Indiana University School of Informatics and Computing
Department of Library and Information Science
S506 INTRODUCTION TO RESEARCH
Online Spring 2015/Andrea Copeland, PhD
January 14 to May 5, 2015
Each week begins on Wednesday and ends on Tuesday

Contact Information: ajapzon@iupui.edu; 317/274-0114 (office); 646/831-8448 (cell)
Office Hours by Appointment
Location: http://canvas.iu.edu/

Catalog description

The research process, including concepts, design, conduct, and evaluation. Principles and characteristics of approaches and methodologies relevant to research in the field. Examples of data sources and introduction to methods of statistical description and analysis; ethical issues.

Learning objectives:

Upon completion of the course, students will:

• understand the nature of scientific inquiry,
• the conduct of research,
• multiple methods of collecting, managing, and analyzing evidence (data),
• and the relationship between theory, method, and evidence;
• understand how ethical behavior is essential for the conduct of science;
• have a basis for an informed and critical evaluation of the research literature in the field, including how to read a research report and report research results;
• be able to locate and use information about scientific research and primary and secondary data resources, including data analysis and descriptive statistics; and,
• have the foundation for designing and conducting future research in the field of library and information science

**MLS Program Outcomes:**

This course supports the achievement of the following:

- Assist and Educate Users
- Manage and Lead Libraries and Other Information Organizations
- Use Research Effectively
- Approach Professional Issues with Understanding

**Principles of Graduate and Professional Learning:**

This course addresses the following:

- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively to others in the field and to the general public
- Behaving in an ethical way both professionally and personally

**Required Texts/Readings:**


Required readings are listed for each week on the course schedule. All journal articles are available through the University Library unless otherwise stated.

**Rights & Responsibilities:**

Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive a failing grade for each assignment found to be plagiarized.

Academic (e.g. plagiarism) and personal misconduct by students in this class are defined by and dealt with according to the procedures in the *Code of Student Rights, Responsibilities, and Conduct* (http://www.dsa.indiana.edu/Code).

The entire *IUPUI - Code of Student Rights, Responsibilities, and Conduct* is part of the syllabus. You can find the Code here: [http://www.iupui.edu/code/CSR_0106.pdf](http://www.iupui.edu/code/CSR_0106.pdf)
Americans with Disabilities Act: Accommodations will be made for qualified students with disabilities registered with Adaptive Educational Services. Please contact them at 317/274-3241.

Grading

*Effective Fall 2010:* No course in which a student receives a grade lower than C (2.0) will be counted toward requirements for any SLIS degree. **Any required course on which a grade lower than B- is received must be repeated. S506 is a required course.**

**Late Work:** Assignments more than 1 week late will be lowered by 5 points and then lowered by 10 points for each week thereafter.

Late discussion posts, pre/posttests, and posters will not receive any points.

All Assignments must be turned in by the close of class on May 5.

**Students are allowed to redo the following assignments:** search strategy, initial bibliography, analysis A & B, and Final parts 1 and 2, one time only, after receiving feedback from the instructor. Assignments must be turned in enough time to receive feedback from the instructor. Therefore if you want feedback on part 2 of the final – you must turn it prior to the due date.

**Points and Grades (Max points=660)**

Minimum points needed for each letter grade:

- 608 A
- 588 A-
- 575 B+
- 540 B
- 520 B-
- 500 C+

**Citation (style):**

Students in this course must **format all citations** in written work using the American Psychological Association Publication Manual.

**Turning in Work**

All written assignments that require uploading are to be turned in via the Canvas system using the following formats: .rft, .doc, .docx. **PLEASE PUT YOUR LAST NAME IN THE FILE**
NAME. One point will be taken off each time you do not include your last name in your file names. Sorry but no matter how many times I ask – most students ignore this request.

Assignments

There are many opportunities for learning in this course. Everything you do for this class is an opportunity to learn, all assignments attempted, every article you read from the course list, every new article you find, posts made to discussion forums, comments made on others posts. Each opportunity will have a certain level of points associated with it. See Assignment Descriptions in the Syllabus section for full details.

Discussions

Most of the discussions will require you to post before you can read any of the previously posted items. Exceptions to this include: the introduction discussion and discussion for questions related to lecture notes. Points will be given for timeliness in responding and for substance of response. Thoughtfully reply to your peers with relevant comments. Also, use the optional discussions to share questions you have about the readings or something you found interesting in one of them or perhaps there is something relevant in the course module that relates to your research and you want to share it.

Exams

Students will take closed-book pretest and an open-book final posttest. The pretest is designed to allow both instructor and student to assess your understanding of concepts related to analyzing research. For the pretest, all answers attempted will be given credit. The posttest exam will be made available at the start of Week 14. See the assignment descriptions for more details.

Expectations of Students

Students are expected to develop the skills necessary to analyze social science research articles and devise research plans for addressing research questions relevant to library and information science. Also, students will find and read numerous articles related to a topic of their own choosing (readings independent of the syllabus). Students are expected to complete assignments with due dates on time and in the form specified. Students are to inform the instructor before the deadline if unable to complete an assignment. Please use Canvas to email the instructor or the class.

What You Can Expect from Me

DLIS/5506/Spring 2014 Online/Copeland
1. I will post each week’s notes, announcements, discussion topic by Monday evenings.
2. I will return assignments as soon as possible or within a week of the due date.
3. I usually return emails within 24 hours. If you don’t hear from me within that time, please send another message. Occasionally we have email problems in which emails are dropped or I may have inadvertently overlooked your email.
4. I regard you as colleagues and I’m most comfortable being called "Andrea." I will call you by your first name unless you tell me differently.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>15</td>
<td>Week 1: 1/20</td>
</tr>
<tr>
<td>Search Strategy</td>
<td>25</td>
<td>Week 2: 1/27</td>
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<tr>
<td>Reading Response</td>
<td>10</td>
<td></td>
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<tr>
<td>Research Questions Assignment</td>
<td>10</td>
<td>Week 3: 2/3</td>
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<tr>
<td>Operationalization Discussion</td>
<td>10</td>
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<tr>
<td>Analysis A</td>
<td>50</td>
<td>Week 4: 2/10</td>
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<tr>
<td>Theory &amp; Hypothesis Testing Discussion</td>
<td>10</td>
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<tr>
<td>Initial Bibliography</td>
<td>10</td>
<td>Week 5: 2/17</td>
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<tr>
<td>Statistics Quiz</td>
<td>15</td>
<td></td>
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<tr>
<td>Questionnaire Critique Discussion</td>
<td>20</td>
<td>Week 6: 2/24</td>
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<tr>
<td>Reading Response</td>
<td>10</td>
<td></td>
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<tr>
<td>Ethics Discussion</td>
<td>25</td>
<td>Week 7: 3/3</td>
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<tr>
<td>Research, Training Modules (Optional)</td>
<td>15</td>
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<tr>
<td>Final: Part 1: Literature Review</td>
<td>75</td>
<td>Week 8: 3/10</td>
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<tr>
<td>Field Work Discussion</td>
<td>10</td>
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<tr>
<td>Constant Comparative Method Discussion</td>
<td>25</td>
<td>Week 9: 3/13</td>
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<td>Spring Break</td>
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<td>Week 10: No Class</td>
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<tr>
<td>Analysis B</td>
<td>50</td>
<td>Week 11: 3/31</td>
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<tr>
<td>NFL Discussion</td>
<td>20</td>
<td></td>
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<tr>
<td>Data Critique Discussion</td>
<td>25</td>
<td>Week 12: 4/7</td>
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<tr>
<td>Sex Sells Discussion</td>
<td>50</td>
<td>Week 13: 4/14</td>
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<td>Posttest</td>
<td>30</td>
<td>Week 14: 4/21</td>
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<tr>
<td>Poster Presentation</td>
<td>75</td>
<td>Week 15: 4/28</td>
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<tr>
<td>Final: Research Proposal</td>
<td>75</td>
<td>Week 16: 5/5</td>
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Course Schedule

Week 1: January 14 to January 20: Module 1

Module 1
Introductions: To each other and research.

Pretest
Read Worthy, Moorman, & Turner before taking the Pretest and for use during the Pretest. No other resources are allowed during the pretest.

Read:


What is research?
Read:

- Babbie, Chapter 1: Human Inquiry and Science

**Due 1/20/15: Introduction And Pre-Test**

Week 2: January 21 to January 27: Module 2

Module 2
The Literature Review Process, Cited Reference Searching, Search Processes

Read:

- How to Write a Literature Review: [http://library.ucsc.edu/help/howto/write-a-literature-review](http://library.ucsc.edu/help/howto/write-a-literature-review)

Optional, View:

- Web of Science Database Searching [http://www.youtube.com/watch?v=4T86f07wN3w&feature=relmfu](http://www.youtube.com/watch?v=4T86f07wN3w&feature=relmfu)
Search Behaviors

Read:


Due January 27, 2015: Search Strategy, Reading Response

Week 3: January 28 to February 3: Module 3

Module 3
Research Design: Conceptualization, Operationalization, and Research Questions, Validity & Reliability, Levels of Measurement

Read:

• Babbie, Chapters 4: Research Design & 5: Conceptualization, Operationalization, and Measurement

Due February 3, 2015: Research Question Assignment, Operationalization Discussion

Week 4: February 4 to February 10: Module 4

Module 4
Use of Theory & Testing Hypotheses

Read:

• Chapter 2: Paradigms, Theory, and Social Research

Due February 10, 2015: Analysis A, Theory & Hypothesis Testing Discussion
Week 5: February 11 to February 17, 2015, Modules 5

Module 5
Descriptive Statistics, Scales of Measurement
Read:

- Babbie, Chapter 14: Quantitative Data Analysis
- Tearoom Trade: Impersonal Sex in Public Places.

Due February 17: Initial Bibliography and Descriptive Statistics Quiz

Week 6: February 18 to February 24: Module 6

Module 6
Survey and Sampling
Read:

- Babbie, Chapter 7: The Logic of Sampling & Chapter 9: Survey Research

Optional Reading:


Due February 24: Questionnaire Critique Assignment, Reading Response

Week 7: February 25 to March 3: Module 7

Module 7
Research Ethics
Read:

• Babbie Chapter 3: The Ethics and Politics of Social Research

View:

• The Stanford Prison Experiment
  [http://www.youtube.com/watch?v=sZwfNs1pqG0](http://www.youtube.com/watch?v=sZwfNs1pqG0)
• Milgram Obedience Study
  [http://www.youtube.com/watch?v=W147ybOdgpE&feature=related](http://www.youtube.com/watch?v=W147ybOdgpE&feature=related)

**Due by March 3: Ethics Discussion, Research Training Modules Optional**

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**Week 8: March 4 to March 10: Module 8**

*Module 8*

Qualitative Research Overview

Read:

• Chapter 13: Qualitative Data Analysis

Optional Reading:


**Due March 10: Final paper part 1, Fieldwork Discussion???
Week 9: March 11 to March 13: Module 9

SHORT WEEK

Module 9
Qualitative Data Collection & Analysis Methods
Read:

• Babbie Chapter 10: Qualitative Field Research

Observation
Read:


Optional Reading:
• Richardson, J. (2002, April 15). Reference is better than we thought. Library Journal, 127(7), 41-42.

Optional Reading:

Interviews
Read:


Qualitative Data Analysis Method: Constant Comparative Method

Optional Reading:

Due March 13: Constant Comparative Method Discussion

Week 10: March 18 to March 24:

Spring Break: No Class

Week 11: March 25 to March 31: Module 10

Module 10
Historical Research & Content Analysis
Read:

- Babbie, Chapter 12: Unobtrusive Research

Due March 31: Analysis B, Content Analysis: NFL Inclusivity Discussion

Week 12: April 1 to April 7 10: Module 11

Module 11
The use of visual display in data collection, analysis, and presentation
Read:


Review:

Due April 7: Data Presentation Critique

Week 13: April 8 to April 14: Module 12

Module 12

DLIS/5506/Spring 2014 Online/Copeland
Experimental Research & Inferential Statistics

Read:

• Babbie, Chapter 8: Experiments

Optional:


Due April 14: Sex Sells Discussion

Week 14: April 15 to April 21 Module 13  
Due April 21: Posttest

Week 15: April 22 to April 28, Module 13  
Due April 28: Poster Presentation

Week 16: April 29 to May 5, Module 13  
Due May 5: Final: Research Proposal: Parts 1 and 2

Rubrics used for Evaluation of Learning

The following two rubrics will guide my evaluation of your demonstration of learning. The rubrics reflect those put forth by the Association of American Colleges and Universities. Points will vary depending on the maximum number of points for a particular assignment.

Written Communication – Learning Point Levels

<table>
<thead>
<tr>
<th>Context of and Purpose for Writing</th>
<th>Highest</th>
<th>High</th>
<th>Average</th>
<th>Limited</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s)</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g.,</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g.,</td>
</tr>
<tr>
<td>Content Development</td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
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<tr>
<td>Sources and Evidence</td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use sources to support ideas in the writing.</td>
</tr>
</tbody>
</table>

Critical Thinking – Learning Point Levels

<table>
<thead>
<tr>
<th>Explanation of Issues</th>
<th>Highest</th>
<th>High</th>
<th>Average</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored,</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
<td></td>
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<tr>
<td>Evidence</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
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<tr>
<td>Student’s Position</td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
</tr>
<tr>
<td>Conclusion and Related Outcomes</td>
<td>Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are</td>
<td>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</td>
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<tr>
<td>discussed in priority order.</td>
<td>identified clearly.</td>
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