g. positivist [i.e. scientific method] and post-positivist methods; quantitative and qualitative modalities; etc.)

   Contextual application of various approaches to social and behavioral sciences research. Evaluation of research strengths and weaknesses from different schools of thought; in different contexts for different purposes.

   Theory building, hypotheses generation, and the effect of world views in the process of behavioral research, operationalization of multiple definitional approaches to constructs, and contextualized design, processes, and methods.
Epistemological issues in research: micro, macro, and grande narrative perspectives; discussion of the "situatedness" of the person of the investigator in inquiry and research.

2. Scientific inquiry in the social sciences (10%).

Errors in inquiry, concepts and variables, inductive and deductive theory, qualitative and quantitative data, pure and applied research

Paradigms, theory and social research: Microtheory and macrotheory, the traditional model of science, deductive theory construction, inductive theory construction, the link between theory and research

3. The ethics and politics of social research (10%).

Voluntary participation, no harm approach, anonymity, confidentiality, deception, analysis reporting, review, objectivity and ideology

Exploration of the ethical standards of care and practice of the American Sociological Association and its justification.

4. Research design (10%).

Exploration, description and exploration, causal analysis and hypothesis testing, necessary and sufficient causes, units of analysis, cross-sectional and longitudinal studies, elements of a research proposal

5. Conceptualizing and operationalizing measurement (10%).

Indicators and dimensions, interchangeability, real, nominal and operational definitions, range of variation, levels of measurement, single or multiple indicators, precision and accuracy, reliability and validity

6. Indexing and scale construction (10%).

Index construction, index scoring, index validation, handling missing data, scale construction (Bogardus, Thurstone, Likert and Gutmann)

7. Sampling (10%).

History of sampling, non-probability sampling, theory and logic of probability sampling, population and sampling frames, sample designs, multistage cluster sampling

8. Observational modes (10%).

Survey research (guidelines for asking questions, questionnaire construction, self-administered questionnaires, interview surveys, telephone surveys, online surveys, comparison of survey methods), field research (topics appropriate for field research, role of the observer, field research paradigms, conducting field research, strengths and weaknesses of field research), unobtrusive research (content analysis, analyzing existing statistics, comparative and historical research), evaluation research (topics appropriate for evaluation research, issues of measurement, evaluation research designs, social context, social indicators research)
9. Qualitative and quantitative analysis of data (10%).

Linking theory and analysis, grounded theory method, conversation analysis, data processing, coding, concept mapping, quantification of data, univariate analysis, subgroup comparisons, bivariate analysis, multivariate analysis; usage of current statistical software.

10. Reading and writing social research (10%).

Literature reviews, evaluating research reports, using the Internet wisely, organization of reports, reporting analyses guidelines

11B. LAB CONTENT:

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Activity
2. Lecture
3. Discussion
4. Projects
5. Service Learning
6. Multimedia Content
7. Threaded Discussions
8. Other: (1.) Lecture presentations;
   (2.) Socratic questioning of the students on the lecture material to see if they can supply and articulate concrete examples of the abstract ideas presented;
   (3.) Group discussion of assigned course readings via a series of questions designed to compel the students to critically analyze the material and categorize the social and economic forces that cause various social problems;
   (4.) Screenings & instructor-guided critical analysis of about video clips taken from popular films and TV shows;
   (5.) Small group discussions and examinations of various theoretical issues raised by the video clips, and lecture topics.

13. ASSIGNMENTS: 6 hours/week. (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments: 1. Do assigned readings from textbook and assigned articles and prepare reading notes that summarize the material and raise critical questions about the material; 2. Log into the course Moodle site and take quizzes on the above reading material. 3. Prepare detailed responses to the questions listed on the exam study sheets, and memorize the material; 4. Write an essay analyzing various social problems or issues using sociological concepts and theories; 5. Visit the Writing Center for help with revising the above, required term project/essay; Assigned reading

ASSIGNMENTS ARE: (Check one. See definition of college level):

[X] Primarily college level
[ ] NOT primarily college level
14. **STUDENT ASSESSMENT:** (Grades are based on): (Check as many boxes as are applicable. Note: For degree credit, AT LEAST ONE of the first three boxes must be checked. If "ESSAY" is not checked, please explain why here.)

- [X] ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

  Why "ESSAY" is not checked:

- [X] COMPUTATION SKILLS
- [X] NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
- [ ] SKILL DEMONSTRATION
- [X] MULTIPLE CHOICE
- [X] OTHER (Describe)

  1. Lecture presentations;
  2. Socratic questioning of the students on the lecture material to see if they can supply and articulate concrete examples of the abstract ideas presented;
  3. Group discussion of assigned course readings via a series of questions designed to compel the students to critically analyze the material and categorize the social and economic forces that cause various social problems;
  4. PowerPoint presentations on most course topics;
  5. Screenings & instructor-guided critical analysis of about 35 video clips taken from popular films and TV shows;
  6. Small group discussions and examinations of various theoretical issues raised by the video clips, PowerPoint slides, and lecture topics.

15. **TEXTS, READINGS, AND MATERIALS:**

   **A. Textbooks:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title and Edition</th>
<th>Publisher</th>
<th>Date of Publication*</th>
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</table>

   *Course Reader - updated annually

   Various Websites

   *Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

   **B. Additional Resources:**
1. Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course.

Are print materials adequate? Yes [ ] No [ ]
Are nonprint materials adequate? Yes [ ] No [ ]
Are electronic/online resources available? Yes [X] No [ ]
Are services adequate? Yes [X] No [ ]

Specific materials and/or services needed have been identified and discussed. Librarian comments:
Print materials in this area of study are inadequate. However the library is currently withdrawal outdated resources in the social science and hope to focus on acquisition of new more relevant materials as funding allows. Mr Brem will review his needs and recommendation with Librarians.

2. Other Resources: Identify types, location, and availability of other resources and materials required for this course.

C. Readings listed in A and B above are: (Check one. See definition of college level):

[X] Primarily college level
[ ] NOT primarily college level

16. Designate Occupational Code (check ONE only):

[ ] A Apprenticeship
[ ] B Advance Occupational
[ ] C Occupational
[ ] D Possible Occupational
[X] E Non-Occupational

17. Levels Below Transfer:

Y = Not Applicable

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued." Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:

PREREQUISITE(S):

- SOC 001: Introduction to Sociology As required in course descriptors in C-ID as identified for AA-T in Sociology
  Subject course and pre/corequisite is: Sequential

Recommended Preparation:
• MATH 013: Introduction to Statistics As required in course descriptors in C-ID as identified for AA-T in Sociology
  Subject course and pre/corequisite is: Sequential