



**Angelo State University**  
**Department of Psychology, Sociology, and Social Work**  
**SOC/SWK 3325: Social Research and Data Analysis**

**Course Dates, Time, and Location**

Fall Semester, 2009: August 24, 2009 to December 11, 2009  
Monday, Wednesday, Friday, 1:00 pm – 1:50 pm  
Academic Building, Room 213

**Instructor Contact Information**

David N. Sanders, Ph.D.  
Assistant Professor of Sociology  
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Office Hours: 12 p.m. – 1p.m. Monday, Wednesday, Friday, and by appointment

**Course Description**

SOC/SWK 3325 Social Research and Data Analysis (3-0). A review of the methods of social research with a brief introduction to elementary statistics, data analysis, and practice in computer applications.

**Course Introduction**

This course will present an introduction to the practice of social research and the issues and methods of social scientific inquiry. The content of this course may be divided into four sections. First, we will examine how to approach science and social scientific inquiry in particular, how theory informs research efforts, and ethical issues relating to social research. Second, we cover the basics of research design; conceptualization, operationalization, and measurement; index and scale construction; and sampling methods. Third, we explore four types of research that include experiments, survey research, qualitative research, and evaluation research. Fourth, we cover the basics of quantitative data analysis.

**(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)**

This course consists of class lectures, class discussions, and lab activities. During the lab activities, students are introduced to the Statistical Package for the Social Sciences, sixteenth edition (SPSS 16) and basic statistical techniques used to analyze data; for example, descriptive statistics, bivariate analysis, and to some extent, multivariate analysis. These lab activities are offered to supplement the material from the course textbook and to give additional “hands-on” instruction for basic statistical techniques using data from the General Social Survey.

Lastly, but not least in importance for this course, students begin to develop skills necessary to read, evaluate, and apply social research in a systematic and critical manner.

## Course Materials

### *Required Texts:*

Babbie, E. (2010). *The practice of social research* (12<sup>th</sup> ed.). Belmont, CA: Thomson Higher Education. ISBN: 978-0-495-59841-1

National Association of Social Workers. (1999). *NASW code of ethics*. Washington, DC: Author. Online: See NASW Link Below

Wagenaar, T. C. (2010). *Learning how to use SPSS: With exercises*. Belmont, CA: Thomson Higher Education. ISBN: 978-0-49559846-6

Wagenaar, T. C. (2010). *GSS data CD for sociology*. Belmont, CA: Thomson Higher Education. ISBN: 978-0-495-81152-7

### *Recommended Supplemental Text:*

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.).*

### *Internet Resources of Possible Interest:*

- American Orthopsychiatric Association: <http://www.amerortho.org/>
- American Public Health Association: <http://www.apha.org/>
- American Society of Criminology: <http://www.asc41.com/>
- Gerontological Society of America: <http://www.geron.org/>
- National Association of Social Workers: <http://www.naswdc.org/>
- National Council on Family Relations: <http://ncfr.org/>
- School Social Work Association of America: <http://www.sswaa.org/>
- Society for Social Work and Research: <http://www.sswr.org/index.php>

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## Grading Information

### *Grading Scale:*

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 or Below = F

### *Point Values and Description for Assignments and Examinations:*

Class Participation 10%

This is relevant to attendance and engaging in class activities, including frequency and quality.

Examinations 40%

There will be four (4) examinations in this course. Each of these examinations is worth 10% of your total course grade.

Research Proposal or Program Evaluation Proposal 30%

Students will write a research proposal or program evaluation proposal containing the following elements:

- I. Cover Page
- II. Abstract
- III. Introduction
  - A. Background of Study
  - B. Statement of the Problem
  - C. Purpose of the Study
  - D. Research Question
  - E. Significance of the Study
  - F. Definition of Terms
  - G. Assumptions
  - H. Limitations
  - I. Organization of the Study
- IV. Literature Review (brief; however, you may have more than one subsection here)

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- V. Methods
  - A. Research or Evaluation Design
  - B. Target Population
  - C. Selection of Participants
  - D. Variables
  - E. Measures
  - F. Data Collection Procedures
  - G. Hypotheses to be Tested (if applicable)
  - H. Data Analysis Techniques
- VI. References

The research proposal or program evaluation proposal will conform to the standards of the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* (2010). The length of the research proposal or program evaluation proposal may vary, but should be no less than 10 pages, including the cover sheet and reference pages.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the research proposal or program evaluation proposal paper will result in the student not receiving credit for her/his paper.

SPSS Lab Assignments

20%

On four (4) days of the semester, during class time, students will meet for lab instruction relating to basic data analysis techniques using SPSS 16. **Students will need to bring their lab manual and data CD with them to the lab. Failure to show for the lab assignment or failure to have the lab manual or data CD will result in loss of credit of that day's lab assignment.**

### Course Policies

- Please do ask questions and feel free to contact me. I am here to help you and I want you to succeed.
- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: [http://www.angelo.edu/forms/pdf/2009-2010\\_Undergraduate\\_Catalog.pdf](http://www.angelo.edu/forms/pdf/2009-2010_Undergraduate_Catalog.pdf).
- All students are expected to follow the National Association of Social Workers [\*Code of Ethics\*](#).

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- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: <http://www.angelo.edu/forms/pdf/honorcode5.pdf>.
- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
- Late assignments may be penalized 15% when submitted after the due date.

### **Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: [http://www.angelo.edu/services/student\\_life/disability.html](http://www.angelo.edu/services/student_life/disability.html).

### **Specific Course Competencies and Practice Behaviors**

Specific course competencies and association practice behaviors, per the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards (EPAS), are listed below. At the end of this course, you will be asked to evaluate the progress that you have made on each of these specific course competencies by using the following scale:

- 1 = No Apparent Progress*
- 2 = Slight progress; I made small gains on this objective.*
- 3 = Moderate progress; I made some gains on this objective.*
- 4 = Substantial progress; I made large gains on this objective.*
- 5 = Exceptional progress; I made outstanding gains on this objective.*

#### **EP 2.1.2 -- Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social Workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- 48. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- 49. apply strategies of ethical reasoning to arrive at principled decisions.

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**EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- 50. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- 51. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**EP 2.1.6 -- Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- 52. use practice experience to inform scientific inquiry and
- 53. use research evidence to inform practice.

**EP 2.1.9 -- Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- 54. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

## Course Schedule

Week/Dates	Readings/Assignments
Week 1 8/24-8/28	Course Introduction Chapter 1: Human Inquiry and Science
Week 2 8/31-9/4	Chapter 2: Paradigms, Theory, and Social Research
Week 3 9/7-9/11	Chapter 3: The Ethics and Politics of Social Research Review of The Nuremberg Code and The Belmont Report
Week 4 9/14-9/18	Chapter 4: Research Design <b>Exam 1: Chapters 1-3, 9/14/2009 to 9/18/2009</b>
Week 5 9/21-9/25	Chapter 5: Conceptualization, Operationalization, and Measurement <a href="#">SPSS Lab: Time &amp; Location - TBA (Lab Manual and Data Disk Required)</a>
Week 6 9/28-10/2	Chapter 6: Indexes, Scales, and Typologies
Week 7 10/5-10/9	Chapter 7: The Logic of Sampling <a href="#">SPSS Lab: Time &amp; Location - TBA (Lab Manual and Data Disk Required)</a>
Week 8 10/12-10/16	Chapter 8: Experiments <b>Exam 2: Chapters 4-7, 10/12/2009 to 10/16/2009</b>
Week 9 10/19-10/23	Chapter 9: Survey Research <a href="#">SPSS Lab: Time &amp; Location - TBA (Lab Manual and Data Disk Required)</a>
Week 10 10/26-10/30	Chapter 10: Qualitative Field Research
Week 11 11/2-11/6	Chapter 12: Evaluation Research <a href="#">SPSS Lab: Time &amp; Location - TBA (Lab Manual and Data Disk Required)</a>
Week 12 11/9-11/13	Chapter 14: Quantitative Data Analysis <b>Exam 3: Chapters 8-12, 11/9/2009 to 11/13/2009</b>
Week 13 11/16-11/20	Chapter 15: The Elaboration Model
Week 14 11/23-11/27	Chapter 16: Statistical Analyses
Week 15 11/30-12/4	Chapter 17: Reading and Writing Social Research <b>Due (12/3/2009): Research Proposal or Program Evaluation Proposal</b>
Week 16 12/7-12/11	<b>Exam 4: Chapters 14-17, 12/4/2009 to 12/8/2009</b>

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