

Miyazaki International College
Course Syllabus
Fall 2018

Course Title (Credits)	IDS 302/PSY 318 Research Methods 2: Data Analysis (3 Credits)
Course Designation for TC	N/A
Content Teacher	
Instructor	Futoshi Kobayashi, Ph.D.
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Language Teacher	
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Office hours	N/A

Course Description:		
<p>This course will expand on students' skills acquired in Research Methods 1. Emphasis will be on research designs used in laboratory and in field settings, and on data analysis. Students will be expected to conduct research projects related to their own disciplinary interests, such as psychology, sociology, anthropology, political science, or economics.</p>		
Course Objectives:		
<p>This course introduces students to the process of conducting research. Students will have the opportunity to use research designs studied in Research Methods 1 to collect, enter, and analyze data, to interpret findings, and to present results to others. Students will conduct four different research projects: survey research, archival research, observational research, and qualitative research (i.e., interview-based case study).</p> <p>Critical thinking: In this course we practice essential critical thinking skills including interpretation, analysis, evaluation, inference, and explanation. We will practice these critical thinking skills both formally through specific research assignments and tests, as well as more informally during class discussions, presentations, question and answer sessions, and other active learning activities.</p>		
Course Schedule:		
Day	Topic	Content/Activities
1	Introduction	Discussion of Syllabus

		<p>Explanation of Goals and Purpose of the Class</p> <p>Log-in Moodle Course</p> <p>Introduction of Web Dictionary for English Learners</p> <p>(HW) Read Chapter 11 Text</p>
2	Chapter 11: Describing Single Variables (1)	<p>Chapter 11 Text Questions</p> <p>Exercise 1: Frequency Table & Histogram</p> <p>Central Tendency (Handout Explanation)</p> <p>Exercise 2: Standard Deviation (SD)</p>
3	Chapter 11: Describing Single Variables (2)	<p>Exercise 3: Mean, Median, Mode, SD, & Range</p> <p>Exercises 4: Percentile Rank & z Score</p>
4	Chapter 12: Describing Statistical Relationships (1)	<p>Chapter 12 Text</p> <p>Chapter 12 Text Questions</p> <p>Exercise 1: Cohen's d, bar graph, & correlation</p> <p>Correlation Activity 1: Possible Interpretations</p>
5	Chapter 12: Describing Statistical Relationships (2)	<p>Correlation Activity 2: Positive or Negative</p> <p>Excel Activity (Handout & PC)</p> <p>Exercise 2: Scatterplot & Pearson's r (1)</p> <p>Chapter 11 Test Preparation Guide</p>
6	Chapter 12: Describing Statistical Relationships (3)	<p>Chapter 11 Test</p> <p>Exercise 2: Scatterplot & Pearson's r (2)</p> <p>Exercise 3: Cohen's d & Interpretation</p> <p>Chapter 13 Text</p> <p>Chapter 13 Text Questions (1)</p>
7	Chapter 13: Understanding Null Hypothesis Testing (1)	<p>Return & Go over Chapter 11 Test</p> <p>Chapter 13 Text Questions (2)</p> <p>Video 1: Null & Alternative Hypotheses (Group Discussion)</p> <p>Video 2: Understanding the p value (Group Discussion)</p>
8	Chapter 13: Understanding Null Hypothesis Testing (2) & Chapter 14: Some Basic Null Hypothesis Tests (1)	<p>Exercise 1: Sample Size & Statistical Significance</p> <p>Chapter 14 Text</p> <p>Chapter 14 Text Questions</p> <p>Exercise 1: One-Sample t test</p> <p>Exercise 2: Mean, t value, & p value</p>
9	Chapter 14: Some Basic Null Hypothesis Tests (2)	<p>Exercise 3: Correlated-Samples t test</p> <p>Exercise 4: Independent-Sample t test</p> <p>Exercise 5: One-Tailed or Two-Tailed Test</p>

		Exercise 6: One-Tailed or Two-Tailed Test & Statistical Significance Chapter 12 Test Preparation Guide
10	Chapter 15: Additional Considerations	Chapter 12 Test Chapter 15 Text Chapter 15 Text Questions Video 1: Type I and Type II Errors (Group Discussion) Video 2: Type I and Type II Errors (Group Discussion) Exercise 1: Statistical Power
11	Survey Research (1)	Return & Go over Chapter 12 Test Survey Research Text Survey Research Text Questions Good Survey Questions Activity
12	Survey Research (2)	Survey Research Guidelines Survey Questions Sheet Learn How to Use Google Form Chapter 13 Test Preparation Guide
13	Survey Research (3)	Chapter 13 Test Explain Example PPT & Evaluation Criteria Sign-Up for Presentation Order Presentation Preparation (1)
14	Survey Research (4)	Return & Go over Chapter 13 Test Presentation Preparation (2)
15	Survey Research (5)	Survey Research Presentations
16	Archival Research (1)	Archival Research Text Archival Research Text Questions Content Analysis Activity Archival Research Guidelines Research Question & Coding System Sheet (1) Chapter 14 Test Preparation Guide
17	Archival Research (2)	Chapter 14 Test Research Question & Coding System Sheet (2) Data Collection & Analysis in Library
18	Archival Research (3)	Return & Go over Chapter 14 Test Explain Example PPT & Evaluation Criteria Sign-Up for Presentation Order

		Presentation Preparation (1)
19	Archival Research (4)	Presentation Preparation (2)
20	Archival Research (5)	Archival Research Presentations
21	Observational Research (1)	Observational Research Video 1 (with Question Sheet) Observational Research Activity Practice Independent t Test on the Web Observational Research Guidelines Research Hypothesis Sheet (1) Chapter 15 Test Preparation Guide
22	Observational Research (2)	Chapter 15 Test Research Hypothesis Sheet (2) Observational Research Data Collection
23	Observational Research (3)	Return & Go over Chapter 15 Test Explain Example PPT & Evaluation Criteria Sign-Up for Presentation Order Presentation Preparation
24	Observational Research (4)	Observational Research Presentations
25	Qualitative Research (1)	Video 1: Quantitative vs. Qualitative Research (Group Discussion) Planning of Your Interview (Handout) Video 2: How to do a research interview (Group Discussion) Good Interview Video (with Class Discussion)
26	Qualitative Research (2)	Video 3: Implementing In-Depth Interview Well (Group Discussion) Video 4: What is a code? (Group Discussion) Video 5: Why do we code? (Group Discussion) Video 6: What does coding looks like? (Group Discussion)
27	Qualitative Research (3)	Video 7: How to know you are coding correctly? (Group Discussion) Transcript with Comments Example Memo Example Questions Example (1) Report Example
28	Qualitative Research (4)	Questions Example (2) Data Collection:

		In-depth Interview with Random Pairs
29	Qualitative Research (5)	How to Code One's Data & Make Memos
30	Qualitative Research (6)	How to Write One's Report
	Final Exam	Submission of Interview Questions, Transcript with Codes, Memos, and Written Report
Required Materials:		
Bring a highlighter, a red pen, a pencil, an eraser, an English-English dictionary, and an A-4 binder to every class. Instead of using a standard textbook, handouts will be given in class. There are no textbooks necessary. Students are expected to keep this syllabus and all class materials organized neatly in a binder, and to bring the binder to every lesson.		
Course Policies (Attendance, etc.):		
You are expected to be punctual and to attend all lessons. A delay or early departure will be counted as a half (0.5) day absence. However, any absence, delay, or early departure can be excused if an official document (e.g., doctor's notes) is submitted to your instructor <u>within 7 days</u> of such an occurrence. When you miss a lesson, it is your responsibility to see your instructor afterwards (and perhaps other students who attended the lesson), to find out how to catch up with the work you missed. If you expect to be absent from a forthcoming lesson, you should email your instructor to explain your absence at least one day in advance.		
A maximum of five and a half (5.5) absences is allowed. The sixth absence will automatically result in a withdrawal from the course.		
Class Preparation and Review:		
Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.		
Grades and Grading Standards:		
47% Chapter Tests (5 times) 30% Individual Presentations (10% for each of research presentation X 3 times) 23% Final Research Project (1% for Interview Questions, 2% for Memos, 10% for Transcript with Codes, & 10% for Written Report)		
The final grade will be determined as below.		
A: 90-100 points		
B: 80-89 points		
C: 70-79 points		
D: 60-69 points		

F: Less than 60 points

Plagiarism

Plagiarism is not acceptable at MIC. Students must submit their own work and not copy from other sources, unless they credit their sources with appropriate referencing. Students caught copying information from other sources and pretending that it is their own work will automatically result in a grade of 'F' or withdrawal from the course.

Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.


Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objectives:

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
3. The ability to identify and solve problems
5. Proficiency in the use of information technology

Notes:

The schedule, policies, and procedures in this course are subject to change at the discretion of the instructor.

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					