

Messiah College
HDFS/PSYC 171 – Introduction to Social Research
Spring 2008

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Section 1: MWF 9:10 – 10:10 in B334
Section 2: MWF 10:20 – 11:20 in B230
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Required Readings

McIntyre, J. (2005). *Need to Know: Social Science Research Methods*. Boston: McGraw Hill.

Belmont Report.(document online) found at: <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm>

On reserve:

Siegel, J. M. (1990). Stressful life events and use of physician services among the elderly: The moderating role of pet ownership. *Journal of Personality and Social Science*, 58, 1081 – 1086.

Strongly Recommended Text

American Psychological Association. (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington, D. C: APA.

Course Description

This course will introduce students to research design in the social sciences. Understanding why research is done and how you go about doing research are important parts of this course. Special attention is given to techniques used in collecting and interpreting data. In addition, students will be introduced to basic concepts regarding how to analyze data and the ethics of social research. To better understand the process of research, students will undertake actual research assignments during the semester.

Course Objectives

1. To understand how the scientific method is applied to questions in the social sciences.
2. To understand how research in family studies, education, psychology, sociology, communication, political science, and other social sciences converge and diverge.
3. To be able to read, understand, and intelligently evaluate and critique research reports published in scholarly social science journals.
4. To be able to understand the strengths and weaknesses of different research methods and their implications in data collection and interpretation.
5. To learn to identify and formulate researchable questions.
6. To become familiar with and gain skill in using various research techniques common to social science research.
7. To develop a basic understanding of how statistics are utilized by the social sciences to analyze data.
8. To conceptualize, develop, plan and implement a research project.
9. To have a basic understanding of some of the ethical questions faced by social scientists as they do research.

Class Format

This class meets three times a week. Class time will consist of lectures, class discussions, and activities based in part, on the topics of your readings for that day. **Therefore, it is important that you read the assignments prior to class.** However, lectures will also cover material that is not presented in the textbook, therefore, it is important that you attend class. Please feel free to ask questions at anytime. ***It is important that if you have a question or comment that you share it with the class rather than ask the person beside you. Students who engage in side conversations during class are disruptive to both myself as well as their classmates. Any question or comment you have will benefit all students.***

Course Requirements

1. **Attendance/Participation (25 points):** Individual contributions to class discussion and group exercises are deemed important because different perspectives enhance the quality of class interaction. Class provides an opportunity to clarify ones understanding, as well as to project one's own critical evaluation and digestion of the material. By regularly attending class, students will also be at an advantage in overall understanding of course content relating to lectures, discussions, and other materials, which will be included in the examination process. In this class, students will be expected to attend classes regularly. In addition, students are expected to come to class prepared for the topic of that day, which includes reading all assigned material for that day. ***Be aware that participation in class is much more than simply attending class – it involves contributing to class discussion, asking questions, and taking an active role in class activities.*** Students who simply attend class, but rarely participate will have class participation/attendance grades that reflect poor participation.

NOTE: Be aware of the due date for completion of questionnaires. Because your group members are relying on you to complete your surveys in a timely manner, all surveys need to be completed according to the date specified in the course schedule. If you fail to complete AND bring to class your surveys on that day, you will receive a 5-point deduction from your final class attendance and participation grade. Five additional points will be deducted for each day thereafter – until they are completed and available for your group members (this includes weekends.). In addition, students who do not attend the poster presentation will receive a 10-point reduction from their final class attendance and participation grade.

NOTE: There will be numerous classroom activities through out the semester that will be graded (see below). Therefore, class attendance is important in order to ensure that you do not miss any of the graded in-class activities (which can NOT be made up).

2. **Graded In-Class Activities (50 points) (5 each worth 10 points) -** In order to assess your knowledge of the assigned readings for class, as well as your ability to critically evaluate, integrate, and apply information from class, you will complete numerous in-class activities in small groups. Activities will be randomly chosen for grading, and students will be informed if an activity done in class on a particular day was chosen to be graded after it is handed in. Of the many activities completed in class, 6 will be chosen for grading, however, only 5 activities will count toward your final grade. Therefore, your lowest grade will be dropped (note that if you miss a class in which a graded activity was completed, the "0" you receive on that activity will count as your lowest grade and will be dropped). Students may choose to hand in their own individual worksheet, OR hand one worksheet in for the entire group (meaning all group members will receive the same grade).
3. **3 Exams (100 points each):** Three exams will be based on material from the texts, class discussions, activities, lectures, and readings. They may include objective (multiple choice, true/false, matching, fill in the blank, etc.) and/or essay and short answer questions. Each exam is worth 100 points. Exam make-ups will be given only if the student notifies the professor in advance and only for **extenuating** circumstances. Make-up exams will be **all essay**, regardless of the reason for the need of a make-up.

4. **Research Proposal (100 points):** Students will select a topic to research in greater depth in small groups. At least 5 scholarly sources must be used to summarize the most pertinent information on the subject. On the basis of the existing literature, students should construct a proposal of their intended research topic. A 6 - 7 page typed proposal will be submitted for grading. The paper should be written using APA format, i.e., an introduction with an INTEGRATED review of literature, proposed methodology section that includes a description of your proposed sample and procedure (include your questionnaire in the appendix), a very short proposed analysis/results section, and a short discussion section. Don't forget your references! The paper must follow the format and grading criteria included in Appendix A. A 10% deduction is taken for each day the paper is late. Also, see "Policy on Group Work" below. I strongly recommend that you make an appointment with me to go over your paper at least 1 week prior to the due date to receive feedback on the integration of your literature review and use of APA style.

You will work on and develop questionnaires with your group members. **Each** person in the group will distribute a minimum of 10 questionnaires to *students or employees of Messiah College*.

5. **Poster Presentations (50 points).** The research that you collect for your project will be compiled into a poster and presented in a poster presentation in the Boyer Atrium at the end of the semester. Posters will not be accepted late. See appendix B for detailed information about the poster project and its grading criteria. Also, see "Policy on Group Work" below. Students who are absent from the poster session will receive a 10-point deduction from their final class participation/attendance grade.
6. **2 Mini-research Projects (50 points each).** During the course of the semester, you will conduct two mini-research projects. One will be an "experiment" in which you spend time conducting an experiment. The second assignment will be an "observation" assignment in which you spend time conducting research using an observation method. A 10% deduction is taken for each day the paper is late. Detailed information regarding these projects is in Appendices C and D.

Policy on Group Work

The following are the guidelines for group work regarding your RESEARCH PROPOSAL AND SURVEYS. Research projects are meant to be worked on as a group. **Therefore, each individual must contribute equally to EACH SECTION of the proposal. Do not divide the proposal into sections, as the introduction is typically more challenging to write than other parts of an APA proposal.** In addition, all surveys will be shared by group members and all group members should have access to all surveys completed in their group. However, because some individuals have difficulty working in a group, **each member of the group is responsible for HANDING IN THEIR OWN INDIVIDUAL research proposal.** These papers may be written as a group (and thus identical) or they may be your own individual write up. **Individuals who use a group paper, must clearly indicate on the title page ALL group members who have contributed to writing the paper, and thus will be handing in identical versions.** In such cases – because the papers are identical – I will grade only one, and all group members who handed in the same version will receive the same grade. Remember, if you believe a group member is not pulling their weight, do not agree to hand in a proposal with them. **NOTE: If you choose to continuously miss group meetings or fail to maintain contact with your group, do NOT expect them to include your name on the group paper and give you a copy.** If you do not contribute and are not present when the paper is written, completed, and printed out for final submission, do NOT assume that the group included you on the paper. In such a case, you will need to complete this assignment on your own.

The following are the guidelines for group work regarding POSTER PRESENTATIONS. Each group will be responsible for completing ONE poster. Therefore, you must ALL work together to hand in one poster and put forth equal effort at completing the poster. Follow the guidelines below.

1. The poster projects require that ALL group members contribute EQUALLY. That means that each group member needs to contribute equally to the writing, development, and construction of the poster. In addition, all group members must contribute equally to the poster project. You may **NOT** make a deal where one group member does the poster project while the other group member(s) write the research proposal. That is unacceptable. All group members must contribute equally to all group projects.
2. I will NOT accept complaints about group members until you have discussed your complaint with that group member and discussed possible solutions. That is, you must first address your concerns with that group member and bring it to their attention that you feel they are not contributing equally to the project, before you come to me. If you still feel you need to come to me, you must be able to tell me the response you received from the group member, so that I know a legitimate attempt was made to resolve the issue on your own.
3. **I will NOT accept complaints about group members any later than 1 week before the poster due date. You should have a well-developed draft by then and should be aware of any difficulties you have had working with someone. Do not wait until the last minute to do this project!!!! Have a good draft of your poster completed early, so that you are aware of any potential problems.**
4. I reserve the right to deduct points off of the final grade of posters of group members who do not contribute their fair share to the project. Each group member may be evaluated by their group members as to their contribution to the poster projects.

NOTE: All written work submitted must be typed in 12-point font, and double-spaced. Computer problems, printer errors, etc. are not valid reasons for late work; a late paper will not be excused due to technical difficulties. No work will be accepted more than 5 days late. A late day begins immediately after the work has been collected (normally the beginning of class). A 10% reduction per day is made on late papers.

Course Grading

Attendance/participation	25 pts.
Assignments (2 @ 50 points each)	100 pts.
Exams (3 @ 100 points each)	300 pts.
Research Proposal	100 pts.
Poster Presentation	50pts.
In-Class Activities (5@ 50points each)	50 pts.
Total Points Possible:	625 pts.

A	93% and above	C	73 – 76.99%
A-	90 – 92.99%	C-	70 – 72.99%
B+	87 – 89.99%	D+	67 – 69.99%
B	83 – 86.99%	D	60 – 66.99%
B-	80 – 82.99%	F	59.99 % and below
C+	77 – 79.99%		

NOTE: Please be aware: Because students have access to extra credit in this course I do NOT round up with grades. For example, a 92.5 is an A- and an 89.75 is a B+. You must see the instructor individually for extra credit opportunities at least 4 weeks prior to the last class day.

Students with Disabilities

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101/102). If you have questions, call extension 5358.

Policy Regarding Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College, a will be dealt with according to Messiah College guidelines. These violations include:

1. ***Plagiarism:*** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source.
Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc..
2. ***Cheating:*** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.
Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.
3. ***Fabrication:*** Submitting altered or contrived information in any academic exercise.
Examples: falsifying sources and/or data, etc.
4. ***Misrepresentation of Academic Records:*** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.
5. ***Facilitating Academic Dishonesty:*** Helping another individual violate this policy.
Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
6. ***Computer Offenses:*** Altering or damaging computer programs without permission.
Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
7. ***Unfair Advantage:*** Attempting to gain advantage over fellow students in an academic exercise.
Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Course Schedule of Readings, Lectures, Assignments, and Exams*

Date	Topic	Readings
Feb. 4	Course Introduction	Syllabus
Feb. 6	What is research?	Chapters 1, 2, 7
Feb. 8	Choosing a Topic/ Doing Research e-mail profile from www.typefocus.com to me by 1:00 PM	Chapters 3, 4
Feb. 11	Doing Research & Research Designs	
Feb. 13	Doing Research & Research Designs	
Feb. 15	Working in Groups: How does this relate to real life?	Pgs. 3-4 of syllabus
Feb. 18	Measurement	
Feb. 20	Measurement	
Feb. 22	Library Research: Meet in Boyer 237	Text: pgs. 232-237
Feb. 25	APA	Appendix E
Feb. 27	APA	
Feb. 29	Exam 1	
March 3	Scales, Questionnaires, Standardized Tests, & Interviews	Chapter 9, 10
March 5	Scales, Questionnaires, Standardized Tests, & Interviews	Syllabus pgs. 7-9
March 7	Scales, Questionnaires, Standardized Tests, & Interviews Rough Draft of Questionnaire Due	
March 10	Ethics in research:(Students must attend this talk in order to do human research. If you are unable to attend this class period, you will need to schedule an individual meeting with the IRB.)	Chapter 5, Appendix B, & Belmont Report
March 12	Ethics in Social Research/Sampling Proposal and IRB forms Due (IRB forms optional)	Chapter 6
March 14-24	Spring Break/ Easter Break: No Class	
March 26	Sampling	
March 28	Experiments	Chapter 8
March 31	Experiments	
April 2	Experiments	
April 4	Exam 2	
April 7	What are Poster Presentations?; Working with Data All surveys due (failure to bring surveys to class will result in a 5-point per day deduction from you class participation grade) Experiment Assignment DUE	Appendices C & D Syllabus pgs. 10-11
April 9	Working with Data/ poster work e-mail: group members' last names & first initials, title of poster, and poster abstracts, to me by 3:00 PM	
April 11	In class workday: Work on posters	
April 14	Poster Presentations (Posters Due)	
April 16	Poster Discussions	
April 18	Content Analysis	Chapter 11
April 21	Content Analysis	
April 23	Observation	Chapter 12
April 25	Observation Research and Case Studies	
April 28	Out of class work day: Work on Observations	
April 30	Simulations Observation Assignment Due	
May 2	Review: Evaluating Research	Siegel (reserve)
May 5	Review: Evaluating Research	
	Final Exam: Section 1: May 12, 10:30 – 12:30 Section 2: May 9, 8:00 - 10:00	

***I reserve the right to change or modify this course schedule. Students who choose not to attend class are responsible for checking with the instructor for any changes.**

Appendix A: Guidelines for Research Proposal and Questionnaire

For this class you will be conducting a research project in groups of 2 – 3. You will develop and administer a questionnaire to individuals on campus. The questionnaire will be based on a topic that you choose. **You may only distribute questionnaires to individuals who are either students or employees of Messiah College. You MAY NOT BEGIN DISTRIBUTING QUESTIONNAIRES UNTIL THE IRB AND I HAVE APPROVED YOUR STUDY.**

Developing and administering the questionnaire

After choosing your topic and doing some background reading of the literature on your topic, you will develop a questionnaire with your group members. Your questionnaire should include:

1. A statement indicating who you are, what you are studying, and why you are doing the project (i.e., it is a study for a social research class).
2. A statement indicating what the questionnaire is about and approximately how long it will last
3. A statement informing the participant that what they tell you is confidential and that they may stop the questionnaire at any time
4. Questions about several demographic characteristics of the individual (the individual's age, education, ethnicity, sex, social class, employment status, and if relevant, marital status).
5. Questions about the topic you are interested in.

Your questionnaire should contain about 10 to 15 questions including demographic and topical questions. Keep in mind that you probably will not use all the questions you ask in your final analyses and report in your poster presentation.

After you have turned in your proposal and questionnaire and it has been approved, **each** individual in your group will administer a minimum of 10 questionnaires (that is each individual administers at least 10 questionnaires) to college students or employees of Messiah College. When administering the questionnaire be sure to stay until the person has completed the questionnaire and returned it to you. Take work to do, so you can appear busy while the participant completes the survey.

Research Proposal (worth 100 points)

The research proposal must be written according to APA format and should include the following sections:

1. Title Page – See APA Manual and handout for format and contents
2. Abstract – a short description of your paper (includes aspects from the introduction, all sections of your report and should be no more than 120 words)
3. Introduction – Provide a background of your research topic including at least 5 scholarly journal articles that summarize the literature on your research topic. One of the goals of this assignment is for you to practice integrating research you have read. That is, how does each article you review connect to the other articles. Do not simply summarize each article you read in a list of individual paragraphs devoted to only one article. Rather connect different articles within the same paragraph. Discuss how they compliment or contradict each other and why. The research presented in these articles should be **typed together to form a conclusion** that should support the need for your study. Be sure to cite the information you are using. For this paper, do not use any direct quotes. All information must be paraphrased and correctly cited using APA style. **The introduction should also include a clear statement of your hypotheses or research questions and a rationale for them.**
4. Method – Describe how you will go about collecting data. Your method section should be descriptive enough of what you plan to do so that if someone else wanted to repeat your study later they could do so exactly, based on what you write in your method section. Use the subheadings below to describe:
 - a. Participants – what is the proposed sample (gender, number of people, other demographic characteristics you include in your questionnaire)
 - b. Materials/ Measurement – what will you use for the study (paper, pencil, questionnaire, etc.); short description of questionnaire and a couple of example questions.
 - c. Procedure –How will you approach participants? How will you decide who to ask to complete the questionnaire? How long will the questionnaire last. Etc.
5. Results – A brief statement about how you plan on analyzing your questionnaires
6. Discussion – If your hypothesis is supported, what will the implications be? If it is not supported, what will the implications be? What will your study be able to contribute to everyday life – if your hypothesis is supported? If it is not supported?
7. References – Using APA format, you must include a list of references that you cited in your introduction. **INCLUDE COPIES OF ALL ARTICLES USED IN THEIR ENTIRETY.**
8. Appendices – Include a copy of your questionnaire in this section.

NOTE: Each individual must contribute equally to EACH SECTION of the proposal. Do not divide the proposal into sections, as the introduction is typically more challenging to write than other parts of an APA proposal.

I strongly recommend that you come see me throughout this process or visit the Writing Center. You are more than welcome to show me a rough draft of your questionnaire questions, research proposal, and poster and any point in the process. I strongly recommend that you show me at least one draft of your research proposal at least two weeks before it is due. Students' who have taken advantage of showing me a rough draft almost always receive higher grades.

STUDENTS' NAMES: _____

Grading Criteria for Research Proposal (Worth 100 points)

(see previous page for more details)

Abstract and Title Page (6 Points)

Abstract less than 120 words, but includes aspects of all sections (3 points)

APA format (3 points)

Introduction (42 points)

Well formulated background (at least 5 journal articles) - well integrated (30 points)

Background clearly tied to hypotheses/research questions (3 points)

Rational for Hypotheses/Research Questions (3 points)

Clear Statement of Hypotheses/Research Questions (3 points)

APA style (citations used correctly) (3 points)

Method (17 points)

Participants – detail description of who they will be (4 points)

Materials/Measures – clear description of exactly what will be used (5 points)

Procedure – clear, precise, detailed description of what will be done (5 points)

APA style (3 points)

Results (5 points)

Brief description of how you will analyze your data written in APA style

Discussion (10 points)

Discussion of hypotheses/research questions and implications (5 points)

How might the findings apply to the real world (2 point)

APA style (3 points)

References (10 points)

Correct use of references in APA format (5 points)

Copies of all articles used included (5 points)

Appendices (5 points)

Hand in 1 blank questionnaire sheet

Appendix in APA style

Presentation (5 points)

Proof read (free of typos, etc.)

Project Total (100 points)

Appendix B: Grading Criteria for Poster Presentation (worth 50 points)

As part of the class requirement, you will be presenting your research results to others in the form of a poster. Other individuals from Family Studies, Psychology, and other departments will be invited to the poster presentations in order to view and ask questions about your research. You will also have the opportunity to see what other members of your class have done. Posters will be presented in Boyer Atrium.

Your poster should contain the most important information from your study. You will have to significantly condense parts of your proposal to fit it into a poster. In addition, your poster should be colorful, inviting and self-descriptive. People should be able to read your poster and understand your research. That way, you can discuss your findings, as opposed to explaining what you did, to those who are viewing your poster. Below is a list of some tips for preparing a poster.

How to present a poster (and more information about the poster presentation).

1. Poster should look professional rather than like a collage of magazine cutouts and art supplies. Your choice of font should also appear professional. The use of color in backgrounds for visual attractiveness, or the use of color in tables, charts, and graphs is acceptable, and encouraged.
2. Dress professional for the poster presentation by wearing a nice shirt, pants, skirt, etc. Do not wear sweat suits or blue jeans.
3. Make sure that you prepare a banner or a large label with the following information: authors names, title, class. This information should be in font that measure at least 1-inch high (larger is preferable).
4. You will have to decide what you want to present in your poster and what to leave out. Some things to include:
 - a. Brief rationale for study
 - b. All hypotheses and research questions
 - c. Sample characteristics
 - d. Important aspects of the materials used (example questions etc.)
 - e. Important aspects about the procedure
 - f. Main or most important results, which are often easier to comprehend and read when in a graph or chart.
 - g. Your interpretation of the results – what do they mean and how do they apply to real life?
5. Your poster should be self-explanatory – think of it as a longer abstract or a very thorough summary of the study – the less you have to explain it, the more time you will have to discuss the findings with the people who see it
6. An over all presentation of left-to-right (rows) rather than top-to-bottom facilitates reading of the poster.
7. All letters should be a MINIMUM of ¼ inch high or larger and bolded (larger is preferable)
8. Do not use all CAPS
9. **Avoid unnecessary details in poster.** Simply printing out your research proposal, and attaching each page of it to poster board for the introduction and method sections **does NOT** constitute an adequate poster. Poster presentations involve significantly reducing your research paper by picking and choosing what you believe are the most important points of your research. Therefore, it is a significant amount of work that requires time and effort.
10. Include a blank copy of the survey you used to collect your data, so that individuals may see the exact format and questions used in your data collection.
11. **Finally, you must include a blank sheet of paper, clearly labeled “Questions and Comments” on the table beside your poster** for individuals to write questions on regarding your poster when you are not there.

NOTE: ALL POSTERS MUST BE TURNED INTO ME AFTER THE PRESENTATION IS OVER

Students' Names: _____

Grading Criteria for Poster Presentation

Abstract (5 points)	_____
Introduction (5 points) Clear statement of hypotheses/research questions Important elements of introduction included	_____
Method (10 points) Mention of sample Mention of materials/measure Mention of procedure	_____
Results (10 points) Most important results included Results presented clearly (use of tables, charts, graphs)	_____
Discussion (10 points) Tie hypotheses/research questions to results Implications of research Was your hypotheses supported?	_____
Overall Presentation (10 points) Significantly Summarized Organized clearly Creatively presented Visually attractive, yet professional Large enough font size Included a blank copy of your questionnaire on the table with poster Included a blank sheet of paper for individuals to ask questions	_____
Total (50 points)	_____

Appendix C: Experimental Assignment

For the experimental assignment, you will write up a “mini” research paper discussing the experiment we conducted in class. **Your paper must be organized according to APA style.** The more accurate detail that you include in your paper, the better your grade will be, however the paper should be about 3 – 4 pages, double-spaced, with 12-point font, and have 1-inch margins.

Include the following components in your write-up in this order **separating each section clearly by using a subheading, as indicated in the APA manual.** **Your ability to use APA style will be considered in the grading for each section.**

1. Introduction (10 points)

- Include your hypothesis, stating the specific relationship and variables at which we looked; It should be clear what your independent and dependent variables are by the way you state your hypothesis
- Include a nice overview **explaining your rational** for your hypothesis – no outside readings are required, however, you must cite any information you use from the textbook or class

2. Method (15 points)

- Participants – Who was in the study? How many male/female? How many total people in the sample? Etc.
- Materials/ Measurement – What was used? What did the materials look like? What other tools did the experimenters use and what did they use them for? (pencil, paper, watch, etc.)
- Procedure – How were individuals assigned to different groups? What did individuals do? What condition did the control group experience? What condition did the experimental group experience? (I.e., what did the control group and experimental group experience that was different?) Etc.

3. Results (5 points)

- What did we find? Was there a difference between the control group and experimental group? (Do NOT interpret the data here.)

4. Discussion (15 points)

- Interpret your results. Was your hypothesis supported or not supported? Why or why not? Discuss causation. Are there any other possible explanations for why the data turned out the way they did? What did the study control for? What was not controlled for (be careful!)? What could we do differently next time to test this same hypothesis?

5. Graph (5 points)

- Include a graph that depicts the difference between the control and experimental group. It must be labeled correctly.

NOTE: REMEMBER TO PROVIDE A TITLE PAGE IN APA STYLE

Appendix D: Observation Assignment

Design your study

1. Choose a topic from the list provided below.
2. Design a checklist that you can use when you observe. Keep the checklist simple – two or three categories (levels) for two variables is sufficient. Any more than that will be overwhelming when you go to analyze your data.
3. Generate a hypothesis about the way you believe the data will turn out. Provide some reasoning for this hypothesis (stereotypes, something you've noticed before, etc.)
4. Choose a location(s) at which to collect your data. Be sure to choose a location that does not interfere with the normal behavior of the people who are to be observed (i.e., those you are observing should be unaware that you are observing them). You may not observe individuals during classes in which you are enrolled nor may you observe individuals while you are at work.

Collect your data

1. Spend 1 hour two different times (or ½ hour 4 different times) observing at the location(s) you decided on. You will observe for a total of 2 hours.
2. If possible, keep detailed notes about:
 - a. the setting – describe the setting in which you are observing (where, when, etc.)
 - b. the gender of each person you observed
 - c. the behavior under observation – use your checklist to quantify the behavior. Also **take additional notes on any other notable behaviors that are not listed on the checklist**, as well as any unusual behavior or behaviors on which you would like to focus another time. You should be using primarily a checklist with some specimen records of recording behaviors.
3. Be as thorough, yet as concise as possible

“Analyze” your data

1. Summarize the checklist information through the use of written description and any meaningful pictorial summaries like graphs, charts, tables, figures, etc.
2. Describe the unusual behaviors you observed that do not seem to fit any real patterns. Can you draw any meaningful conclusions from your observations?

Writing your paper

The paper for your observation assignment should be 3 – 4 typed pages, double spaced, and in 12-point font with 1-inch margins. Be very specific and as detailed as possible in your descriptions. You should organize and write your paper using APA format. Include the following components in your write-up in this order **separating each section clearly by using a subheading. Your ability to use APA style will be considered in the grading for each section.**

1. **Introduction** (10 pts.) – Provide an opening statement about the observation to be performed and your hypothesis in this section. What is your rationale for your hypothesis

2. **Method** (15 pts.)– Describe how you went about collecting data. Use the subheadings below to describe:
 - a. Participants – what was the sample (gender, number of people)
 - b. Materials/ Measurement – what did you use for the study (paper, book to hide paper, checklist, etc.); short description of checklist
 - c. Procedure – what time of day, what particular days, what you did for the observation, who you decided what behavior fit into what category, etc.
3. **Results** (5 pts) – Summarize how the data looks. This is a section where you are to only describe the data. Do not interpret the data in this section. Use words like “majority” to help describe how the numbers turned out. **DO NOT** put graphs in this section (if you choose to make a graph, table, figure, etc.). Any charts or graphs should be attached as appendices.
4. **Discussion** (15 pts.) – interpret the data. Was your hypothesis supported? Include the interpretation of any unusual behaviors. Discuss in general what you would do differently next time (suggestions for future research).
5. **Appendices** (5pts.) – include a copy of the original checklist in this section, as well as notes that were accumulated during the process of this study. If you chose to use a graph or chart, include that in this section

NOTE: REMEMBER TO PROVIDE A TITLE PAGE IN APA STYLE

Possible Topics

Choose one of the following topics for your observation assignment. For all topics, be sure to note the, the time of day, the location, and any other relevant information.

1. Observe pedestrians crossing a busy street on campus versus a busy hallway or sidewalk. Note their behavior when passing each other. For example, do they move a shoulder to the side? Which side? Away or toward the individual? Do they step completely out of the way?
2. Observe the various types of clothing worn around campus. Make sure to try to keep track of the weather for the day(s) during the observation. Are there mostly jeans? What color is the most common? What types of shoes are popular?
3. Observe group interactions. Where do people “hang out?” how big is the group? Do they have issues with personal space? Are the bigger groups more a mixture of males and females than the smaller groups?
4. Observe individuals on campus who carry things. What do they carry? How do they carry it?
5. Hearing observation: Choose two separate places on campus (library, dining hall, dorm lounge, etc.) and listen to conversations around you. Get the general gist of what is being said. Hypothesize as to what types of conversations might differ depending on the gender makeup of the group having the conversation.

I am open to other ideas that you may have as well, however, other topics must be discussed with and approved by me before you start. **I will not consider observation topics in which you observe individuals during any classes you are currently enrolled in or during your job.**