**List of Revision:**

**1, Under B. Course learning objectives that are not directly tied to the dimensions of the rubrics for the Leaning Outcomes for the Scientific Inquiry Component have been removed. Others have been modified to more directly tie into the dimensions of the rubric.**

**2, The pre-post test assessment has been removed.**

**3, B1 was modified and the typo has been corrected.**

**4, The rationale for my proficiency rates are provided under E-- Provide any other information that may be relevant to the review of the course by GEC.**

**Thank you very much for your time!**

**General Education Course Inclusion Proposal**

**SCIENTIFIC INQUIRY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** SO/SW 308 Methods of Social Research II

**Home Department:** Sociology and Anthropology

**Department Chair Name and Contact Information** (phone, email): Alan McEvoy, 227-1687 amcevoy@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every semester

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

C. Describe the target audience (level, student groups, etc.)

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

E. Provide any other information that may be relevant to the review of the course by GEC

**A. Overview of the course content**

This course provides students with a solid understanding and hands-on experience of basic social research design. It prepares students to do social research, identify the proper research methods, collect and analyze data, and report that data accurately and effectively.

**B. General Education Learning Objectives**

The main purpose of the course is to survey the major research designs and research techniques that are at the core of contemporary approaches used to study social phenomena. The specific objectives of this course is to achieve the following inter-related goals:

1. Develop a research question and formulate appropriate purpose statement & testable hypotheses.

2. Select appropriate methodology, design feasible research plan to answer the research question.

3. Collect data and appropriately analyze the data.

4. Present research findings in an easy to understand visual and written format.

5. Discuss and draw conclusions that are linked to evidence and are in the context of scientific limitations and implications.

**C. Describe the target audience (level, student groups, etc.)**

This course is mainly designed for upper level students who have completed SO 208 Methods of Social Research II, or equivalent (e.g. MA171, PY 305). It is also a required course for Social Work majors.

**E. Provide any other information that may be relevant to the review of the course by GEC**

This class is organized as a research team conducting a mixed-method research throughout the semester. Currently students are mostly from Sociology and Social Work program. A more diverse student background would help improve students’ learning experience.

The proficiency rate for all the dimensions are set as 80%, meaning for every 10 students enrolled in the class, I expect 8 students to achieve B or higher for each dimension. I work very closely with students in SO308, giving constant guidance, reading their working drafts and providing revision suggestions. In addition, students are also given second chance for each assignment should their submitted assignments unsatisfactory (Second change assignments are treated as late submission). The quizzes are difficult but low stake—allowing two attempts, with the second attempt based on team effort. The low stake quizzes provide great learning opportunities rather than merely serving an assessment tools. These teaching efforts have proven to motivate and engage students as well as improving retention. Students work extra hard, stay motivated throughout the semester, and produce high quality work. Fall 2014 SO/SW308 Research Methods II class project was a mixed research methods project yielding a total of 1,225 participants. Many students used their final reports/executive summaries as examples of their work to assist their application for graduate school or employment. Student representatives were invited to present at the Academic Cabinet and two students presented at the North Central Sociological Conference.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Students learn to evaluate relevant information and cite credible source in class exercises. The major assessment is a synthesized literature review assignment (10% of total grade) which later is refined and improved in the subsequent assignments.  Proficiency is expected to be over 80% by completion of the course. For Rationale of the proficiency, please refer to E—“other information”. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Class exercises and written assignments including a final report (30 %) synthesize current literature on the topic. In data analysis and report, students are expected to relate their research objective to the findings, and also examine whether or not their findings confirm or contrast with the literature in the literature review.  Proficiency is expected to be over 80% by completion of the course. For Rationale of the proficiency, please refer to E—“other information”. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Ongoing class exercises and a final paper/report (30%) requires critical evaluation and examination of information and data collected multiple sources—library research and empirical research.  Proficiency is expected to be over 80% by completion of the course. For Rationale of the proficiency, please refer to E—“other information”. |

**PLAN FOR LEARNING OUTCOMES  
SCIENTIFIC INQUIRY**

*Attainment of the SCIENTIFIC INQUIRY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Research Question** | Develop a manageable and appropriate research question that is tied to testable hypotheses. | Class exercises and a low stake quiz (5%) provides learning opportunity and assessment of students’ skill to develop research question and formulate hypothesis. Written Assignment 1 Problem Formulation and Literature Review (10% of total grade) requires students to develop a feasible research question grounded in literature review and formulate a hypothesis if applicable. Assignment 2(10%) requires students to refine the research question and purpose statement based on the instructor’s comments on the previous assignment.  Proficiency is expected to be over 80% by completion of the course. For Rationale of the proficiency, please refer to E—“other information”. |
| **Methodology/Data Collection** | Select and/or develop appropriate scientific methodologies | Class exercises and a low stake quiz (5%) provides learning opportunity and assessment of students’ skill to identify the different types of research and appropriate methods for different research questions. Written Assignment No. 1 (10%) requires students to begin to suggest a research methods. Written Assignment No.2 Survey Research Design requires students to detail their research plan and a questionnaire that they plan to use. Written Assignment No.4 requires students to design and conduct semi-structured individual interviews and focus groups.  Proficiency is expected to be over 80% by completion of the course. For Rationale of the proficiency, please refer to E—“other information”. |
| **Analysis, Results and Presentation** | Collected data is appropriately analyzed and presented | Class discussion, exercises and a quiz (5%) is used to help students analyze data. Written assignment (10%) requires students to analyze data that they collected via survey, interviews, and focus groups.  Proficiency is expected to be over 80% by completion of the course. For Rationale of the proficiency, please refer to E—“other information”. |
| **Discussion/Conclusions** | Conclusions are linked to evidence and are in the context of scientific limitations and implications. | Students produce a final research paper or report or executive summary (30%) including the following sections: Abstract, Introduction, Literature Review, Research Methodology, Findings and Conclusions, Policy Indications/Recommendations, Limitations of Research, and Reference. Students are expected to relate their research objective to the findings, and also examine whether or not their findings confirm or contrast with the literature in the literature review. They are also expected to include graphics (tables and or charts) and a section of Reference.  Proficiency is expected to be over 80% by completion of the course. For Rationale of the proficiency, please refer to E—“other information”. |