

With clear minds and respect, we would like acknowledge that Champlain College Saint-Lambert is located on the unceded lands of the Kanien'kehá:ka Nation. The Kanien'kehá:ka people are acknowledged as the custodians of the lands and water on which we gather. Tiohtiá:ke/Montreal has long been a place of gathering for Indigenous peoples and we recognize the diversity of indigenous people who now reside on the land. We continuously recognize the importance of fostering positive relationships with the Indigenous peoples of the land and their future generations.

Introduction to Methodology

300-301-LA

Course Information

Course title	Introduction to Methodology		
Course number	300-101-LA s00006		
Teacher:	Dr. Mark Paradis		
Class Hours:	Tuesday, 14:00-15:45 in F-243; Friday, 10:00-11:45 in A-132		
Office hour:	Tuesdays from 11:00-12:00 by appointment (additional times may be available by appointment)		
Contact information:	The best way to reach me is through Mio.		
Credits:	2.00		
Hours:	60		
Weighting:	1-3-2		
Modality:	In-person		
Prerequisites:	Quantitative Methods	Co-requisites:	None

Ministerial Competency

022Q To apply the scientific approach used in the field of Social Science to empirical research.

Course Purpose

This is a course in Methodology. The principal objective of the course is to initiate you to the basics of research design in the social sciences by teaching you to carry out a research project of your own. This course builds upon the techniques that you have acquired in Quantitative Methods.

Course Description

This course will examine the entire process of doing research in the social and human sciences. Students will see what is meant by the scientific method, the difficulties involved in doing research with humans, and

ethical considerations that affect researchers' work. You will learn which research techniques are used in the different disciplines they are studying. You will use their knowledge of quantitative methods and research techniques to evaluate research reported in the media, texts, and journals, and you will create, implement, and report on a research project of their own.

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

1. Explain the the scientific approach used in Social Science.
2. Identify and correctly formulate a research question.
3. Select and justify a research method and technique that correspond to the question identified.
4. Select an appropriate population and sample.
5. Produce a data collection instrument based on the research method and techniques selected.
6. Collect data systematically using the instrument produced.
7. Analyze the data using appropriate statistics.
8. Interpret the research results as they relate to the question identified.
9. Produce a comprehensive research report.

Contribution to the Exit Profile of the Program

Students will:

- Identify the main course-specific facts, notions, terms, principles, and concepts and apply this knowledge appropriately
- Use empirical evidence to support their conclusions
- Apply their knowledge of the scientific approach to empirical data
- Demonstrate a knowledge and application of qualitative and quantitative research methods
- Demonstrate qualities associated with a scientific mind and critical thinking
- Understand ethical issues involved in performing research
- Communicate ideas clearly in written format
- Work effectively as a member of a group
- Use appropriate information-processing technologies.

Group Projects

Each student will be assigned to a group of 4-6 students. The group will form a research question, propose a theory to answer the question, create a data collection method, carry out the data collection together, and present their preliminary findings. You must share the workload of group assignments equally. On each group assignment, each member must include a statement of what they contributed to the assignment.

Assessment Guidelines

Late assignments: Assignments must be handed on time. For every day late (including weekends) you will lose 10% of your assignment mark.

- | | |
|---|-----|
| • Research Question (formative; Group Assignment) | 15% |
| • Literature Review (formative; Individual Assignment) | 15% |
| • Theory and Research Design (formative; Group Assignment) | 15% |
| • Oral Presentation (summative; final summative; Group Assignment) | 20% |
| ○ <i>Each group will prepare and deliver a 15-20 minute oral defense to the class on the topic, methodology, and main findings of their Integrated Interdisciplinary Paper. This presentation is expected to be visual and interactive. More guidelines will be provided in class. After your presentation, 5 minutes will be given to questions/suggestions from other students.</i> | |

- Final Project (summative; final summative; Individual Assignment) 35%
 - *Paper must be 8-10 pages in length (excluding cover page, references list, tables, etc), include at least 5 academic sources, and properly cite sources using Chicago (author-date) or APA (author-date) citation style.*

Note: Research Question and Literature Review assignments will be used to calculate the Midterm Assessment Grade.

Make-Up Assessments

Students with college-approved absences will be provided make-up assessments. The form of the make-up assessment will be determined by the course teacher and may include deadline extensions and alternate assessments. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in alternative forms or formats. However, the alternative assessment must measure the achievement of the same course learning outcomes. In all cases, teachers must respect the requirements for make-up assessments listed in the IPESL.

Style Guide

Students will be introduced to the APA and Chicago Manual Style in this course. They will be evaluated on their ability to reference and cite correctly.

Standards of Literacy and Proficiency in Written English

All classes and course material are given in English and students submit assessments in English. This does not apply to courses where the learning objectives specify that the language of instruction is other than English.

Champlain College Saint-Lambert recognizes the importance of increasing students' ability to use written English in all areas of study and life. As such, in courses where the acquisition of English language skills is not the primary learning objective, 10% is included in the grading criteria of assessment tasks with substantial written components (literature review; theory and research design; and final project).

Schedule

Please note: This schedule is subject to change. I will inform you of any changes through email and/or in class. Legend: In-person class; **No class (no work expected)**; **No formal class (work expected)**; **No Formal Class (meeting to be attended)**

Week	Topic	Assignment
Week 1 (08/22 – 08/25)	Tuesday: Introduction to the Course Friday: Basics of Research	
Week 2 (08/28 – 09/01)	Tuesday: Structure of a Peer-Reviewed Article; Selecting a Research Question Friday: Validity and Ethics	
Week 3 (09/04 – 09/08)	Tuesday: NO CLASS (Monday Schedule) Friday: Group Selection; Research Question Selection	Assigned: Research Question
Week 4 (09/11 – 09/15)	Tuesday: Internal Validity	

	Friday: Experimental and Non-Experimental Design	
Week 5 (09/18 – 09/22)	Tuesday: Writing Day Friday: Writing Day	Due: Research Question
Week 6 (09/25 – 09/29)	Tuesday: Survey Introduction and Conducting a Literature Review Friday: Meeting with Instructor	Assigned: Literature Review
Week 7 (10/02 – 10/06)	Tuesday: Construct Validity, Reliability, and Survey Questions (continued) Friday: Construct Validity, Reliability, and Survey Questions	
Week 8 (10/09 – 10/13)	Tuesday: Sampling Friday: Group Work – Survey Design	Due: Literature Review; Assigned: Theory and Research Design
Week 9 (10/16 – 10/20)	Tuesday: Group Work – Survey Design Friday: Intro to SPSS	
Week 10 (10/23 – 10/27)	Tuesday: Intro to SPSS Friday: Meeting with Instructor	Due: Theory and Research Design
Week 11 (10/30 – 11/03)	Tuesday: Group Work – Conducting Survey Friday: Group Work – Conducting Survey	
Week 12 (11/06 – 11/10)	Tuesday: Meeting with Instructor Friday: Oral Presentation Overview and Presentation Preparation	
Week 13 (11/13 – 11/17)	Tuesday: Data Analysis Friday: Writing Day (Study Day)	
Week 14 (11/20 – 11/24)	Tuesday: Data Analysis Friday: Data Analysis	
Week 15 (11/27 – 12/01)	Tuesday: Presentation Preparation Friday: Writing Day	
Week 16 (12/04 – 12/08)	Tuesday: In-class presentations Friday: Writing Day	Presentations
Week 17 (12/11 – 12/15)	Tuesday: NO CLASS	Due: Final Paper

College and Departmental Policies

Attendance

In conformity with IPESL (p.10), students in this course are expected to commit to their learning. This means: interacting with course content, engaging in critical and analytical thinking, and applying knowledge to discussions and assignments. It also means being prepared and present in class, engaging in learning activities, supporting the learning of peers, and, when necessary, actively seeking support from one's teachers. Students should inform their teacher in advance of any absence that results in a missed activity or assessment.

Assessment Accommodation & Make-up Assessments

In conformity with IPESL (pp. 17-18), when a teacher is informed by the Registrar's Office and/or the Student Access Centre (SAC) about a student's college-approved absence, the teacher is required to make reasonable assessment accommodations that align with the course learning outcomes. College-approved absences include authorized college activities, religious observances, personal or family emergencies, legal obligations, and significant physical and health conditions. Assessment recommendations are *not* required for absences that are not college approved.

The nature and timing of make-up assessments will be at the discretion of the instructor. It is the student's responsibility to notify the instructor as soon as possible and provide the appropriate document to the college to support the request for a make-up assessment. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in alternative forms or formats.

Due to the learning structure of this course, teachers are encouraged to provide regular reminders to students about the consequences of all types of absences (college-approved or not). Teachers should also specify to students in their specific course outlines the steps they should take prior to and following an absence.

Academic Integrity

In conformity with IPESL (p.18), plagiarism and cheating are serious forms of academic dishonesty which undermine learning and erode trust within the academic community. Plagiarism, which is a form of cheating, is the use of another person's ideas, words, or material without acknowledging its source. In this course, students will learn how to paraphrase, cite and reference using the principles of academic integrity. Academic cheating, in the broadest sense, is any deceptive or dishonest practice relative to academic coursework and assessments intended to provide oneself with a dishonest academic advantage.

Teachers should report cases of plagiarism and/or cheating to the Registrar's Office and the DAA. After consultation, if the student is deemed to be at fault, they receive a grade of zero on the assessment task and a note is placed in their file. The note remains in their file throughout their college education. Additional incidents of plagiarism or cheating will result in serious academic consequences and may result in expulsion.

Student Academic Concerns and Appeals

In conformity with IPESL (pp. 19-20), if a student has concerns about assessment methods, criteria, weighting, accommodations and/or deadlines that are inconsistent with the course outline, they should speak with the teacher. If the issue is not resolved, the student can contact the department coordinator from the department to which the course belongs. The department will apply its internal process for reviewing course outlines and assessment criteria. If the student's concern is not resolved, they may contact the DAA who will ensure that the IPESL has been applied.

If a student wants to have a grade explained and/or reconsidered during the semester, prior to the exam period, they should speak with their teacher or communicate through MIO about their concerns within one week after receiving the grade. If, after communicating with the teacher, the issue is not resolved, the student can contact the department coordinator to which the course belongs and the departmental internal process for reviewing assessment grades will be applied. If the concern is not resolved, the student can contact the

Registrar's Office to complete and submit an appeal form. The form will be forwarded to the DAA who will ensure that the IPESL has been applied.

Appealing a Final Course Grade in the Day Division

In conformity with IPESL (pp. 19-20), appealing a final grade is a serious process which involves the student, the teacher of the course for which the grade is being appealed, the Registrar's Office, the Department Coordinator, and the respective mark review committee. In the case of reporting a calculation error, the student is encouraged to speak with the teacher or communicate through MIO to resolve the situation.

To appeal a final grade, the student completes an appeal form, provides a valid reason for the appeal, and submits it with supporting documentation to the Registrar's Office. The deadline to submit an appeal of a final grade is indicated in the academic calendar. The Registrar's Office forwards the appeal to the department coordinator or the department's Mark Review Committee. The contested grade can remain the same or be raised unless academic dishonesty is discovered during the appeal process.

Appealing an Accusation of Plagiarism or Cheating in the Day Division

Students have the right to appeal reported accusations of plagiarism and/or cheating within one week after being accused of this academic wrongdoing. If a student wishes to appeal the accusation, they must contact the Registrar's Office to complete an appeal form and submit it along with supporting documentation. The DAA, in consultation with the teacher and the student, determines its validity. The teacher can invite the department to participate in the appeals process.

Institutional Code of Student Conduct

<https://www.champlainsaintlambert.ca/wp-content/uploads/2022/12/Institutional-Code-of-Student-Conduct.pdf>

Institutional Policy on the Evaluation of Student Learning (IPESL)

<https://www.champlainsaintlambert.ca/ipesl/>

Additional Resources

Academic Support – Tutoring

Tutoring is available, free of charge, on an individual or group basis. Please contact the Learning Center via this link <https://clctutoring.ca/home> Room B-300, Library, Upper Floor) to schedule a meeting with a tutor. You can also make an appointment at the Writing Centre for help with English writing skills by clicking [here](#).