



On-Campus Course Syllabus

POL 200

Research Design

Fall 2024

Class Information

Day and Time: Tuesday - 7:30–10:00 p.m.

Room Number: TBD

Contact Information

Instructor Name: Josh Longmire, Ph.D.

Instructor Email: jlongmire@criswell.edu

Instructor Phone: 903-436-6594

Instructor Office Hours: Tuesday - 7:30–10:00 p.m.

Course Description and Prerequisites

This course teaches the process and methods of asking and answering questions in the social sciences.

The course teaches the process of developing a research question, choosing a research design, collecting data, analyzing data and reporting results.

Course Objectives

By the end of the semester students will:

- Be conversant in the purpose and language of research in the social sciences.
- Be able to form a researchable question.
- Understand how different questions require different research methods.
- Know how to collect and utilize different types of data.
- Understand what types of data are appropriate for different types of questions.
- Be able to critically analyze, utilize, and build upon research literature in their field of study.

Required Textbooks

Trochim, William M. et. al. Research Methods: The Essential Knowledge Base. Cengage. 2016. (Posted on Canvas)

Recommended Reading

- www.economist.com – After reading whatever click-bait, infotainment news sources your friends and family link to on Facebook, have you ever found yourself thinking “there must be a better way!” (cue black and white infomercial video of frustration personified)? Try “The Economist!” The Economist goes to press once per week. This means that you are able to stay current on what is going on in the world but without the daily (or hourly) urgency created by daily newspapers and the 24-hour news cycle. By reading a weekly newspaper that is global in perspective you are able to step back and see what is going on in the world with a more complete and reasonable perspective. You can get a discounted student

Course Requirements and Assignments

- **Reading Quizzes (20%)**
- **Research Design Assignment (40%)** (see Addendum 1)
 - Research Question (5%)
 - Detailed Outline (10%)
 - Literature Review (10%)
 - Data Description (10%)
 - Final Paper Submission (50%)
 - Class Presentation (15%)
- **Qualitative Project (40%)** (see Addendum 2)
 - Interview Questions (10%)
 - Interviews (30%)
 - Transcripts Submission (30%)
 - Class Discussion (30%)

Course/Classroom Policies and Information

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible

for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,

- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Reading Due	Chapter Quiz	Research Design Writing	Qualitative Assignment
August 27	Course Introduction, Syllabus	Syllabus Quiz		
September 3	Ch. 1 Foundations of Research Methods	Chapter 1 Quiz		
September 10	Ch. 2 Ethics	Chapter 2 Quiz	Research Question	
September 17	Ch. 3 Qualitative Approaches to Research	Chapter 3 Quiz		Interview Questions
September 24	Ch. 4 Sampling	Chapter 4 Quiz		
October 1	Ch. 5 Introduction to Measurement	Chapter 5 Quiz	Detailed Outline	
October 8	Ch. 6 Scales Tests and Indexes	Chapter 6 Quiz		
October 15	Ch. 7 Survey Research	Chapter 7 Quiz		Interviews
October 22	Ch. 8 Introduction to Design	Chapter 8 Quiz		
October 29	Ch. 9 Experimental Design	Chapter 9 Quiz		Transcripts Submission
November 5	Ch. 10 Quasi-Experimental Design	Chapter 10 Quiz	Literature Review	
November 12	Ch. 11 Introduction to Data Analysis	Chapter 11 Quiz		Class Discussion
November 19	Ch. 12 Inferential Analysis	Chapter 12 Quiz	Data Description	
November 26	No Class	No Class	No Class	No Class
December 3	Ch. 13 Research Communication	Chapter 13 Quiz	Final Paper Submission/ Class Presentation	

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Addendum 1:

Research Design Writing Assignment

Over the course of the semester, you will complete four short writing assignments constituting 50 percent of your final grade. Each assignment should meet the requirements and guidelines outlined below. The due dates for each assignment are listed on the course syllabus.

1. **Research Question and Introduction:** This should be an introduction to the question and topic you will write on throughout the semester. Explain what you are and are not asking. Provide clarification to avoid any confusion about your question.
2. **Literature Review:** Synthesize what scholars have said about your topic. Establish your place in the literature and explain why your paper exists because you have something new to say.
3. **Data Description:** Describe the data you will use, explaining why you chose it. Discuss the pros and cons, possible critiques, and your responses to these critiques.
4. **Research Design:** Explain the methods you will use to analyze your data. Justify your design choice, discuss potential problems, and respond to expected critiques.

Paper Guidelines:

- Double spaced – no extra space between paragraphs
- 12 pt Times New Roman Font
- 1 inch margins
- 500-600 words per assignment (excluding references and cover sheet)
- Assignments must be submitted electronically via Canvas as a .pdf document with the file name format “LastName_AssignmentName.” Include your full name and assignment name in the header. Incorrect file names or formats will be penalized 10 points.
- Late assignments will be penalized 7 points per day.
- Use Chicago or Turabian style, including a bibliography.
- The Literature Review should contain 4-6 scholarly references.

Addendum 2:

Leadership Interview & Discussion

Assignment Overview: Examining different leadership experiences and stories is beneficial for developing a greater understanding of the characteristics and practices of Christian leaders. The focus of this assignment will be on gaining a deeper understanding of how Christian leaders integrate their faith with their leadership roles. You should find two Christian leader willing to be interviewed and share their leadership experience with you. This individual may be someone you know or have connections with, but ideally, you should not interview a close friend or family member.

Interview Questions: In preparation for the interview, you should develop a list of specific interview questions (interview guide) that you will use to structure the interview. You will submit these questions during Week 4 for instructor feedback. Here are some interview topics that may be useful as you develop your interview questions:

- Demographics (age, gender, etc.)
- Educational experience/background
- Professional background and role
- Integration of faith and work
- Key leadership experiences
- Challenges and successes in leadership
- Influence of biblical principles on leadership style
- Transformative leadership experiences
- Self-directed learning and development
- Motivation for leadership in a Christian context
- Learning strategies and continuous development
- Expectations from subordinates and peers
- The relevance of Christian values in leadership decisions
- Support structures or lack thereof

As you develop your interview questions, be sure that your questions are open-ended. During the interview, ask your participant to provide examples, where appropriate. You can also ask follow-up questions to elicit more details (e.g., "Tell me more," "Can you elaborate on that further?"). Your interview guide should include at least 10 questions.

Interviews: Once you have finalized your interview guide and selected an individual willing to be interviewed, you should schedule the interview at a time that is convenient for both you and the interviewee. It is best to plan to conduct the interview during Week 6-8 of the course so that you have enough time to analyze the data. These interviews may be conducted either in-person or online (via Zoom or a similar platform). Aim for an interview that is 30-45 minutes long to collect rich data without imposing too much on the interviewee's time. Inform your interviewee of the expected interview length when you invite them to participate. Additionally, you should inform your interviewee that you will only use the data they share for a class project and that you will not share any identifying information (use pseudonyms when referring to your interviewee or other identifying information—such as their place of work—in the discussion).

Transcripts: You should record the interview (with the interviewee's prior consent) to reflect on the interview data later. Additionally, you may want to take notes of any important points during the interview. If you conduct the interview online, platforms like Zoom, Microsoft Teams, and similar software typically have the option to record and transcribe meetings, which may be beneficial. If you conduct the interview in person, you may want to use a voice recording app/program on your phone or another similar device; in this case, you may explore alternative transcription software, such as Otter.ai. Regardless of the transcription software you use, you will need to review your transcripts for accuracy before proceeding with the analysis. You will turn your transcripts in during Week 10 of the course.

Class Discussion: Instead of writing a final paper, we will have an in-class conversation about your interview experiences during Week 6. Prepare to share the following with your classmates:

- A brief introduction of your interviewee, including their background and demographic characteristics.
- Key themes and insights you gathered from the interview.
- How your findings compare to the literature and content areas discussed in class.
- Any significant quotes from the interview that illustrate your points.
- Personal reflections on what you learned from the interview and how it may impact your approach to leadership.

During the discussion, you will have the opportunity to ask each other questions, compare different leadership experiences, and reflect on the integration of faith and leadership practices. This will provide a rich learning experience for everyone as we explore diverse perspectives and insights.