**UBLIS 575DS Research Methods 2021-08F Syllabus Calendar at a glance**

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| **Date** | **Week** | **Topic** (see Dimensions of Research Quick) | | | | | | |
|  |  | **Part 1. What is research and why do we need it? Research topic** (Wildemuth Parts 1 & 2) | | | | | | |
| 09-01 | 01.1 | General introduction to the course | **Deliverable D4 Final course synthesis essay assigned** (keep notes always) | | | | | |
|  | 01.2 | What is research and why do we need it? | | | | | | |
| 09-08 | 02.1 | Research supporting practice. Assessment and action research. Part 1 | | | | | | |
|  | 02.2 | Research supporting practice. Part 2 | | **Deliverable D1 Assessment & Action Research assigned** | | | | |
| 09-15 | 03.1 | Developing a research topic / research problem and research questions | | | **D1 Assessment & Action Res due** | | | |
| 03.2 | Work on Deliverable D2 Definition of Research Topics  D2 involves **peer review,** schedule in the Guide and the full calendar | | | **D2 Research Topic Definition assigned, due 10-06** | | | |
|  |  | **Part 2. General ways of gaining knowledge** (Some chapters from Wildemuth Part 3) | | | | | | |
| 09-22 | 04.1 | General ways of gaining knowledge. Overview | | | | | | |
|  | 04.2 | Research and the complexities of reality. A cautionary tale from education | | | | | | |
| 09-29 | 05.1 | Variables and measurement | | | | | | |
|  | 05.2 | **a** Research ethics. **b** Interdisciplinary research and team science | | | | | | |
| 10-06 | 06.1 | Research method principles everywhere: Ideas and inspiration | | | | **D2 Final topic definitions due** | | |
|  |  | **Part 3. Research design by scope, participants, context, and overall protocol** (Wildemuth Pt 3) | | | | | | |
| 10-06 | 06.2 | **3a Research Design by scope of study and sampling**  3a1Studies of limited scope or extent | | | | **D3 Research proposal assigned** | | |
| 10-13 | 07.1 | 3a2Studies of larger Scope. Extensive Studies  **3b Studies by population studied** | | | | | | |
| 07.2 | **3c Studies by how phenomena are followed over time || 3d Research by context / environment**  **3e Research design by role of participant**  **3f Research design by getting individual opinion vs getting consensus opinion** | | | | | | |
|  |  | **Part 4. Sources of Data and Methods for Data Collection** | | | | | | |
| 10-20 | 08.1 | **4a** Existing documents as data sources | | | | | | |
|  | 08.2 | **4b** Observation (of individual participants, groups, events, . . .) | | | | | | |
| 10-27 | 09.1 | **4c** Eliciting free-form, mostly spoken, answers to open-ended questions | | | | | | **D4 Synthesis essay midway draft due** |
|  | 09.2 | **4d** Eliciting **✓** or scale value answers to closed questions. **4e** Specific types of variables | | | | | |
|  |  | **Part 5. Methods for Data Analysis** | | | | | | |
| 11-03 | 10.1-2 | **5a Methods for qualitative analysis**  **5b Methods for qualitative and structural analysis (qualitative or quantitative)|** | | | | | | |
| 11-10 | 11.1-2 | **5c Statistical Analysis** | | | | | **D3 Res. proposal draft due** | |
| 11-17 | 12.1-2 | 5c Statistical Analysis continued | **(Part 6. Conclusions from Wildemuth)** | | | | | | |
|  |  | **Part 7.Concluding course activities** | | | | | | |
| 11-24 |  | **Fall recess** | | | | | | |
| 12-01 | 13.1-2 | **Work on research proposal and essay** with instructor feedback.  **Possibly Zoom Q&A** | | | | | | |
| 12-08 | 14.1-2 | **Work on research proposal and essay with instructor feedback.** | | | | | | |
| **12-15** |  |  | **D3 Research proposal and D4 final course essay** **due** ( flexible deadline) | | | | | |



**UBLIS 575DS | LEC | Research Methods | Fall 2021**

A picture containing person, necktie, wall, person

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**1 Course Description and Objectives**

**1.0 Course Overview**

The course prepares you to

* conduct or participate in assessment and action research
* apply research methods and theory to understanding the complexities of the unique situation of each individual student, information user, etc. and precisely analyzing and then meeting their requirements.
* assist others in learning about and conducting research
* be an informed consumer of research

The course is project-based. Choose a research topic of interest to you whose study would

* contribute knowledge to solving a practical problem and/or
* contribute to the general knowledge and theory development in a subject domain.

You will develop a research proposal, a design for a study investigating your topic, learning about research methods as you are thinking about how they could be applied (or not) to studying your topic.

**Weeks 1 - 6.1 are devoted to general issues of research and to the all-important issue of defining a good research topic.**

**Part 1** takes a broad look at research. Research takes many forms and is undertaken to serve many purposes, so the first two weeks are devoted to elucidating *What is research?* and to elaborate on two interrelated specific purposes of research, *Research for assessment* and *Action research*.

The most important step in designing a research study *is topic development*, *defining the topic and the research questions*. In Week 3 you will learn how to do that using a systematic framework presented in a document template. You will create two sufficiently different topic definitions and from these select one as the seed for your research proposal.

**Part 2** addresses fundamental issues of how we can gain knowledge, including the dangers of oversimplification in research (beware the simpletons) and issues in measurement as a key and decisive element of research. This lays a broad conceptual foundation for the detailed discussion of specific research methods in Parts 3 - 5. You will also learn about research ethics and about interdisciplinary research and team science

**Starting in Week 6.2 you will learn about specific research methods** week-by-week. Each week you will read one or more chapters (some required, some to choose from) from

Wildemuth, *Applications of Social Research Methods to Questions in Information and Library Science.* 2nd edition. Libraries Unlimited, 2016

Then you select a few of the research papers that Wildemuth gives as examples (available in UBbox and in Zotero). For each method keep notes on how it could be applied to studying your topic or why it could not be applied (could be part of your learning blog).

**Mechanics of the course**

To get most out of the course, form study groups of three or four. Share topic definitions and the incremental additions to your research proposal for peer critique, suggestions, and encouragement. You can set up a group in Slack for online discussion and group phone or Zoom calls. You can share files through Slack or through setting up a UBbox folder for the group. You can divide reading the research papers from Wildemuth and share insights with the other members of your group.

**1.1 Why take this course?**

**Information professional tasks requiring an understanding of research methods**(a bit more elaborate than the PowerPoint slide)

* **Improving practice by applying research; evidence-supported practice in your own job**
* Action research: Conducting research in the library, schools and classrooms, and the local environment to identify causes of failure and/or to see how well new solutions work. Assist stakeholders (librarians, teachers, community activists) with action research.
* Evaluating / assessing programs of all kinds, including teaching
* Assessing applicability of information resulting from research to practice  
  Supporting evidence-supported practice.  
  In a school: Inform teachers about the results of educational research to improve the overall learning environment: Students learning activities, teaching, school culture, help students with disabilities, help students with behavior problems, prevent bullying
* Translating research results to practice: Use research results to devise new solutions / new approaches.
* **Improving practice by supporting application of research and evidence-based practice in your patrons jobs, doing research in organizations**
* Research on user requirements, market research
* Research on technical aspects of any kind of product
* Research on organizational practices
* Intelligence analysis
* **Assisting users with research, from elementary school students to university faculty to staff in in any organization who conduct research for any purpose, including action research, for example, assisting teachers with classroom-based research**
* Special case: Assisting researchers with human subject research applications to the IRB (Institutional Review Board)
* Curating research data
* Assisting researchers with depositing research data sets in a reusable form and with proper documentation in the appropriate data repository(ies)
* Assisting researchers with finding and using datasets for secondary analysis.
* For all of the above: **Assessing quality of research publications** (accuracy, error-range, probability of results being true), especially for a literature synthesis
* Doing research and publishing for career advancement (a requirement for academic librarians)
* Become an information science researcher (as university faculty or in another research environment)

**1.2 Official Course Description**

Study of research, problem-solving, and evaluation of services in library, media and information environments. Students will learn to identify and define problems requiring systematic analysis and to review, evaluate, synthesize, appreciate, and use existing reports of research. Study includes librarianship and the philosophy of science, theory and hypothesis testing. Problems include evaluation of circulation, effectiveness, collections and overlap, online services, budgeting allocation, status of librarians, salaries, citation analysis, bibliometrics. Not a statistics course; background in mathematics and statistics is not required.

**Note 1:** As elaborated in *Why take this course?* above, information professionals need to be able to assist users in many subject fields with conducting research and assessment studies and with evaluating research and assessment studies for application to practice. Therefore, UBLIS 575DS deals with research methods in a general way, not restricted to information science.

**Core knowledge and materials**

Required from all

Basic research concepts

Specific methods,  
some in depth,  
some introductory / awareness

**Knowledge and materials extensions**

Students select some methods  
for study in depth  
Optional readings

**Additional materials made available**  
students can use now or later

**Note 2:**

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| **UBLIS 575DS. Levels of materials** |

**1.3 Course Learning Objectives**

**Learning goals of the IS Department masters programs addressed in the course**

1. Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, curation, representation, organization, retrieval, dissemination, and use of information.
2. Graduates are prepared to apply disciplinary knowledge and skills in a variety of information contexts.
3. Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, cultural competence, reflective practice, and adherence to professional ethics.
4. Graduates demonstrate values, attitudes, and behaviors that are essential for information and library professionals, including diversity, equity, and inclusion.

**Specific learning objectives of the course. The course aims at helping students to**

* Develop a frame of mind about issues in research.
* Appreciate the many ways in which we can acquire knowledge and insights, the wide variety of research methods. Understand the power and the limitations of research.
* Be able to conduct action research and to encourage and assist others with action research.

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|  | **Elaboration. Upon completing this course, students should understand / be able to**: |
| 0 | Be able to assess research issues from a broad framework of and perspective on research. |
| 1 | Appreciate the many ways in which we can acquire knowledge and insights, the wide variety of research methods. Understand the power and the limitations of research. Understand different kinds of research. Characteristics of research. Know what kind of research to use. |
| 2 | Be able to conduct action research and to encourage and assist others with action research. |
| 3 | Be able to evaluate research and assessment studies. |
| 4 | Be able to apply research and assessment results to improve practice and advise others to do so (evidence-supported practice). |
| 5 | Be able to define and elaborate a research topic / research problem and associated research questions. Be able to define variables.  Put differently: discover, structure, and formulate research questions. |
| 6 | Be able to prepare a research proposal based on understanding   * types of research studies * the overall research process * research methods, including * principles of selecting units of analysis (people, organizations, events, queries, documents, etc.) * data collection methods * data analysis methods. |
| 7 | Understand ethical issues in research. |
| 8 | Understand interdisciplinary research and team science. Know how to support research teams. |
| 9 | Understand research areas and research issues in information science. |

**Pervasive perspective:** Research as a force promoting and supporting

**Diversity, Inclusion and Respect, and Justice advancing Equity**

**2 Modes of Learning**

* Readings: chapters from textbooks and some additional papers
* Online lectures (slides with audio)
* Produce deliverables:
* D1 *Assessment and Action Research,*
* *D2 Topic Definition,*
* D3 *Research Proposal*,
* D4 *Final Course Synthesis Essay*
* Groups of three students (could be two or four) for mandatory peer critique of the *Research Topic Definition* and optional for further collaboration
* Learning blog / diary /Slack discussion forum and Wildemuth Chapter Comments (optional)
* Online discussion on Slack 575dsgeneraldiscussion
* Phone/video conferences (as schedules permit)

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| **Learning blog / diary** /**Slack discussion forum** (optional)  You may find it helpful to keep a learning blog/diary in which you enter for each week:  1 What have I learned, what was most important, what was most interesting, what was extraneous; what helps me in my (future) work? How?  2 How does a course idea support better service to users, directly or indirectly?  3 How does a course idea relate to other ideas in this course and/or to other courses?  4 Comments on readings – what did it contribute, how hard was it, ...  5 What did I not understand? How does my not understanding this affect my (future) work? **What questions do I have?**  6 Course critique and suggestions;  See the optional template in the assignment templates.  You can share your learning blog on Slack 575dslearningblogschaptercomments (can post anonymously) or send a direct message to dsoergel. I will try to give feedback either way.  Please **post** your observations, solutions to research issues, other resources on research methods you found useful, etc., to **Slack** 575dsgeneraldiscussion (perhaps copy and paste from your learning blog). Q**uestions will be answered by the instructor as time allows.** |
| Section of the learning blog: **Wildemuth chapter comments**  As an aid in taking brief notes in the textbook chapters, the learning blog template for each week includes chapter titles in the sequence in which this week's chapters are assigned and a space for comments.  In your comments for each chapter, include some thoughts on how the research method discussed in the chapter could or could not be applied in your research proposal. |

**3 Course technologies and related matters**

Everything inside this circle is available on the user's computer

**Core knowledge and materials**

Required from all

Basic research concepts

Specific methods, some in depth,  
some introductory / awareness

**Knowledge and materials extensions**

Students select some methods  
for study in depth

Additional materials made available  
students can use now or later

**3.1 Course Technologies**

Detail in a separate document *Course Technology* (part of syllabus by reference).

You should have received invitations to UBbox, Slack, and, later, Zotero. If not, email TA.

**For accessible course materials** (such as an audio or braille version of written text or a transcribed version of spoken text) refer to **7.2 Accessibility Services and Special Needs.**

* **Materials are available through UBbox**Experimentally and entirely optional: Readings through Zotero.
* **Written course communication, questions, and assignment submission through Slack**.  
  Supplemental: plain **email.** Please put 575 in the subject (allows me to file quickly).
* **Audio and video communication** (12 pm - 11 pm, 7days a week) Includes  
  Slack video calls and calls with screen sharing. Also Slack conference calls  
  Zoom calls. || Simple phone calls through 703-585-2840
* **Leave UBbox and Slack open always, no repeated login necessary.**

**3.2 UBIT.** If you do not have your UBIT Name and Password, contact the UBIT Services  
Email: [ubithelp@buffalo.edu](file:///C:\503InfoArch\cit-helpdesk@buffalo.edu) or 716-645-3542 for immediate answer.

**3.3 Computer Requirements.** If everything works, you can skip this section.

Once downloaded, lectures can be used off-line. For most features of Slack you need to be online.  
To get a sense of Internet speeds required, see  
<https://www.highspeedinternet.com/resources/zoom-guide>  
They also have a speed test.

For UB Student Computer Standards visit:  
[http:/www.buffalo.edu/ubit/service-guides/hardware/getting-started-with-hardware/purchasing-or-using-an-existing-computer.html](http://www.buffalo.edu/ubit/service-guides/hardware/getting-started-with-hardware/purchasing-or-using-an-existing-computer.html)

**3.4 Getting Help**

TA and instructor are available.

UBIT Services (help desk): <http://www.buffalo.edu/ubit/get-help.html>  
[ubithelp@buffalo.edu](file:///C:\503InfoArch\cit-helpdesk@buffalo.edu) 716-645-3542

UBIT Alerts: <http://www.buffalo.edu/ubit/news/alerts.html>

**3.5 Required Knowledge and Skills**

**You must know your way around computers**

All courses in GSE require the prerequisite IT skills defined at <http://gse.buffalo.edu/gseit/prereq>. You also need the early requisite skills described at <http://gse.buffalo.edu/gseit/earlyreq>.  
These skills are not covered in this course but are required for completion of some course assignments. It is your responsibility to acquire these skills;b they will be generally useful for you.

**4 Textbook**

No endorsement of Amazon intended, just a convenient site to get more information about a book. You probably can buy cheaper elsewhere. I would not rent. These are books you want to have on your shelf for years to come.

Wildemuth, Barbara M. 2016

**Applications of Social Research Methods to Questions in Information and Library Science. 2nd edition**. Libraries Unlimited, 2016.

<https://www.amazon.com/Applications-Research-Methods-Questions-Information/dp/1440839042/ref=sr_1_1?keywords=Applications+of+social+research+methods+to+questions+in+information+and+library+science.&qid=1577723288&s=books&sr=1-1.>

To find cheap offers for a book, possibly used or pdf ebook, Google the title, put the title in double quotes. With any offer, make sure you get the newest edition.

More detailed information about these books and other useful research methods books for future reference is given in a separate document. Information about these books can also be accessed through Zotero.

**5 Assignments / Deliverables** (for dates consult the calendar)

*Deliverable* is the term used in requests for proposal (RFP) or requests for application (RFA) issued by funding agencies and foundations.

**There are four deliverables, two major**. See p. 12- 15 for elaboration and evaluation criteria.

D1 Assessment and Action Research two-page proposal abstract

D2 Research Topic Definition (feeds into the Research Proposal)

**D3** Research Proposal (main evidence for course grade)

**D4** Final course synthesis essay (main evidence for course grade)

**There are three small assignments / exercises**

Personal introduction

Practice with qualitative analysis software (report optional)

Practice with statistical software (report optional)

For each deliverable and assignment, there is a template file and a guide file, such as

template file UBLIS575DS-00.0$3-Deliverable2TopicDefinition.docx

guide file UBLIS575DS-00.0$3-Deliverable2TopicDefinitionGuide.docx

The guide file has instructions and background information; it can be quite substantial.

**Submission instructions**

Submit each deliverable or assignment attached to a Slack direct message to anmiller.

See the document *Course Technology* for the file naming conventions. Example:

UBLIS575DS-00.0$3-Deliverable2TopicDefinition-**MeyerS**.docx  
 template file name -**your name**

All **deadlines are flexible**. **I judge all work on content, not on when it was submitted**.

**Format and style.** Use the template (required). 1" margins, TNewRoman 12 points, single-spaced.

In the text, cite references as *Smith 2016*. Arrange the list of references first by first author, then by year. Other than that **any citation style I can read is fine**. Many styles, including the often mandated APA style, are arbitrary and not based on user requirements  
"Any fool can make a rule, and every fool will mind it" (Thoreau).  
In real life use a citation manager such as Zotero (which does so much more). Then you can request citations to be output in any of hundreds of styles as required by a specific journal or organization

**Now the really important.** I need to read many papers, often in several drafts. I want to use the available time to give substantive feedback; a clear layout and not being distracted by poor writing help. So I ask you to follow the **binding** guidelines in the document *Mindful Micro Information Architecture* (part of the syllabus by reference). I do not want to read any of the following:

*\*As information professionals, it is important to study user needs.* [\* indicates wrong or poor usage.]

Correct: *As information professionals,* ***we must*** *study user needs*

\**While studying grammar on the porch, the moon shone brightly*.

*I could \*only find four research participants*. Correct: *I could find* ***only*** *four research participants.*

*The reason is \*because …* Correct: *The reason is* ***that*** *…*

\**Utilize* or \**employ* when ***use*** would do or *\*on a daily basis* ꟷ just say ***daily*** or ***every day***.

**5.1 Deliverable 1 Assessment and Action Research Proposal Abstract**

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| Write a two-page short proposal for a project that involves assessment and action research, page 1 Assessment, page 2 Action Research  The project should deal with an issue in EDJI (Equity, Diversity, Justice, and Inclusion) (a more logical sequence would be Diversity, Inclusion and Respect, and Justice advancing Equity) construed very broadly. Diversity "can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies". (https://www.qcc.cuny.edu/diversity/definition.html, 2020-08-24) |
| **Evaluation criteria** |
| 1 Interest or significance of the organization / group / environment chosen.  2 Interest or significance of the issue / aspect / function to be addressed by assessment and action research.  3 Complexity / difficulty of the issue / aspect / function to be addressed by assessment and action research.  **4** How convincing is the proposal. Quality of ideas and presentation  **5** Demonstrated understanding of assessment and action research principles |

**5.2 Deliverable 2. Research Topic Definition**

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| This deliverable requires peer critique This deliverable involves several steps specified in a mini-calendar as specified in the full calendar |
| **Evaluation criteria** |
| 1 Is the topic statement clear and convincing?  2 Practical and / or theoretical significance of the topic. Discussion of the importance of the topic  3 Theoretical framework. Discussion of applicable theories and selection of a theory or theories (if any) that could help frame the study?  4 Definition of variables |

**5.3 Deliverable 3. Research Proposal**

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| Your research proposal differs from the standard in that it will include not only the methods you propose but also discussion of other methods considered but rejected.  Work at several sections simultaneously, putting pieces of text in the appropriate section of the template as you encounter ideas in the textbook and in the literature review for your topic. This produces version 0 of your proposal. Then you do a next pass of editing and writing to produce version 1.  Optionally, you may want to continue with peer critique. If you do, as you add pieces to your proposal, share and discuss with your critic.  By the date specified in the calendar, submit a draft to the instructor. |
| **Evaluation criteria** |
| 1 Does the topic statement specify what you want to find out. Is it clear and convincing?  2 Does the literature review give a coherent presentation (analytical synthesis) of important ideas gleaned from the literature, including   * discussion of the importance of the topic and application of expected findings * theoretical framework and variables * research methods appropriate for the topic * results from similar prior studies   3a Is there a discussion of possibly applicable theories and selection of a theory or theories (if any) that could help frame the study?  3b Are the important independent and dependent variables introduced and well defined? Is there a rationale for each variable? Is the unit of analysis to be studied well defined and justified?  4 Are the research methods (selection of individual instances from the population of all units of analysis, data collection, data analysis) well chosen and is there execution described in sufficient detail? Is there a discussion of research methods considered and a rationale for using the research methods finally selected?  5 Is there a discussion of the expected contributions and what these contributions add to the knowledge base of the information field?  Overall:   * Is the research proposal as whole and each section well written? * Are points well argued and supported with evidence? * Is the research proposal as a whole and each section coherent ? Does it flow in a logical and meaningful sequence? Does it make sense for the reader?   Note: "Is there …?" is used for simplicity, but read this as "To what degree is there …?" |

**5.4 Deliverable 4. Final course synthesis essay**

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| * **Reflect on the nature of research and how the course changed your thinking**, make connections within the course, to other courses, to practice. * Give a coherent picture of what you learned and how you are going to use what you learned. * Demonstrate your knowledge of specific research methods that you can adduce as examples. * The essay needs to be a reflection on concepts and ideas with the option of mixing in a bit of your personal stance on issues in research methods. * Think of the essay as explaining to another student what you learned in the course.   Specifically   * Distill major concepts and skills you learned (what you got out of the course) and identify general insights. Make connections to other courses and subjects. * When five years hence you ask “What did I learn in UBLIS 575DS Research Methods?” the essay should give you an answer. * Thinking about your career and journey through life, reflect on how you see yourself using what you have learned.   Start on day 1 to take notes for this essay. Keeping a learning blog can greatly help you in producing this essay  By the date specified in the calendar, submit a draft to the instructor for feedback.  **Length 4000 - 5000 words**, not counting optional references |
| **Evaluation criteria** |
| 1 Does the essay demonstrate an understanding of the broad nature of research as an approach to gain knowledge?  2 Does the essay demonstrate specific understanding of how research studies can be characterized?  3 Does the essay demonstrate specific understanding of some research methods.  4 Does the essay make connections between concepts in the course?  5 Does the essay make connections to concepts in other courses and to ways the student might apply knowledge of research methods in her or his professional work?  Overall:   * Is the essay as whole and each section well written? * Are points well argued and supported with evidence? * Is the essay as a whole and each section coherent ? Does it flow in a logical and meaningful sequence? Does it make sense for the reader?   Note: "Is there …?" is used for simplicity, but read this as "To what degree is there …?" |

**6 Grading**

Grading is based on the student’s **understanding (achieving the learning objectives) and ability to apply course concepts to practical problems.**  
The instructor will consider the following evidence in a holistic assessment.

**The primary sources of evidence are the *Research Proposal*** (which includes the information elaborated in the Research Topic Definition) **and the *Final Course Synthesis Essay* , with more emphasis on the better of the two**.

• If the *Research Proposal* and the *Final Synthesis Essay* result in a grade of A, that is the grade.

• If not, the following subsidiary evidence might improve the grade:

• Learning blogs, including Wildemuth chapter comments submitted by the student,

• comments and questions in discussions in Slack, or in other interactions with the instructor.

Since grading is based on understanding achieved and not points earned, there is some uncertainty. However, from feedback received during the course you should get a sense of how you are doing.

If a student has put forth adequate effort but still has not achieved an understanding the merits a grade of B, I will provide guidance for further study intended (but not guaranteed) to produce the understanding needed for a satisfactory grade.

Remember that submission deadlines are flexible. Since no points are given for assignments, no points can be deducted for submission after the due date specified in the calendar.

**7 Important general information: Academic Integrity, Accessibility Services,  
Public Health**

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| **7.1 Academic Integrity:** [Academic integrity](https://www.buffalo.edu/academic-integrity.html) is critical to the learning process. It is your responsibility as a student to complete your work in an honest fashion, upholding the expectations your individual instructors have for you in this regard. The ultimate goal is to ensure that you learn the content in your courses in accordance with UB’s academic integrity principles, regardless of whether instruction is in-person or remote. Thank you for upholding your own personal integrity and ensuring UB’s tradition of academic excellence.  It is expected that you will behave in an honorable and respectful way as you learn and share ideas. Therefore, *recycled papers, work submitted to other courses, and major assistance in preparation of assignments without identifying and acknowledging such assistance* are not acceptable. All work for this class must be original for this class. Please be familiar with the University and the School policies regarding plagiarism. Read the [Academic Integrity Policy and Procedure](https://catalog.buffalo.edu/policies/integrity.html) for more information. Visit The Graduate School Policies & Procedures page (<http://grad.buffalo.edu/succeed/current-students/policy-library.html>) for the latest information. |
| **7.2 Accessibility Services and Special Needs:** If you have a disability and may require some type of instructional and/or examination accommodation, please inform the instructor early in the semester so that arrangements for accommodations you need can be made.  If you have not already done so, please contact the **Office of Accessibility Services** (formerly the Office of Disability Services) University at Buffalo, 60 Capen Hall, Buffalo, NY 14260-1632; email: [stu-accessibility@buffalo.edu](mailto:stu-accessibility@buffalo.edu) Phone: 716-645-2608 (voice); 716-645-2616 (TTY); Fax: 716-645-3116 on the web at <http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>. All information and documentation is confidential.  The University at Buffalo and the Graduate School of Education are committed to ensuring equal opportunity for persons with special needs to participate in and benefit from all of its programs, services, and activities. |
| **7.3 Public Health:** Up-to-date rules about requirements and expectations of on-campus health-related behaviors to protect everyone's health and safety, especially related to COVID-19, are found on the UB website. They are not relevant to online students. |

**8 Appendix . GSE Syllabus Template material not covered in the above**

Much of this you already know. **Not all of this applies to UBLIS 575DS Research Methods**

**APA citation style**

For many courses in GSE and elsewhere, APA citation style is required

APA (7th Edition) Citation Style will be used for the course. Resources on using APA Style can be found at <http://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org/>.  
The APA Manual itself is recommended:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association.* (7th ed.). Washington, DC: American Psychological Association.

**About Purchasing Texts and Supplementary Materials**

The Office of Online Education strives to make text information available to you in advance of the semester so that you may shop for the best possible price for needed items. We encourage you to investigate various purchasing options, including, but not limited to; used books, cash back programs, textbook rentals, and online outlets.

Instructors at the University at Buffalo comply with applicable copyright laws and are not able to distribute to student more than 10% of books with less than ten (10) chapters or one (1) chapter from longer works without explicit permission of the copyright holder.

Employees of campuses are prohibited from benefiting financially by adopting specific course materials. Employees may receive sample copies, instructor’s copies or instructional materials that are not sold. Employees, however, may receive royalties or other compensation from sales of textbooks that include their own work.

If you need accessible course materials please refer to the **Accessibility Services and Special Needs** in the **Important Information** section toward the end of this syllabus.

**Grading:** Criteria for the grading of assignments shall be made explicit before the assignments are due or examinations are administered. Grading components, i.e., the activities who assessments determine the course grade and the proportion of the grade determined by each, shall be specified in the course syllabi. If these components are amended while the course is in progress, all students in the course shall be notified of the changes in writing or by electronic mail with sufficient time to adapt to and fulfill the changed requirements. Grades shall not be changed due to completion of additional grade components or assignments specified after the close of the session in which the course is offered. All graded assignments and corrected examinations shall be made available for review by students. If a student believes that an error in grading has been made, he or she should be able to consult with the instructor and receive an explanation.

**Final Grades:** Your final grade for the course will be submitted to UB and will be available through MyUB via the Student HUB the day after they are submitted. Faculty shall submit grades for all courses by the due date scheduled for each term, which shall be no less than seven days after the last day of the term’s final examination session or the last day of classes of a term not having separately scheduled final examination session.

**Assignment Extensions:** Assignment extensions may be arranged in advance, at the instructor’s discretion; no make-ups or late assignments will be provided after the fact, unless in the event of a documented emergency (yes, this means you will need to provide proof of the emergency and it must be a legitimate emergency)

**Incomplete Grades:** This course is designed to be highly interactive and to include regular dialogue between the students and instructor, as well as among students. Because of this, students must participate regularly, and complete course readings and assignments on time. The student should have a passing average in the requirements already completed. While rare, incomplete grades may be granted in cases of illness or other difficult circumstances. An Incomplete grade must be requested in writing and **must be received and approved by the instructor of record** **before the last day of the final exam week**. There is a maximum period of 12 months after the course ends for the resolution of an incomplete grade, but the instructor may set an earlier deadline for completion of the course requirements.

**Assignments for Extra Credit:** There may be opportunities for extra credit in this course at the discretion of the instructor. Any Assignments for Extra Credit will be made available to the entire class.

**Course Communication**

**Course Syllabus:** The course syllabus serves as a contract between the student and professor regarding course expectations and policies. The course syllabus should clearly communicate what the instructor expects of the students and what students can expect from the instructor. The course syllabus must be finalized and distributed to the class during the first day of class, but is typically available for online courses 2-4 weeks before the start of the semester. During the semester, instructors are expected to conform to their course syllabi, except as unanticipated circumstances require deviation. In such situations, instructors should inform all students and provide an opportunity for discussion with students prior to making a final decision regarding changes in the course syllabus.

**Announcements (Instructor to All):** The instructor will use the Announcement section on the home page to inform students of any breaking news, instructions, deadlines, cancellations, etc. Always read Announcements to see if there is anything new and/or urgent posted.

**Email (One to One and One to All):** Email is located under the Email tab. Instructor to Student: An email may be sent to the class if there is anything urgent, or student questions are received that need a global response. Check your UB email daily.

**Student to Instructor:** Please email questions to me. I read email in the evenings. I may read email at other times as well. I have a large email volume and it may take me 48 hours to respond to your email. If you haven’t heard from me within 48 hours, please resend your question. You are also welcome to contact me by telephone at the number found at the beginning of the syllabus.

All email to the instructor should be sent with a subject line as follows:

**COURSE NUMBER – BRIEF DESCRIPTION OF REASON FOR EMAIL**

**Please sign all your emails with your first and last name so I know who you are.**

NOTE: Using Email in UBlearns is recommended to avoid any errors in addressing.

**Student to Student:** You may communicate with your classmates through the email tab in the classroom, as well as in the discussion forums.

**Student Meeting Space:** This is a discussion forum in the Discussion Board section. Use this area to ask questions of a general nature for classmates to answer. If you are working on an assignment and you want to ask a general question (e.g., hey, has anyone...blah, blah, blah), use this space.

**Questions for the Instructor:** This is another discussion forum in the Discussion Board Section. Use this area to ask questions to the instructor. Use this space for general clarifications. If you have a specific question related to your personal information, contact the instructor directly via email.

**Important Information**

**Learner Support:** There are multiple offices on campus available to provide support to University at Buffalo students. Here are some common contacts:

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Contact** | **Web Site or Email** | **Phone** |
| Course Content & Assignments | Course Instructor |  | Via appointment |
| Computer Access & Technical Support | UBIT Services (help desk) | [www.buffalo.edu/ubit/get-help.html](http://www.buffalo.edu/ubit/get-help.html) [ubithelp@buffalo.edu](file:///C:\503InfoArch\cit-helpdesk@buffalo.edu)  716-645-3542  Email: [cit-helpdesk@buffalo.edu](mailto:cit-helpdesk@buffalo.edu) | 716-645-3542 |
| Registration, Program, & Information on University Services | Jennifer Austin(CSEP)  Bonnie Reed (ELP)  Tracey McNerney (LAI)  Singleton, Arryonna (IS) | [jhaustin@buffalo.edu](mailto:jhaustin@buffalo.edu)  [brfisher@buffalo.edu](mailto:brfisher@buffalo.edu)  [tmmcnern@buffalo.edu](mailto:tmmcnern@buffalo.edu)  asingle@buffalo.edu | 716-645-1004  716-645-1087  716-645-3420  716-645-2949 |

**University Services:** Students enrolled in distance education courses will have access to services traditionally provided in person; i.e. libraries, labs, academic advising, career services, financial aid counseling, personal counseling, disability services, and other student services as appropriate.

All existing UB policies, i.e. grading, course evaluation, and admission criteria apply to all activities bearing UB academic credit, including distance education.

**Counseling Services:** As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services and Health Promotion are here to help with these or other issues you may experience. You can learn more about these program and services by contacting:

Counseling Services

120 Richmond Quad (North Campus), 716-645-2720

202 Michael Hall (South Campus), 716-829-5900

<https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>

Health Services

Michael Hall (South Campus), 716-829-3316

<https://www.buffalo.edu/studentlife/who-we-are/departments/health.html>

Office of Health Promotion

114 Student Union (North Campus), 716-645-2837

<https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html>

**Sexual Harassment/Violence:** UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB’s Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, you may also contact a Crisis Service Campus Advocate at 716-796-4399.

Please be aware UB faculty are mandated to report violence or harassment on the basis of sex or gender. This means that if you tell me about a situation, I will need to report it to the Office of Equity, Diversity and Inclusion. You will still have options about how the situation will be handled, including whether or not you wish to pursue a formal complaint. Please know that if you not wish to have UB proceed with an investigation, your request will be honored unless UB’s failure to act does not adequately mitigate the risk of harm to you or other members of the university community. You also have the option of speaking with trained counselors who can maintain confidentiality. [UB’s Options for Confidentiality Disclosing Sexual Violence](http://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment/sexual-assault--domestic-violence--dating-violence-and-stalking/confidentiality-and-reporting-protocol.html) provides a full explanation of the resources available, as well as contact information. You may call UB’s Office of Equity, Diversity and Inclusion at 716-645-2266 for more information, and you have the option of calling that office anonymously if you would prefer not to disclose your identity.

**Software:** UB provides free licensing of major software packages for UB students, including Microsoft Office and Symantec Antivirus. Please visit <http://www.buffalo.edu/ubit/service-guides/software.html> for more information.

**My Virtual Computing Lab:** Learn how to access the most popular UB-licensed software in the Cybraries and Public Labs directly from your personal computer. These programs are served “from the cloud” and are available on or off campus at any time. With My Virtual Computing Lab you can access: Adobe Acrobat Pro, Adobe Dreamweaver, Adobe Photoshop, Microsoft Office, Minitab, SPSS, and more. Find more information at:

<http://www.buffalo.edu/ubit/service-guides/software/my-virtual-computing-lab.html>

**Library:** As a registered University at Buffalo student you have full access to UB Libraries (<http://library.buffalo.edu>) and online resources available through the libraries. There are many full text article databases. There are resources available under “Get Help” 🡪“Student Support” to assist you in using the library.

Molly Poremski, MLS, Associate Librarian, is the GSE Librarian. She has offices at 524 Lockwood Library and is available by phone: 716-645-1323; fax: 716-645-3859; and email: [cvh2@buffalo.edu](mailto:cvh2@buffalo.edu) and is available to help.

**Course Evaluations**: You will have two opportunities to provide anonymous feedback about the course. In the middle of the semester, I will send you a brief questionnaire asking about what activities are contributing to your learning and what might be done to improve your learning. At the conclusion of the semester you will receive an email reminder requesting your participation in the Course Evaluation process. Please provide your honest feedback; it is important to the improvement and development of this course. Feedback received is anonymous and I do not receive copies of the Evaluations until after grades have been submitted for the semester.

**Course Access After the Semester:** At the conclusion of the semester your UB*learns* courses will automatically be removed from your ‘My Courses’ listing the day after grades are due to the University, unless your instructor has requested extended access. If you need extended access to your course, contact your instructor. Courses sites reaching the 12-month maximum threshold will be automatically removed from the system. UBlearns courses are listed with a code (i.e. 214123206). To Decode which are your “Current” courses: Digits 2 and 3 = Year (14=2014),

Digit 4 = Month (1 = January – Spring 2014 course), Digits 5-9 = Registration Number