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**Instructor**

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**Time and Location**

Asynchronous

**Course Description**

This course focuses on applying the principles, practices, and strategies for conducting research in the social sciences, particularly dealing with the interface of the human dimension in the agricultural and natural sciences.

**Course Delivery**

This course is being offered via distance. All course meetings will use Canvas. **Each weekly module of the course will officially begin on Thursday of each week.** However, the course web page can be accessed 24 hours a day and each student may complete the coursework at their own pace within this weekly timeframe.

**Online Lectures**

**Each recorded lecture will post in Canvas on Thursday by 12:50pm weekly.** The recorded lectures are recordings from the live course taught on Wednesday of each week.

**Course Objectives**

At the completion of the course, the learner will be able to:

1. integrate the scientific process associated with research.
2. critically evaluate research studies.
3. describe how instrumentation and data collection procedures relate to the entire research process.
4. apply the concepts of qualitative and quantitative research.
5. develop instruments to collect valid and reliable data.
6. integrate instrumentation and data collection methods for various types of research problems and contextual situations.
7. identify a problem area of interest, develop constitutive and operational definitions associated with a study, ascertain an appropriate research design, and develop a research proposal.

**Required Texts**

Creswell, J. W., & Creswell, J. D. (2018). *Research design*. (5<sup>th</sup> Edition). Sage Publications Inc. ISBN 9781506386706

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7<sup>th</sup> Edition). American Psychological Association. ISBN 9781433832178

Frey, B. B. (2016). *There's a stat for that*. Sage Publications Inc. ISBN 9781483318752

**COURSE ASSIGNMENTS & DESCRIPTIONS**

**Research Workgroup**

Scientific research is not an individual endeavor. It requires the engagement of the community of scientists. Thus, each student will be assigned a research workgroup. The research workgroup will provide support, critique, and feedback to each member to assist in the development of the major assignments of the course. Students will be evaluated on their contributions to their research workgroup.

### **Module Quizzes**

Short quizzes on key ideas are included within each module.

### **Research Ideas**

Bring two research ideas to class (see course calendar below; advisor and/or chair approval). Please be prepared to discuss the idea in groups. Consider the following for group discussion (a) what is the problem, (b) can the problem be measured, (c) how will you measure the problem, and (d) what is the significance of the problem to your field.

### **State of the Field**

Based on the approach (quantitative, qualitative, or mixed-methods) you have selected from class meeting one and two, select one journal article in your field. Define your field in any way that you choose. Examine the journal (year 2019) for the approach you have selected. Write a 3-4 page report on the status of the chosen approach. Consider topics addressed, authors, methods used, trends, explanations of approaches etc. Make page 5 your reference page. The report is to be typed, double spaced (12 pt font, 1 inch margins). There is an example report in Canvas.

### **Mini-Literature Review, Theoretical Framework, Introduction, Purpose Statement, and RQS/OBJS/Hypothesis**

Develop a mini-literature review, a full introduction, purpose statement, research questions/objectives/hypothesizes from one of the research ideas (advisor and/or chair approval). The assignment is to be typed, double spaced (12 pt font, 1 inch margins). Please see below for page requirements. This assignment will be the foundation for the Research Prospectus assignment. The guidelines for this assignment will be provided via the grading rubric. Each member of the Research Workgroup will evaluate and provide feedback on the assignment of the other members of the Research Workgroup

Literature review (6-8 pages)  
Theoretical Framework (4-5 pages)  
Introduction (2-3 pages)  
Purpose statement, RQS/OBJS/HYPO (1/2 page)

### **Research Prospectus – 1<sup>st</sup> Submission**

A research prospectus, essentially a preliminary mini-proposal, outlining a research study you wish to conduct and the rationale and methodology behind it, will be developed by each student and presented to the class during the course poster session (advisor and/or chair approval). The prospectus is to be typed, double spaced (12 pt font, 1 inch margins). Please see below for page requirements. The guidelines for this assignment will be provided via the grading rubric. Each member of the Research Workgroup will evaluate and provide feedback on the research prospectus of the other members of the Research Workgroup.

Literature review (6-8 pages)  
Theoretical Framework (4-5 pages)  
Introduction (2-3 pages)  
Purpose statement, RQS/OBJS/HYPO (1/2 page)  
Methods (4-5 pages)

### **Final Research Prospectus – Revised Submission & Revision Letter**

In addition to the revised prospectus, the author must also include a letter stating how comments/suggestions made on the first draft were addressed.

### **Research Poster Presentation**

Develop a research poster based on the Research Prospectus assignment. The research posters will be presented during the AEC Research Poster Session. The guidelines for this assignment will be provided via the grading rubric and the call for posters.

<b>COURSE ASSIGNMENTS</b>	<b>Points</b>
Research Workgroup	50
Module Quizzes	30
Research Ideas (2)	20
State of the Field	30
Literature review, TF, Introduction, Purpose statement, RQs	300
Research Prospectus – 1 <sup>st</sup> Submission	20
Final Research Prospectus – Revision Letter	450
Research Poster Presentation	100
<b>Total Points</b>	<b>1000</b>

### **Grading Scale**

A = 930-1000

A- = 900-929

B+ = 860-899

B = 830-859

B- = 800-829

C+ = 760-799

C = 730-759

C- = 700-729

D+ = 660-699

D = 630-659

D- = 600-629

E = below 600

### **Grades and Grade Points**

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Absences and Make-Up Work**

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **Academic Honesty**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

### **Software Use**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)*  
Counseling Services  
Groups and Workshops  
Outreach and Consultation  
Self-Help Library  
Training Programs

Community Provider Database

- Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

**Services for Students with Disabilities**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**Course Calendar**

Dates	Topics / Learning Experiences	Assignment Due
<b>Preliminary Considerations</b>		
Jan 14	The Selection of a Research Approach	Module #1 Quiz
Jan 21	Research Idea Feedback	Research Ideas (2)
Jan 28	Review of Literature	Module #2 Quiz
Feb 4	The Use of Theory	Module #3 Quiz
Feb 11	Writing Strategies and Ethical Considerations	Module #4 Quiz; State of the Field Paper (1)
<b>Designing Research</b>		
Feb 18	The Introduction	Module #5 Quiz
Feb 25	The Purpose Statement	Module #6 Quiz
Mar 4	Research Questions and Hypotheses	Module # 7 Quiz
Mar 11	Quantitative Methods	Module #8 Quiz; Mini Literature Review, Introduction, Purpose Statement, and RQS/OBJS/Hypothesis
Mar 18	Research Workgroup	Feedback
Mar 25	Qualitative Methods	Module #9 Quiz
Apr 1	Mixed Methods	Module #10 Quiz
Apr 8	<i>No class meeting – submit prospectus online</i>	Research Prospectus – 1 <sup>st</sup> Submission
Apr 15	Research Workgroup	Research Prospectus Feedback
Apr 22	Research Prospectus Poster Session	Research Poster
Apr 29	<i>No class meeting</i>	Submit Final Research Prospectus w/letter