



# UNIVERSITY OF CALGARY

Winter 2022  
FACULTY OF ARTS  
Department of Sociology  
Department of Sociology Website: <https://soci.ucalgary.ca/>

<b>COURSE TITLE: Introductory Social Research Methods</b>		
<b>Course Number</b>	Soci313 L01	
<b>Pre-Requisites</b>	Soci201	
<b>Class/Lab Dates</b>	January 10 – April 12, 2022	
<b>Class Times</b>	MWF 14:00-14:50	<b>Location:</b> SS109
<b>Lab Time</b>	M 15:00-16:50	<b>Location:</b> ST139
<b>Lecture Online Alternative</b>	TR 15:30- 16:45	<b>Location:</b> Zoom (link on D2L)
<b>Instructor</b>	Dr. Annette Tézli (she/her)	<b>Email:</b> <a href="mailto:atezli@ucalgary.ca">atezli@ucalgary.ca</a>
<b>Virtual Office Hours</b> (Via Zoom only)	Tuesdays 12:00-15:00 (MST); and by appointment Please book your appointment* here: <a href="https://calendly.com/atezli">https://calendly.com/atezli</a> *If you cannot keep an appointment, please cancel it to make the slot available to others.	
<b>Teaching Assistant</b>	Sepideh Borzoo	<b>Email:</b> <a href="mailto:sepideh.borzoo@ucalgary.ca">sepideh.borzoo@ucalgary.ca</a>
<b>Office Hours</b>	Wednesdays 13:00-14:00	<b>Location:</b> Zoom (link on D2L)
<b>Peer Mentors</b>	TBD	<b>Email:</b>
	TBD	<b>Email:</b>

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## Course Description

Sociologists and other social scientists conduct social research to explore, describe, explain, critique, and offer suggestions for improving aspects of the social world. Producing high quality social research, however, is an art that requires specific skills. This course is designed to provide you with the skills and resources necessary to evaluate, plan, and conduct scientifically sound social research. These skills will not only make you a good researcher, but they will also transform you into a critical consumer of empirical data presented to you in the academic and popular realms.

Over the course of the semester, we will discuss the research process in its entirety, focusing on philosophical underpinnings of social science research and their implication for research design, ethical considerations, research planning, quantitative and qualitative methods of data generation, and data analysis. Furthermore, we will discuss the intricate choices and challenges researchers face throughout the research process. Finally, we will explore how those complex choices and challenges shape our knowledge of social phenomena, and the implications of such knowledge production.

## Learning Outcomes

By the end of this course, successful students will be able to:

- examine social phenomena in a scientific manner.
- identify and critically assess the social context of social science research.
- retrieve, read, critically evaluate, and discuss a collection of empirical research.
- compare different theoretical, philosophical, and methodological underpinnings of empirical research.
- follow common principles of ethical research.
- explain the difference between qualitative and quantitative approaches.
- critically assess the benefits and limitations of key research methods.
- interpret qualitative and quantitative data critically.
- apply theoretical course material to a new problem.
- independently develop research questions and devise a corresponding research proposal.
- communicate in writing effectively.

## Learning Resources

(Available at the UofC Bookstore, D2L, and Taylor Family Digital Library-TFDL Reserve)

Flick, Uwe. 2020. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. 3<sup>rd</sup> edition. London: Sage.

You can rent or buy the book in different formats here:

<https://us.sagepub.com/en-us/nam/introducing-research-methodology/book268956>

Abrams, Laura S. 2010. "Sampling 'Hard to Reach' Populations in Qualitative Research: The Case of Incarcerated Youth." *Qualitative Social Work* 9(4):536-50.

Greil, Arthur L., Kathleen Slauson-Blevins, and Julia McQuillan. 2010. "The Experience of Infertility: A Review of Recent Literature." *Sociology of Health & Illness* 32(1):140-62.

Min, Pyong Gap and Rose Kim. 2000. "Formation of Ethnic and Racial Identities: Narratives by Young Asian-American Professionals." *Ethnic and Racial Studies* 23(4):735-60.

Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108(5):937-75.

shuster, stef m. 2017. "Punctuating Accountability: How Discursive Aggression Regulates Transgender People." *Gender & Society* 31(4):481-502.

Weinreb, Linda and Peter H. Rossi. 1995. "The American Homeless Family Shelter "System". *Social Service Review* 69(1):86-107.

## Course Format

We will meet in person MWF from 14:00-14:50 in SS109. Alternatively, you can attend the Zoom lectures on TR from 15:30-16:45. I will record all Zoom lectures and post them on D2L for those who had to miss a class meeting. However, only the lecture segments will be recorded. Class discussions, exercises, and Q&As will not be included in the recording. You should be prepared to attend lectures regularly as active participation in group discussions and exercises will be essential to your success in this course.

Lab sessions will be facilitated by the teaching assistant and peer mentors in person on Mondays from 15:00-16:50 in ST 139. Lab sessions will not be recorded. You should make every effort to attend the labs regularly.

## Learning Technologies Requirements

Registered course participants can access all required learning materials through the course's D2L page: <https://d2l.ucalgary.ca/d2l/home/422798> (login required).

To be able to fully engage in the alternative online lectures for this course, you should have reliable access to the following learning technology:

- A computer with a supported operating system & the latest security, and malware updates.
- A current and updated web browser.
- A Webcam (built-in or external).
- Microphone and speaker (built-in or external), or headset with microphone.
- Current antivirus and/or firewall software enabled.
- A stable, reliable Broadband internet connection.

Most current laptops will have a built-in webcam, speaker, and microphone.

## Methods of Assessment and Grading Weights

	Due	% of final grade
9/11 Participation in Top Hat exercises	Fridays, midnight	10
9/11 Lab assignments	Mondays, midnight	15
Group presentation	TBD	20
Midterm exam	by March 4, midnight	25
Final exam	TBD	30

All assignments listed above will be included in the calculation of your final course grade according to their indicated weight. Note that I do not offer makeup or extra-credit options to individual students.

### 9/11 Top Hat exercises (10%)

**Rationale:** Reading the assigned texts, regular attendance, an open mind, as well as your active and meaningful participation is essential to your learning in this class. Throughout the semester, you will have the opportunity to participate in structured, graded Top Hat activities to give you a chance to apply course material and keep you engaged in the lectures.

I will provide some sample exercises for Module 1. Graded exercises will commence with the beginning of Module 2, on January 17. We will use Top Hat regularly throughout the week and exercises will not be announced in advance. There will be 11 sets of exercises, one for each Module 2-12, 9 of which will count toward your final participation grade. That means you can miss Top Hat exercises for 2 modules without penalty. If you complete all 11 exercises, only your 9 highest scores will count toward your final grade. Even though the number of questions might vary from module to module, each module will be entered into the grade calculation with an even weight. Some question will be graded based on participation only, some based on correctness.

NOTE: If you miss a lecture and corresponding Top Hat questions, you can watch the recorded Zoom lecture(s) and complete the Top Hat exercises independently by the end of the week. Since only 9/11 count toward your final grade, and you can miss Top Hat questions for 2 modules without penalty, we will grant extensions for Top Hat exercises only under extenuating circumstances.

If you already have a Top Hat account, you will be added to the course list automatically. Just make sure the course shows up on Top Hat. If you don't have an account, yet I will email you an invitation to the course's Top Hat shell at the beginning of the semester. Please check the email account with which you registered for D2L for that invitation.

### 9/11 Lab assignments (15% of the final grade)

**Rationale:** The labs will provide you with an opportunity to apply theoretical material covered in lecture in a practical manner. Furthermore, labs will focus on developing and refining key skills required for the successful completion of all course assignments.

Labs will run weekly on Monday, starting on Monday, January 17. Lab attendance is strongly recommended as it is essential to your success in this course. Your grade for this component will be based on your completion of various exercises and assignments, which will be facilitated and graded by your Teaching Assistant. Lab assignments are cumulative and might include material covered in past lectures as well as past labs. Assignments are designed to be completed during our scheduled lab time but can be submitted via D2L at any time before midnight on the day of the lab (Mondays). There will be 11 graded lab assignments over the course of the semester, the completion of 9 of which will count toward your total lab grade. If you complete more than 9 assignments, only your 9 highest grades will be counted toward your final grade. Since you can miss 2 labs without penalty, we will grant extensions for lab assignments only under extenuating circumstances.

### Group Presentations (20% of the final grade)

**Rationale:** As bell hooks (2010) reminds us, the process of learning today is too often private, individualistic, and competitive. In this course, we approach learning as a collective effort, a partnership between all course participants. Moreover, the Conference Board of Canada identified being able to work with others, participating in projects and tasks and adaptability as key employability skills.

To develop these skills further, you will work in groups of 3-4 (depending on final class size and number of topics) to prepare a 10-minute pre-recorded video that briefly explains a key concept to your classmates. As a group, you will research the concept and decide how to share your knowledge with your classmates in an informative and engaging way. We will discuss the essentials of teamwork and designing effective presentations in class at the beginning of the semester. We will create teams during the first week of classes.

Your presentation will be evaluated by:

- me, for the quality of the substantive content and the presentation.
- your teammates for your individual contribution to the project.

I will post detailed assignment guidelines on D2L under Content → Assignments.

### Midterm Exam (25% of the final grade)

**Rationale:** The midterm will cover Modules 1-6 and evaluate how well you master the foundations before moving on to the discussion of specific research methods.

The midterm will be a (generously) timed open-book online exam facilitated through D2L. The exam will become available in February 18, and you can finish it at your convenience by March 4. However, once you start the exam, you must finish it within the allotted time. Questions will come in a variety of formats (e.g., multiple choice, multi-select, matching, fill-in-the-blanks, short answer, etc.); the exact exam format will be announced via email and D2L News prior to the exam. Questions will cover the assigned readings, lecture material, exercises and discussions, and films and are designed to test your comprehensive understanding of course material rather than your memorization skills. I will make a practice quiz available prior to the midterm so you can familiarize yourself with the different question formats. Since this is a timed exam, you will need a stable internet connection to complete the assessment within the allotted time.

### Final Exam (30% of the final grade)

**Rationale:** The online, open-book final exam will cover Modules 7-12 and evaluate your comprehensive mastery of the course material to ensure you have the necessary foundation to succeed in 400-level courses for which Soci313 is a pre-requisite. The final exam will be scheduled by the Office of the Registrar and the exam date announced later in the semester.

Questions will come in a variety of formats (e.g., multiple choice, multi-select, matching, fill-in-the-blanks, short answer, etc.); the exact exam format will be announced via email and D2L News prior to the exam. Questions will cover the assigned readings, lecture material, exercises and discussions, and films and are designed to test your comprehensive understanding of course material rather than your memorization skills.

### Grading Scale

To maintain consistency in grade assignments, final grades will not be rounded up, no matter how close they are to the cut-off to the next better letter grade.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

### Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. That said, the ongoing pandemic and personal circumstances can create extenuating circumstances for some when it comes to completing scheduled assessments on time. If possible, you must **provide advance notice** to the instructor or TA if you are unable to submit an assessment as scheduled.

If the reason provided for the absence is acceptable, you will work on a new, reasonable deadline with the instructor or TA. Assignments not submitted within 5 business days of the due date without notifying the instructor or TA, or explicit approval of an extension will automatically receive a grade of 0.

For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at: <https://www.ucalgary.ca/registrar/exams/deferred-exams>

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: [https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf).

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

## Grade Reappraisal

If you choose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same. For more information, see: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

## Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
3. Final grades are not posted by the Sociology Department. They are only available online.

## Course Policies

### Course Etiquette

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, citizenship, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, sometimes challenge or even contradict your own life experiences. To make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, Teaching Assistants, and peer mentors) professionally and respectfully.

### Attendance and Participation

Regular attendance and reading the assigned material, an open mind, as well as your active and meaningful participation in classroom activities is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. Lectures will build on, but not necessarily summarize the assigned reading. I expect you to have critically read the assigned texts, that you are an active participant in class discussions, and that your contributions are informed by the assigned reading.

I expect you to be on time so that other students in the class are not interrupted by your late arrival. During lectures, please make sure not to distract your fellow students in any way. If you must arrive late or need to leave class early, please sit in the designated sections identified at the beginning of the semester so you can settle down or leave without disrupting others. If you miss a class due to unexpected circumstances, make sure to watch the lecture recordings posted on D2L and obtain notes from a classmate as only the lecture itself will be recorded.

#### Lecture Slides

PowerPoint slides for each lecture will be posted on D2L in advance of the lecture during which they will be covered. PowerPoint slides posted on D2L will provide a lecture outline, but not complete lecture content. To assist your notetaking, I suggest you bring posted slides to class and complete each slide during lecture.

#### Recording of Lectures

Note that the audio or video recording of lectures and taking pictures of PowerPoint slides during the lecture are not permitted without the instructor's explicit authorization. The non-authorized recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

#### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed, or copied without the explicit consent of the professor. Note that publicly sharing lectures notes and exam questions on 3<sup>rd</sup> party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

#### E-mail

Please send emails only from your @ucalgary account. Please include the following in each email:

- your course and section number in your email's subject line
- a proper salutation, your full name, UCID, short message, and a proper closing in the body of your email.

All emails will be answered within one business day. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during my office hours.

#### Office Hours

I will hold office hours via Zoom on Tuesdays from 12:00-15:00 (MST) and by appointment. You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Office Hours on D2L. Feel free to visit office hours if you would like to review an assessment, ask questions about course material, or chat about your education/well-being in general. Please note: I will not hold office hours during the midterm break, on statutory holidays, and during the final exam period. Please plan your visit accordingly.



If you would like to meet during regularly scheduled office hours, please book your appointment here: <https://calendly.com/atezli>. Please leave your name, course number, a brief description of the purpose of our meeting, and your video preference (video on or off) when you make your appointment so I can prepare for our meeting in advance. If you cannot keep your appointment, please cancel it through the app to make your time slot available to other students.

If my office hours do not work for your schedule regularly, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

#### Technology Use

Please use electronic devices during lectures and labs for course-related purposes only. I recommend you turn off your Wi-Fi to help you stay focused during class. Please make sure to silence your cell phone and refrain from using it during lecture/lab.

#### Guidelines for Zoom Sessions (office hours and lecture alternative)

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## Research Ethics

Students are advised that any research involving human subjects - including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Departmental Ethics Committee. In completing course requirements, you must not undertake any human subjects research without discussing your plans with me, to determine if ethics approval is required.

## Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ( <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf> ) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## Academic Integrity

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>.

I will facilitate the midterm online via D2L. The online format poses challenges as the line between academic integrity and academic misconduct can be blurry. The following guidelines apply to **all assessments in this course**. All violations of these guidelines will be investigated in accordance with the Academic Integrity policies.

- Assessments must be completed individually and independently by the student enrolled in this course.
- It is not permissible to impersonate another student in this course to complete their assessment, or to have someone impersonate you to complete an assessment for you.
- All exams are open book, meaning you may use your textbook and lecture notes to answer exam questions.
- You may use platforms such as WhatsApp or Discord to form study groups, share lecture notes, or build community. However, you must not use them to share or solicit answers while completing an assessment.
- You must not collaborate with anyone in any way while taking an assessment.
- It is not permissible to take screenshots of quiz and exam questions while completing the assessment or when reviewing the results.
- It is not permissible to share quiz and exam questions with other students in the class or on 3<sup>rd</sup> party websites as outlined under Course Policies.
- It is not permissible to ask those who already completed an assessment to share their answers with you or use shared answers when completing an assessment.

## Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Their advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>.

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Students' Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees, from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day, or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital, and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

## Thrive Priority Support Network

Your academic success and personal well-being are important to me. Please feel free to contact me at any time you need academic or personal support, and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course's D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here: <https://www.ucalgary.ca/student-services/student-success/advising/help>.

## Student Support

Links to available on-campus supports as well as course-specific learning resources are available on D2L under CONTENT → CAMPUS RESOURCES, and CONTENT → COURSE RESOURCES.

## Important Dates

January 10	First day of classes
January 20	Last day to drop a class without financial penalty
January 21	Last day to add/swap a course
February 21-25	Term break – no classes
April 12	Last day of classes, last day to withdraw from a course
April 19-29	Final exam period

## Schedule of Lectures and Readings

Module	Week	Topic	Reading
1	January 10-14	Foundations of Conducting Social Research	<ul style="list-style-type: none"> <li>▪ Ch. 1, 2</li> <li>▪ Podcast (D2L)</li> </ul>
2	January 17-21	Research Ethics	<ul style="list-style-type: none"> <li>▪ Ch. 3</li> <li>▪ Podcast (D2L)</li> </ul>
3	January 24-28	Research Questions and Research Designs	<ul style="list-style-type: none"> <li>▪ Ch. 4, 7 (125-138)</li> <li>▪ Podcast (D2L)</li> </ul>
4	January 31-February 4	Measuring Social Reality	<ul style="list-style-type: none"> <li>▪ Ch. 10, 11 (252-257)</li> <li>▪ Podcast (D2L)</li> </ul>
5	February 7-11	Sampling Designs	<ul style="list-style-type: none"> <li>▪ Ch. 7 (138-151)</li> <li>▪ Abrams (2010)</li> </ul>
6	February 14-18	Conducting a Literature Review & Principles of Scientific Writing	<ul style="list-style-type: none"> <li>▪ Ch. 5</li> <li>▪ Greil, Slauson-Blevins, and McQuillan (2010)</li> </ul>
<b>February 21-25: Term Break – No Lectures</b>			
7	February 28-March 4	Quantitative Research Methods	<ul style="list-style-type: none"> <li>▪ Ch. 12 (261-65)</li> <li>▪ Pager (2003)</li> <li>▪ Podcast (D2L)</li> </ul>
8	March 7-11	Quantitative Research Methods, cont'd.	<ul style="list-style-type: none"> <li>▪ Ch. 11 (221-30)</li> <li>▪ Weinreb and Rossi (1995)</li> <li>▪ Podcast (D2L)</li> </ul>
9	March 14-18	Qualitative Research Methods	<ul style="list-style-type: none"> <li>▪ Ch. 11 (231-52)</li> <li>▪ shuster (2017)</li> <li>▪ Podcast (D2L)</li> </ul>
10	March 21-25	Qualitative Research Methods, cont'd.	<ul style="list-style-type: none"> <li>▪ Min and Kim (2000),</li> <li>▪ Podcast (D2L)</li> </ul>
11	March 28-April 1	Data Analysis, Visualization, and Presentation	<ul style="list-style-type: none"> <li>▪ Ch. 12, 14</li> <li>▪ Podcast (D2L)</li> </ul>
12	April 4-8	Evaluating Social Research	<ul style="list-style-type: none"> <li>▪ Ch. 13</li> <li>▪ Podcast (D2L)</li> </ul>
<b>Final Exam Period, April 19-29</b>			

## Lab Schedule

Subject to change. Changes will be announced and discussed in lab.

Date	Topics and Assignments
January 17	First day of labs - Welcome
January 24	Research Ethics <ul style="list-style-type: none"> <li>• Lab assignment #1, due January 24 (midnight)</li> </ul>
January 31	Research Questions and Research Designs <ul style="list-style-type: none"> <li>• Lab assignment #2, due January 31 (midnight)</li> </ul>
February 7	Measuring Social Reality <ul style="list-style-type: none"> <li>• Lab assignment #3, due February 7 (midnight)</li> </ul>
February 14	Sampling Designs <ul style="list-style-type: none"> <li>• Lab assignment #4, due February 14 (midnight)</li> </ul>
<b>February 21</b>	<b>Term Break – No Lab</b>
February 28	Conducting a Literature Review & Principles of Scientific Writing <ul style="list-style-type: none"> <li>• Lab assignment #5, due February 28 (midnight)</li> </ul>
March 7	Quantitative Research Methods <ul style="list-style-type: none"> <li>• Lab assignment #6, due March 7 (midnight)</li> </ul>
March 14	Quantitative Research Methods <ul style="list-style-type: none"> <li>• Lab assignment #7, due March 14 (midnight)</li> </ul>
March 21	Qualitative Research Methods <ul style="list-style-type: none"> <li>• Lab assignment #8, due March 21 (midnight)</li> </ul>
March 28	Qualitative Research Methods <ul style="list-style-type: none"> <li>• Lab assignment #9, due March 28 (midnight)</li> </ul>
April 4	Data Analysis, Visualization, and Presentation <ul style="list-style-type: none"> <li>• Lab assignment #10, due April 4 (midnight)</li> </ul>
April 11	Evaluating Social Research <ul style="list-style-type: none"> <li>• Lab assignment #11, due April 11 (midnight)</li> </ul>