

Research Methods
Unification Theological Seminary
Spring 2022 Semester

COURSE: EDU 5811 Research Methods (1 credit)
(March 10 through May 26, 2022). Thursday, 2-3.20 pm.

INSTRUCTOR: Robert Wagner, MA, MLS
R.Wagner@UTS.edu;

OFFICE HOURS: Appointments/meetings available via phone, Messenger or scheduled Zoom,

TEXTS: There are no textbooks for this course but articles and recommended assignments will provided or accessible via link or attachment(s).

RESOURCES: See Selected Bibliography

COURSE DESCRIPTION:

This is a one-credit course that meets one class session per week for ten weeks. This course will help the students construct a framework for effective learning by developing skills used to define and articulate information needs, to access both print and online information effectively and efficiently, to evaluate information into one's knowledge base and to understand and comply with the legal and ethical standards of fair use of resources and ideas. Students can use the information garnered from this course as an opportunity to construct a paper for another course.

PURPOSE AND GOALS:

The purpose of this course is to: develop skills to enable the students to define and articulate information needs, access information effectively and efficiently, evaluate information and its sources critically, integrate information into one's knowledge base, use information effectively to accomplish a specific purpose, and understand legal aspects of the use of information--all of which cultivate skills to promote life-long learning.

STUDENT LEARNING GOALS:

All the goals below are to be carried out in an atmosphere of the highest scholarly standards of conduct. Students will be encouraged and expected to used refine their writing skills and style using standard English befitting a graduate level course. Proofreading and editing will be incumbent upon students using print and online resources.

ALA Student Learning Outcomes The Student will:	ALA Information Literacy Standards and Goals for Higher Education	Assignments &/or Assessments Used
develop an appropriate search strategy to search a topic utilizing a variety of information resources (IL Standard 2:2d,e)	1, 2, 3, 4	search strategies; book resources; Info. Lit. test; pre-post IL survey
correctly interpret bibliographic citations and Internet equivalents and know how to obtain cited items (IL Standard 2:3a)	2	four citations; citation information; Info. Lit. test; pre-post IL survey
analyze and critically evaluate the results of a search for accuracy, relevance, timeliness, authority, biases, etc. (IL Standard 3:2a)	2	website evaluation; Info. Lit. test
gather and evaluate information from a variety of sources to support a chosen topic (IL Standard 4:1a)	1, 2, 3, 4	evaluation of editorial; subject-specific databases; Info. Lit. test
be aware of legal issues such as copyright, plagiarism, and the responsibility to properly credit information sources (IL Standard 5:3a)	2	Info. Lit. test pre-post IL survey

COURSE OUTLINE

Week 1

March 10, 2022

Course Introduction, Library Website and Locating Resources

Class 1 Recording:

https://zoom.us/rec/play/fRIQ7YtwlOJRMH5IZRu2bHF8uLAUMkOdZQGvHJbDWKtH6K0YQsqdC-aGdE2-ftGCnoqvQHSDi6DFeXch.hNYSLUV9yOVhZlQm?startTime=161222245000&_xzm_rtaid=wuLPFH1EQeeZ76VvOaZ8Kg.1612973735752.c7aa1ef404f59d27fd92e55d4550eee3&_xzm_rhtaid=220

- Pre-Information Literacy Survey
- Review of syllabus and library website.
- Locating print and e-books.

- Demo of online book resources

Assignments: Library Website Challenge (5 points)
Print and E-book resources (5 points)

Library Resources I

https://guides.lib.purdue.edu/research_approaches/finding

Week 2

March 17, 2022

Concept Maps and Mapping

- Overview of concept maps
- The different elements of a successful concept map.
- Identifying key words, concept maps, and topic exploration
- Viewing assignment
- Literature reviews

Assignment: Creating your on Concept Map (10 points)

Week 3

March 24, 2022

Search Strategies

- Use of truncation, Boolean operators
- Using database limiters, keywords
- Getting Your Research paper started

Week 3, Recording:

https://zoom.us/rec/share/ZS7Hws7_7MkkraOL83FR_lauQjHUYDL2koCbFauyTBkTXmvFKfj283Tly1NOz90C.x30bIBa_y-59JMrm?startTime=1613415623000

Assignment: Truncation, Boolean and Wild Card strategies (10 points).

Week 4

March 31, 2022

Plagiarism

Week 4 Recording:

https://zoom.us/rec/play/QXPETEY4Zy3-R-hJ1TuGqflaKRNoFw88wvGQE6BWzQq6DqKxfB-dLX5L_K9MSH9d4mcPgQKVvGZyg9w.h-SbS1xxvwYdZCCt?startTime=1614020633000&x_zm_rtaid=-oamANqjQJOuhgg2JwEzpq.1614033500439.dbb33812879637dda537e73dde8e1f66&x_zm_rhtaid=16

- Recognizing and avoiding plagiarism

- Consequences of plagiarism

Assignment: Plagiarism worksheet assignment (10 points)

Week 5 **Subject Databases & Midterm Examination**

April 7, 2022

Week 5 Recording:

https://zoom.us/rec/play/do18g2wmAIR4qk_8Veiix-k14Ug0EMwX8H-izYPwp00fX5fIO2vi2CVK6UTTzBTmJkPNKml4-TDFr7E.JnHZUB6dHzZiFKCZ?startTime=1614651911000&x_zm_rtaid=LtmqvfQaRmiiDkwLlrSRAg.1614709770630.dec0f2af38e059662ec2989e33c21e03&x_zm_rhtaid=426

- Overview of subject specific databases and search engines including EBSCO, ProQuest, Google Scholar and Advanced Search options
- This is a cumulative midterm covering all material that was presented from Week 1.
- **(10 Points)**

Week 6 **Citations**

April 21, 2022

- Becoming familiar with various citation formats (MLA, APA, etc).
- Citing accurately
- Brief overview of Literature Reviews

Week 6 Recording:

https://zoom.us/rec/play/ZZ_5m6HshFlip2-TpIWQYxDD_IE9kRNG1_OfTBzqCf7XrdBQDejhLFYEu71r5m7SKcTN0VDSfi5-3lhm.65S0tpKwSsw4eHsI?startTime=1615233359000&x_zm_rtaid=cmR1JyAUS_KPMjblANb6ug.1615396527091.38c5f043790519b3a7f39e593b5feff4&x_zm_rhtaid=711

Chicago Manual of Style Workshop:

<https://zoom.us/rec/share/OlkeGIBICaOZyNG9krQH7uCAqsNsk5RSWBpusjciVcmf6B7xetVBNDHwR08SoORr.-WDiGZTEUGEAudWM?startTime=1611254706000>

APA Workshop

https://zoom.us/rec/share/d3GKhVA9hEzWcpVjsGvCkzQhbTFH4URnGRJ7ITQu0_4TCWOMcerdcKYQtoBu7mgb.Yr5MbsCQswpKbdjK?startTime=1610131548000

Assignment: Citation assignment (5 points) and worksheet (5 points)

Week 7

April 28, 2022

Critical Thinking

Week 7 Recording:

https://zoom.us/rec/play/u5FF2wrDkeASeSbUxWk0mkiL-5oVNxNaAjjNJPYEopohcKBCoOdh-4IZtHhpKZsdoumy_tR3FhaeeRPz.Xk8hpb7CTRSJb3OM?startTime=1615832895000&_x_zm_rtaid=QwQ-y1mjTae_rbjp8kwfdA.1616190662627.d76f989929533c213fa5c4271facd830&_x_zm_rhtaid=427

- What is ‘critical thinking?’
- How to evaluate an editorial
- Critical thinking viewing assignment and identifying ‘fake news.’
- Examples of website evaluations

Assignment: Thinking critically about websites (5 points) and editorial evaluation (5 points)

Week 8

May 5, 2022

Constructing Your Paper

Week 8 Recording:

https://zoom.us/rec/play/J3quPdMrPaNhmoArAWoHivXL5a_5OAKfpHXTIs3pcy0lzuaZ6wEIg5LZewEjEST1tzQh2U5x6Fr_Kyfa.i83-z4a7vjns_tHt?startTime=1616594731000&_x_zm_rtaid=-M0ZATTzS7SpsrsTHnSXNA.1616788087003.2e14c8bcd2fe21877d46a9d2f7497ed0&_x_zm_rhtaid=62

Examines the elements of an effective research paper:

- Resources, search strategies, thesis, outline, editing, citations, bibliography

Assignment: Term paper template elements (10 points)

Week 9

May 12, 2022

Scholarly v. Popular Resources

Week 9 Recording:

https://zoom.us/rec/play/_zWIRakJemrWKeDj046ZlvPZs_MMvjh5-Yvagf1HGoIGRx3v-IYXCasVEpQ3inlpKHLzYaje4d5_eMBW.oSAmvuQUwj4MQq0b?startTime=1617382764000&_x_zm_rtaid=v2fdwVRvQs2MdfCho8DSYg.1617654115145.f605fba76e13d13fa6942150096e43a5&_x_zm_rhtaid=159

- How to identify different resources
 - The elements comprising scholarly and popular publications
- Last day to Withdraw from course.

Assignment: Differentiating between scholarly and popular materials worksheet (5 points)

Week 10
May 19, 2022

Copyright, Fair Use and Final Examination.

Week 10 Recording:

https://zoom.us/rec/play/okfOca9urqSTtwK8bJ203fnwuOkKUCsBlxnMwPCEZ3gMQUOrtZRIkWOs-fqbitxwkL2xz814Xo73CFLK.L7haDRXb5XxS9fQY?startTime=1617976802000&_x_zm_rtaid=8z7UISFXR3-qYOi0TjnOGA.1618421078049.7a3f0f3e81dd6cd367690f94b97ed5a6&_x_zm_rhtaid=700

- Copyright and fair use
- Post Evaluation survey
- Final Examination will be cumulative, covering everything that was presented from Week 1.

Assignment: Final test (15 points)

Grading:

ASSESSMENT RESULTS

The Instructor may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

GRADING SCALE:

This is a Pass or Fail class. Grades for each assignment are calculated on a total point basis for each category of grading. (Please refer to the syllabus for a point breakdown for each assignment or project).

Evaluation Criteria

Week	Assignment topic:	Assignment	Totals	Evaluation criteria
1	Course Introduction, Library Website and Locating Resources	<p>Website challenge (Students answer factual questions directly from library homepage).</p> <p>Print/e-book resources (answer factual questions directly from the online catalog and journal databases).</p>	<p>5 pts</p> <p>5 pts</p>	<p>Students will demonstrate their ability to evaluate the library website and the purpose, function and utility of various library links.</p> <p>Students will demonstrate mastery of locating resources including print books and journal articles</p>
2	Concept maps and mapping	<p>Concept map</p> <p><i>Viewing assignment</i> (preselected video and written assignment relating to role and utility of concept mapping). Please be prepared to discuss your responses.</p>	<p>5 pts</p> <p>5 points</p>	<p>Students will demonstrate the purpose and function of concept maps and topic exploration in the construction of research assignments.</p> <p>Student will demonstrate a mastery of database searching which will include delimiters, Boolean operators and truncation.</p>
3	Search strategies	Worksheet to demonstrate mastery of search results truncation, wild cards and limiters.	10 pts	Students will have exposure and practice in the use of database searching. They will demonstrate mastery in the use of truncation, limiters and differentiate the purpose and outline of a literature review.
4	Subject databases and Plagiarism	Worksheet on subject databases (grade is dependent on the quality and number of peer reviewed and scholarly resources located).	10 pts	Students will be evaluated on their ability to locate preselected information from subject databases and Internet search engines including Google Scholar and

				Alexa Website rankings.
5	Midterm Examination	Midterm examination (factual answers garnered from the library website, online catalog, databases and handouts).	10 pts	<p>Students will complete an exam which will cover all material covered from weeks 1 through 7. There will be several versions of the same exam covering the same material in multiple choice and short answer format.</p> <p>Evaluation will also be graded based on specific citation resources provided by the Instructor based on volume number, dates, author information, etc. and locating articles related to such.</p>
6	Citations	<p>Worksheets (containing raw bibliographic data, e.g. author, year, publisher, etc) and place it in the correct, appropriate citation format.</p> <p>Brief writing assignment in which students will answer questions related to Literature reviews and components of an effective paper).</p>	<p>5 pts</p> <p>5 pts</p>	<p>Students will demonstrate proficiency with the various types of citation formats (MLA, APA, Chicago, etc).</p> <p>Students will understand how to locate reputable online citation resources (Owl, BibMe, NoodleBib, etc). for proper citation generation.</p> <p>Students will be able to explain the components of an effective paper and a more detailed analysis of a literature review.</p>
7	Critical Thinking	Editorial evaluation Website evaluation	10 pts	Students will demonstrate an understanding of critical thinking and its important in their

				<p>coursework and lives.</p> <p>Students will learn to effectively examine print and online resources for validity, currency, accuracy.</p>
8	Counseling Resources; Legal and Ethical Use of Information		10 pts	<p>Students will gain an understanding of the current legal statutes relating to intellectual property, copyright, plagiarism set forth by UTS, and the standards of plagiarism set forth by the ALA Literacy Resource Committee.</p>
9	Scholarly vs. Popular resources	In-class, multiple choice assignment relating to plagiarism.	5 pts	<p>Students will gain an understanding and will differentiate between scholarly and popular publications in both print and electronic format.</p>
10	Copyright, Fair Use and Final Examination	In-class multiple choice examination.	15 pts	<p>Students must demonstrate mastery of all material and assignments presented in the course.</p> <p>Students must demonstrate proficiency in the use of garnering information from the library homepage, online catalog, subject databases using "raw" citation data and information provided by the instructor.</p>

CLASS POLICIES:

1. Style Guide: Some assignments are demonstrated using APA, MLA and Chicago. But when completing your assignments for this class, you are free to use any style that you prefer. Please let the Instructor know which guide you are using when you turn in the assignments. Always check with your other Instructors as to the style that they prefer.
2. Academic Integrity and Plagiarism: In a college, and seminary environment in particular, academic integrity is particularly important. As per the UTS administrative policy:

Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. This can range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. This includes buying or submitting a paper written by a third party. All are considered forms of "plagiarism" and a violation of the Seminary's academic integrity policy. Instances of plagiarism may be reported to the Vice President of Academic Affairs for disciplinary action. Possible disciplinary actions include probation, suspension or withdrawal.

The first instance of plagiarism in this course, the student must repeat the assignment. If the student plagiarizes again, the student will receive an "F" for the course.

3. Reasonable Accommodation: Any student eligible for and requesting academic accommodations due to a disability are required to speak with the Vice President of Academic Affairs as soon as possible.
4. Electronic Devices: It is expected that **ALL** electronic devices be **MUTED** during class time. **DO NOT** answer phone calls or **TEXT** during class. If you need to receive or place an urgent call, kindly step away to avoid disrupting the class.
5. Academic Quality: Remember that grades for assignments are based not only on the completion of the assignment but the quality of work produced. The higher the quality of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the MLA style guide unless otherwise indicated.
6. Communication with Instructor: UTS e-mail and Canvas will be the primary mode of communication with students, unless specified otherwise. Please check your UTS e-mail regularly. Students are also encouraged to contact the Instructor through email for assistance and clarification.
7. Attendance: Punctuality and regular class attendance and participation are essential to this course.
8. Tardy Policy: A pattern of late arrivals **WILL** affect your final grade.

9. **Late assignments:** Any assignments turned in late will lose half of their assigned point value unless exigent circumstances exist. Please communicate with your Instructor if you are encountering any difficulties finishing an assignment. No assignments will be accepted after the last day of class unless prior arrangements have been made.

10. **Netiquette:** When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminary's LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied. Do not download and share course materials without permission of the instructor, as this may violate copyright. UTS reserves the right to delete postings on UTS maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

Please note: Any conflicting information on this syllabus will be superseded by information in the UTS Catalog.

SELECTED BIBLIOGRAPHY

1. *The Chicago Manual of Style* (University of Chicago Press, 17th ed., 2017)*
2. *MLA Handbook for Writers of Research Papers* (8th edition).
3. *Publication Manual of the American Psychological Association* (APA, 7th ed., 2009)*

****Note:** All assigned reading materials and resources will be available to students via a unique URL sent by the Instructor. Citation Guides can be located at: www.uts.edu/library (Writing Resources)

WEBSITES OF INTEREST:

Boolean Searching: <http://www.internettutorials.net/boolean.asp>

Critical Thinking: www.library.arizona.edu/help/tutorials/plagiarism/index.html

Evaluation of Information:

<http://lib.nmsu.edu/instruction/evalcrit.html>

<http://www.lib.auburn.edu/bi/caveatlector.html>

<http://library.weber.edu/ref/guides/howto/evaluateinfo.cfm>

Fallacies: <http://www.nizkor.org/features/fallacies>

Lateral Thinking: http://en.wikipedia.org/wiki/Lateral_thinking

Plagiarism: <http://www.its.caltech.edu/~grb/HonorSystem/node22.html>

Scholarly vs. Popular Articles: <http://library.weber.edu/ref/guides/howto/scholarlyarticles.cfm>

EDU5811: Research Methods
Course Learning Outcomes Rubric

Desired Learning Outcomes	Course Outcomes I	Course Outcomes II	Course Outcomes III	Course Outcomes IV	Score
<p>Analyze and critically evaluate the results of a search for accuracy, relevance, timeliness, authority, biases, etc.</p> <p>(ALA Outcome 3:2 a)</p>	<p>Student has an emerging awareness of present assumptions (but sometimes label assertions as assumptions). Can identify some contexts when presenting a position.</p>	<p>Identifies own and others assumptions and several relevant contexts when presenting a position.</p> <p>Questions some assumptions. Identifies several relevant contexts when presenting a position.</p>	<p>Can Identify the main arguments/problems presented.</p> <p>Gathers sufficient relevant information from appropriate resources to make an informed decision.</p> <p>Identifies the strengths and weaknesses of the arguments</p>	<p>Student can thoroughly, systemically and methodically analyze assumptions and can carefully evaluate the relevance of contexts when presenting a position.</p>	
<p>Students will become aware of legal issues such as copyright, plagiarism, and the responsibility to properly credit information sources in an ethical fashion</p> <p>(ALA IL Outcome 2:3 a)</p>	<p>Accesses information randomly. Retrieves information that lacks relevance and quality.</p>	<p>Student can access information using simple search strategies. They can retrieve information from limited and similar sources.</p>	<p>Student can access information using effective, well defined search strategies and uses the most appropriate information sources.</p>	<p>Uses correctly the following: use of citations and references, choice of paraphrasing, summary or quoting, recognizing information in true context and demonstrating a full understanding go the ethical and legal uses of published and proprietary information. Has a thorough understanding of copyright and trademarks</p>	
<p>Develop an appropriate search strategy to search a topic utilizing a variety of information resources</p>	<p>Has difficulty defining scope of the research question or theses, types of information (sources) selected do not</p>	<p>Students can use tow of the following strategies: use of citations and references, and choice of paraphrasing</p>	<p>Defines the scope of the research question or theses completely. Can determine key concepts and types of information (sources) selected relate to concept or</p>	<p>Effectively defines the scope of the research question or thesis. Effectively determines key concepts. And</p>	

<p>(ALA IL Outcome 2:2 d, e)</p>	<p>relate to concepts or answer the research question. concepts.</p>	<p>summary or quoting. They can use information in ways that are true to context and distinguish between common knowledge and ideas requiring attribution. They can demonstrate a full understanding fo the use of ethical and legal restrictions of published and proprietary material.</p>	<p>answer research question.</p>	<p>types of information (sources) selected) which directly relate to concepts or thorough and accurately answer the research question.</p>	
<p>Gather and evaluate information from a variety of sources to support a chosen topic</p> <p>(ALA IL Outcome 4:1 a)</p>	<p>Student can communicate very basic information from sources. They present information that is fragmented and/or used inappropriately (misquoted, taken out of context or incorrectly paraphrases, etc.) so the intended purpose is not achieved.</p>	<p>Communicates and organizes information from sources. The information is not yet synthesized but the intended research purpose is not fully achieved.</p>	<p>Communicates, organizes and synthesizes information from sources. The student can achieve the intended purpose of their research assignment.</p>	<p>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose with clarity and depth.</p>	