Indiana University School of Informatics and Computing
Department of Library and Information Science
S506 INTRODUCTION TO RESEARCH
Online Spring 2017/Rachel Williams
January 11 to May 2, 2017
Each week begins on Wednesday and ends on Tuesday

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Skype: rachelwilliams917

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).

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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 (other than discussions) more than 1 week late will be lowered by 5 points and then lowered by 5 points for each week thereafter.*

**Late discussion posts will not receive any points.**

All Assignments must be turned in by the close of class on May 2.

*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=536) Extra credit 5**

Minimum points needed for each letter grade:

- 505 A
- 490 A-
- 475 B+
- 460 B
- 445 B-
- 430 C+

**Citation (style):**

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

**Turning in Work**

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All written assignments that require uploading are to be turned in via the Canvas system using the following formats: .rtf, .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**

Points will be given for timeliness in responding, completeness of response, citing the readings, 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 assignments for the respective module. If you are required to comment – instructions will indicate it is so.

**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**

1. I will post each week’s notes, announcements, discussion topic by Tuesday 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 "Rachel." 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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<tbody>
<tr>
<td>Introduction Discussion (M1)</td>
<td>0</td>
<td>Week 1: 1/17</td>
</tr>
<tr>
<td>My Research Topic Discussion (M2) Search Strategy</td>
<td>10</td>
<td>Week 2: 1/24</td>
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<tr>
<td>Operationa1lzation Discussion (M3)</td>
<td>10</td>
<td>Week 3: 1/31</td>
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<tr>
<td>Analysis A (M4)</td>
<td>50</td>
<td>Week 4: 2/7</td>
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<tr>
<td>Theory &amp; Hypothesis Testing</td>
<td>10</td>
<td></td>
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<tr>
<td>Initial Bibliography (M5)</td>
<td>10</td>
<td>Week 5: 2/14</td>
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<tr>
<td>Questionnaire Critique (M6) Study Using Survey Discussion</td>
<td>20</td>
<td>Week 6: 2/21</td>
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<tr>
<td>Ethics Paper (M7)</td>
<td>25</td>
<td>Week 7: 2/28</td>
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<tr>
<td>Field Work Discussion (M8)</td>
<td>16</td>
<td>Week 8: 3/7</td>
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<tr>
<td>Spring Break</td>
<td></td>
<td>Week 9: Nothing Due</td>
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<tr>
<td>Constant Comparative Method (M9)</td>
<td>25</td>
<td>Week 10: 3/21</td>
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<tr>
<td>Analysis B(M10)</td>
<td>50</td>
<td>Week 11: 3/28</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: 4/4</td>
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<tr>
<td>Sex Sells Discussion</td>
<td>15</td>
<td>Week 13: 4/11</td>
</tr>
<tr>
<td>Final Part 1: Literature Review</td>
<td>75</td>
<td>Week 14: 4/18</td>
</tr>
<tr>
<td>Poster Presentation Discussion</td>
<td>75</td>
<td>Week 15: 4/25</td>
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<tr>
<td>Final Part 2: Research Proposal</td>
<td>75</td>
<td>Week 16: 5/2</td>
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<tr>
<td>Optional Extra Credit (Ethics Training)</td>
<td>5</td>
<td>Due by 5/2</td>
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Assignments may be redone once.

*Do EITHER the Questionnaire Critique OR the Study Using Survey Discussion NOT both*
Course Schedule

Week 1: 1/11 to 1/17: Module 1

Module 1
Introductions: To each other and research.

What is research?
Read:

- Babbie, Chapter 1: Human Inquiry and Science

Due 1/17: Introduction

Week 2: 1/18 to 1/24: 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

Optional, View:

- Web of Science Database Searching http://www.youtube.com/watch?v=4T86f07wN3w&feature=relmfu
- Web of Science Author Searching http://www.youtube.com/watch?v=YCWA4NH27kw&feature=relmfu
- Web of Science Citation Searching http://www.youtube.com/watch?v=ck01NQFkkvk&feature=relmfu

Search Behaviors
Read:

Week 3: 1/25 to 1/31: 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 1/31: Operationalization Discussion (small groups)

Week 4: 2/1 to 2/7: Module 4

Module 4
Use of Theory & Testing Hypotheses
Read:

- Chapter 2: Paradigms, Theory, and Social Research

Due 2/7: Analysis A, Theory & Hypothesis Assignment

Week 5: 2/8 to 2/14: Modules 5

Module 5
Descriptive Statistics, Scales of Measurement
Read:
• Babbie, Chapter 14: Quantitative Data Analysis

Due 2/14: Initial Bibliography

Week 6: 2/15 to 2/21: Module 6

Module 6
Survey and Sampling
Read:
• Babbie, Chapter 7: The Logic of Sampling & Chapter 9: Survey Research

Optional Reading:

Due 2/21: Questionnaire Critique Assignment OR Study Using Survey Discussion

Week 7: 2/22 to 2/28: Module 7

Module 7
Research Ethics
Read:
• Babbie Chapter 3: The Ethics and Politics of Social Research
• Tearoom Trade: Impersonal Sex in Public Places.

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

Due 2/28: Ethics Paper

**Week 8: 3/1 to 3/7: Module 8**

**Module 8**
Qualitative Research Overview
Read:

• Chapter 13: Qualitative Data Analysis

Optional Reading:

**Due 3/7: Fieldwork Discussion**

**Week 9: 3/8 to 3/14: Spring Break: No Class**

**Week 10: 3/15 to 3/21: Module 9**

**Module 9**
Qualitative Data Collection & Analysis Methods
Read:

• Babbie Chapter 10: Qualitative Field Research

Observation
Read:

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**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 3/21: Constant Comparative Method Discussion**

**Week 11: 3/22 to 3/28: Module 10:**

**Module 10**

Historical Research & Content Analysis

Read:

• Babbie, Chapter 12: Unobtrusive Research

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Week 12: 3/29 to 4/4: Module 11

Module 11

The use of visual display in data collection, analysis, and presentation

Read:


Review:


Due 4/4: Data Presentation Critique Discussion

Week 13: 4/5 to 4/11: Module 12

Module 12

Experimental Research & Inferential Statistics

Read:

- Babbie, Chapter 8: Experiments

Optional:


Due 4/11: Sex Sells Discussion
Week 14: 4/12 to 4/18: Module 13

Due 4/18: Final Part 1: Literature Review

Week 15: 4/19 to 4/25: Module 13

Due 4/25: Poster Presentation

Week 16: 4/26 to 5/2: Module 13

Due 5/2: 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></th>
<th>Highest</th>
<th>High</th>
<th>Average</th>
<th>Limited</th>
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<tbody>
<tr>
<td>Context of and Purpose for Writing</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience’s perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</td>
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<tr>
<td>Content Development</td>
<td>Uses appropriate, relevant, and compelling content to illustrate</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline</td>
<td>Uses appropriate and relevant content to develop and explore ideas</td>
<td>Uses appropriate and relevant content to develop simple ideas in some</td>
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</table>
mastery of the subject, conveying the writer’s understanding, and shaping the whole work.

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<thead>
<tr>
<th>Sources and Evidence</th>
<th>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</th>
<th>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</th>
<th>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</th>
<th>Demonstrates an attempt to use sources to support ideas in the writing.</th>
</tr>
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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>
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<tbody>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered without clarification or description.</td>
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<tr>
<th>Evidence</th>
<th>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive</th>
<th>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.</th>
<th>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop</th>
<th>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken</th>
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<tr>
<th>Analysis or Synthesis</th>
<th>Viewpoints of experts are subject to questioning.</th>
<th>A coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</th>
<th>As fact, without question.</th>
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<tr>
<th>Student’s Position</th>
<th>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).</th>
<th>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis).</th>
<th>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</th>
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<tr>
<th>Conclusion and Related Outcomes</th>
<th>Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.</th>
<th>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</th>
<th>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</th>
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