

LIB 301-01: Interdisciplinary Research Methods

Grand Valley State University, Winter 2019

Mondays, 6-8:50 pm, AuSable 2310

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Slack Messenger is the best way to reach me and you can expect a response within 24 hours.

TABLE OF CONTENTS

Description	1
Texts.	1
Tech Requirements	1
Course Requirements	2
Course Policies	3-4
Course Plan	5-7

COURSE DESCRIPTION

This course is designed to introduce you to a variety of interdisciplinary research methods. This includes comparing methods used in the natural and life sciences, social sciences, and the humanities. Analyzing how various disciplines formulate questions, identify sources, and evaluate data/texts are just a few of the goals. We will also pay special attention to integrative and problem-solving methodologies, with the goal of enabling you to better understand interdisciplinary work and begin to frame your own research projects.

Learning Outcomes

By the end of this class, students should be able to:

1. Identify, develop, and articulate your own interdisciplinary field by describing your area of focus, research questions, and possible methods of research.
2. Engage interdisciplinary research methods through practical application.
3. Identify significant social problems that require interdisciplinary approaches in order to develop workable solutions.
4. Identify and evaluate the leading research related to your research question. Compose a scholarly review of the literature that frames your research goals.
5. Practice skills that lead to successful collaborative work.
6. Practice skills for successful oral and written communication in presenting your research and ideas.

Please make sure you read the following requirements prior to the second week of classes as all course expectations as well as assignment instructions are listed in the pages that follow.

TEXTS

- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. Guilford Publications. Referred to as Leavy on schedule.
- Additional readings on Blackboard. Referred to BB on schedule.

TECHNOLOGY REQUIREMENTS:

We will use Blackboard as our online class environment. The class-specific technologies will be accessible there, including readings that should be completed prior to Monday meetings, the gradebook, and turning in assignments. Please do not use other technologies for these assignments without speaking with me first.

The standard GVSU word processing program is Word, and that is what I will use. Word documents in the course site are as posted as .docx. Please submit your documents as Word files. I will not accept incompatible programs. As a GVSU student, you have access to Microsoft Office 365 for free. You will find the information on how to access this at <http://www.gvsu.edu/it/softwarehardware-discounts-31.htm>. Contact me if you have any questions or concerns.

COURSE REQUIREMENTS:

Assignment Overview

Participation & Meet Ups	20%
Research Experiments	25%
Writing Experiments	20%
Final Research Proposal	35%

All assignments will be submitted on Blackboard.

Participation & 2 Meet Ups: 20%

Active participation is a critical part of the learning experience in this course. This course will be more seminar and discussion style with very little lecture, so active participation and attendance are *necessary*.

Part of your participation grade will include meeting with me twice in the semester. These meetings are for me to get a better idea of 1) how the course can best serve your academic and professional interests and 2) to share with me any questions or concerns you have about your project. These Meet-Ups can be conducted in person, over the phone, or over Blackboard Collaborate. We will schedule the meet-ups during class time.

Personal opinions play a role in class dialogues but do not substitute for a concerted effort to grasp the scholarly material in the course. Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, it does require that you read it, think about it, and discuss it. Please keep in mind that we address this class from a perspective that assumes inequality exists.

Students will also set up two one-on-one meetings with the professor during the semester to discuss their research projects. All students are expected to complete both meetings.

Research Experiments: 25%

Research experiments are skill- and knowledge-building activities and written assignments that will enable you to grow and succeed as a researcher. Most of the research experiments will serve as rough drafts that will eventually contribute to your final research proposal. Research experiments will be completed both in and out of class. **There will be six research experiments across the course.** Please see Blackboard under 'Research Experiments' for specific instructions for each research experiment and refer to the schedule for specific due dates.

Writing Experiments: 20%

Writing experiments are intended to enable you to develop a better sense of who you are as a scholar and researcher. Additionally, the writing experiments will serve as rough drafts that will eventually contribute to your final research proposal. Writing experiments will be completed outside of class. Please see Blackboard under 'Writing Experiments' for specific

instructions for each writing experiment and refer to the schedule for specific due dates.

Final Research Proposal: 35%

The final project for this class will be producing a research proposal. This proposal is only a starting point for your future research as part of your thesis project. You will need to develop this project in new ways as required by the LIB 495 instructor. You should consider it as simply a good start to your next steps as a LIB major. While this may be a starting point, I expect quality work and substantial effort put into the proposal.

Your proposal, which is worth 400 points, will consist of the following:

1. Area of focus and Research Questions– 50 points
2. Literature Review – 150 points
3. Protocol and methods – 100 points
4. Conclusion/Next Steps – 50 points
5. Research Protocol Presentation: 50 points

This may seem overwhelming, which is why we will be completing rough drafts of these assignments throughout the semester. These assignments are known as either 'research' or 'writing' experiments in the syllabus and you will be given points for completing these drafts, which are separate from the final research proposal. I will provide you with my feedback as to help guide you finalizing your research proposal. While you may be doing each of these assignments separately, you will need to synthesize them into a cohesive, singular document, which is your final research proposal.

SAFE SPACES: This class has been built with an ethic of shared respect and a desire for us to learn together well. I encourage all students to remember that there are survivors of violence in our class. Though this is a space of respect, I cannot guarantee a safe space. I welcome feedback from students on how to make your learning environment more welcoming, but I also encourage anyone triggered by materials to inform me privately so that I can direct you to appropriate resources for support. If you think that there may be subjects that would be impossible for you to engage with, let me know so that we can find the best way for you to succeed.

COURSE POLICIES

[Refer to GVSU Course Policies](#)

Access and Accommodations

We all come to learning with different needs and I strive to do what I can to make this class accommodating to a variety of needs and learning styles. If you need accommodations, either for documented disabilities or for other reasons, please contact with me as soon as possible so that we can discuss your needs. Please note that the only way to guarantee accommodated your needs in all classes is to work with Disability Support Resources.

Students with disabilities that have been certified by Disability Support Resources will be appropriately accommodated and should inform the instructor as soon as possible of their needs. Disability Support Resources is at 4015 James H. Zumberge Hall on the Allendale campus and can be reached at 616-331-2490 or dsrcvsu@gvsu.edu. Look at <https://www.gvsu.edu/dsr/> for more information.

Attendance Policy:

You are expected to attend every class session. Students are allowed **one unexcused in-class absence**. Please use these absences wisely. **For every additional absence you will lose 5 percent per absence from your overall course grade.** For example, if you miss 3 additional classes, 15 points will be deducted from your final grade. Missing online assignments will also impact students' participation and attendance grades.

Please notify the professor if you have a personal emergency or health issue causing you to miss class.

Written Assignment Guidelines

Standard grammar and essay guidelines should be followed. All written assignments must be completed in 12 point Times New Roman font, double-spaced with one-inch margins. The professor reserves the right to not accept assignments that fail to adhere to these guidelines. All citations must be standardized (i.e. please be consistent with your use of MLA, Chicago, or APA). For questions about citations, please visit sites such as EasyBib or Purdue OWL.

Written assignments uploaded to Blackboard, must be in Microsoft Word (.doc or .docx) format. No other formats will be accepted. Please visit this link if you have difficulty uploading your: http://www.gvsu.edu/cms3/assets/47FDD052-F754-BF04-D8DBE5FB47C87DE8/bb911_handouts/stu911_handouts/stu911_assignmentsupload.pdf.

If the professor provides you with comments or edits on paper drafts, you are responsible for integrating the feedback into your written work to enhance your paper during the revision process. Failure to do so with result in grade deductions.

Human Subjects Research Policy

On February 18th, we will be discussing research ethics, which includes a guest presentation by a representative from GVSU's Office of Research Compliance and Integrity. If you wish to conduct research on/with living people, then you will need to follow university protocols and policies. Currently, undergraduates have to have a faculty member oversee research projects that require human subjects testing approval. If you wish to conduct research on/with living people, you will need to 1) find a faculty member to oversee your project and 2) in the conclusion of your final research proposal, you will need to outline the following steps: a) when you plan to submit your IRB protocol; b) state whether you will need to do additional Epigeum Training and when you plan to do that training; and c) when you plan to carry out the research.

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact University Counseling Center at 616-331-3266 for appointments at both the Allendale and Pew campuses. This service is free and confidential.

Children in a Feminist Classroom

Sometimes, people who are parents or caregivers for children will need to have their academic and child-rearing lives combine.

Those people are welcome to bring children to class and we, as a learning community, will welcome the input of our younger colleagues. I would appreciate it if you give me some notice when possible, as I will try to adjust my class facilitation to accommodate and welcome all people in the classroom.

Please contact me with any questions or concerns - being a part of the community that raises a child should never be a reason to not be able to participate in one of my classes.

Submission and Return of Assignments

Students will be expected to turn in all papers in the appropriate Dropbox in Blackboard at the time noted on the assignment.

Physical copies will not be accepted by your instructor.

Because I expect you to submit assignments in a timely manner, I commit to returning them in a timely manner. Assignments will always be graded and feedback will be viewable within 1 week of submission of your assignments unless I inform you of a change in this policy or timeline.

Late Assignment Policy

I do not accept late assignments without prior permission and a clear reason. Please mark deadlines on your calendar. However, any student can request an automatically-

granted 48 hour extension on any major assignments as long as it is requested prior to the deadline.

Questions?

Please consider the Three Before Me rule, where before emailing me concerning technical questions or other class logistics (due dates, assignment clarification, and the like), try learning your answer through three other means first:

1. For technical support, contact the Help Desk by phone (616.331.2101) or email: helpdesk@gvsu.edu. You can also

review the support documents in our Blackboard course site or by clicking the "Help" button at the top of your Blackboard window.

2. Refer to course resources such as the syllabus, calendar, assignment details that are posted under Assignments, discussions, including the FAQ forum. Everyone is welcome to post questions and to answer questions that are posted there!

3. Email another student in the class and/or post your question on the Question forum (Discussion Board)

TIPS TO AVOID PLAGIARISM

Using an Author's Exact Words:

- Use quotation marks around all words copied from a source.
- Provide a citation for the source of the exact words you used immediately after the quotation.

Paraphrasing an Author's Words:

- Paraphrase an author's words by stating his or her ideas in your own words with your own phrasing. Compare your writing with the author's words to make sure you have not copied the author.
- Always provide a citation for the paraphrased ideas

Stating Common Knowledge:

- Information that is commonly known by the public or the intended readers of a paper do not need citations for sources.
- Unsure if an idea is common knowledge? When in doubt, cite a source.

Prepare ahead of time!

Studies show that students plagiarize most often when they are worried about completing an assignment.

Tips from <http://www.nwmissouri.edu/library/>

Academic Misconduct and Plagiarism

All students are responsible for doing their own work and plagiarism will NOT be tolerated. Plagiarism, or the use of another's words without proper citation, or any form of cheating during an exam or quiz, will result in an F for the assignment and possibly the course. A report will be made to the student's dean and the Center for Academic Integrity so that they may also take appropriate disciplinary action. You may refer to GVSU Student Code Section 223.01 for GVSU's policy. All of the following would constitute plagiarism:

- Using someone else's idea without citing the source where you found that idea.
- Using someone else's structure or organizing strategy without citing it. This often occurs when a writer takes a paragraph out of a source and simply paraphrases each sentence while leaving the original author's structure intact.
- A verbatim (copied directly) phrase or passage that is not quoted

Grading

If the professor provides students a rubric for the assignment, they highly suggests students review the rubric to ensure they are meeting all of the assignment benchmarks. In other words, make sure you are fulfilling all of the necessary components of the assignment.

Grade distribution:

A = 100-93
A- = 92-90

B+ = 89-87
B = 86-83

B- = 82-80
C+ = 79-77
C = 76-73

C- = 72-70
D+ = 69-67

D = 66-60
F = 5

Definitions:

[A] Outstanding. Work displays thorough mastery of material, exceptionally good writing, and genuine engagement with the subject-matter. This grade is reserved for those students who attain the highest levels of excellence in thought and scholarship.

[B] Good. Work displays accurate understanding of the material; writing is clear and free of mechanical errors.

[C] Fair. Work displays basic grasp of material, though there may be the occasional misunderstanding or inaccuracy. Writing quality acceptable.

[D] Marginal. Work displays a grasp of the material adequate for credit, but quality of work indicates lack of effort or aptitude.

[F] Unacceptable. Excessive absences, assignments not completed, or assignments unworthy of credit.

COURSE PLAN

The professor reserves the right to make changes to the syllabus at any time. This document is an agreement between professor and student concerning course expectations.

Week 1: January 7th : Introductions and Introduction to Research and Writing

Before class:	During class:	After class:
Read: <input type="checkbox"/> Syllabus carefully <input type="checkbox"/> Leavy – Ch 1 <input type="checkbox"/> Goodall Ch 1 (BB) Review: <input type="checkbox"/> Review Final Research Proposal Guidelines (BB)	<input type="checkbox"/> Introductions <input type="checkbox"/> Review Final Research Proposal <input type="checkbox"/> In-Class Writing Assignment <input type="checkbox"/> Lecture on Paradigms & Methodology <input type="checkbox"/> Review Research Experiment 1: In-Class Research Analysis <input type="checkbox"/> Select articles for Research Experiment 1	Begin: <input type="checkbox"/> Writing Experiment 1: Intellectual Autobiography due Jan. 25 th

1/11, 5 pm: Last day to add/drop, 100% tuition refund

Week 2: January 14th: Developing Your Topic

Before class:	During class:	After class:
Read: <input type="checkbox"/> Leavy – p. 54-56; p. 62-75 <input type="checkbox"/> Article for Research Experiment 1 Review: <input type="checkbox"/> Research Experiment 3: Research Topic and Research Questions	<input type="checkbox"/> Research topics and questions – Lecture <input type="checkbox"/> Research Experiment 1 worksheet <input type="checkbox"/> In-class activities <input type="checkbox"/> Review Research Experiment 3: Research Topic and Research Questions <input type="checkbox"/> Review Research Experiment 2: In-class Library Scavenger Hunt	Submit: <input type="checkbox"/> Writing Experiment 1: Intellectual Autobiography due Jan. 25 th Begin: <input type="checkbox"/> Research Experiment 3: Research Topic and Research Questions due Feb. 15 th

Week 3: January 21st: No Class, Martin Luther King, Jr. Day

Week 4: January 28th: Library Resources

Before class:	During class:	After class:
	<input type="checkbox"/> Meet in Lab 2 in the Library Atrium <input type="checkbox"/> Bring laptop or tablet <input type="checkbox"/> Library Resources Demonstration – Dr. Bob Schoofs <input type="checkbox"/> Research Experiment 2: In-Class Library Scavenger Hunt <input type="checkbox"/> Schedule Meet-Up	Continue: <input type="checkbox"/> Research Experiment 3: Research Topic and Research Questions due Feb. 15 th

2/1: 75% Tuition Refund Deadline

Week 5: February 4th: Literature Review

Before class:	During class:	After class:
Complete: <input type="checkbox"/> Meet Up with Instructor Read: <input type="checkbox"/> Leavy – p. 56-62 <input type="checkbox"/> Flick Ch. 3 (BB) Review: <input type="checkbox"/> Research Experiment 4: Annotated Bibliography	<input type="checkbox"/> Literature Review – Lecture <input type="checkbox"/> In-class Activities <input type="checkbox"/> Review Research Experiment 4: Annotated Bibliography	Continue: <input type="checkbox"/> Research Experiment 3: Research Topic and Research Questions due Feb. 15 th Begin: <input type="checkbox"/> Research Experiment 4: Annotated Bibliography due Mar. 1 st

Week 6: February 11th: Quantitative Methods

Before class:	During class:	After class:
Read: <input type="checkbox"/> Leavy- Ch. 4 Review: <input type="checkbox"/> Research Experiment 5: Literature Review	<input type="checkbox"/> Quantitative Methods – Lecture <input type="checkbox"/> In-class Activities <input type="checkbox"/> Review Research Experiment 5: Literature Review <input type="checkbox"/> Schedule Meet-Up	Submit: <input type="checkbox"/> Research Experiment 3: Research Topic and Research Questions due Feb. 15 th Continue: <input type="checkbox"/> Research Experiment 4: Annotated Bibliography due Mar. 1 st

Week 7: February 18th: Research Ethics

Before class:	During class:	After class:
Review <input type="checkbox"/> Leavy – Ch. 2 <input type="checkbox"/> Choose two of three articles on BB	<input type="checkbox"/> Guest presentation on IRB <input type="checkbox"/> Research Ethics – Lecture <input type="checkbox"/> In-class Activities <input type="checkbox"/> Positionality, Power, and Privilege – Lecture <input type="checkbox"/> Review Writing Experiment 2: Ethics, Positionality, and Power	Continue: <input type="checkbox"/> Research Experiment 4: Annotated Bibliography due Mar. 1 st Begin: <input type="checkbox"/> Research Experiment 5: Literature Review – Rough draft due Mar. 15 th

Week 8: February 25th: Epigeum/CITI Training and Meet-Up

Before class:	During class:	After class:
Complete: <input type="checkbox"/> Meet-up with Instructor	<input type="checkbox"/> Epigeum/CITI Training (online) – email certificate to instructor <input type="checkbox"/> No class	Submit: <input type="checkbox"/> Research Experiment 4: Annotated Bibliography due Mar. 1 st Continue: <input type="checkbox"/> Research Experiment 5: Literature Review – Rough draft due Mar. 15 th

Week 9: March 3rd-9th: Spring Break – No Class

Continue: <input type="checkbox"/> Research Experiment 5: Literature Review – Rough draft due Mar. 15 th
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3/8: Last day to drop with a "W"

Week 10: March 11th: Literature Review Peer Review Workshop

Before class:	During class:	After class:
Prepare for peer review: <input type="checkbox"/> Two hard copies of Research Experiment 5: Literature Review	<input type="checkbox"/> Bring two hard copies of Research Experiment 5: Literature Review <input type="checkbox"/> Literature Review Peer Review Workshop	Continue: <input type="checkbox"/> Research Experiment 5: Literature Review – Final draft due March 22 nd Begin: <input type="checkbox"/> Writing Experiment 2: Ethics, Positionality, and Power due Mar. 29 th

Week 11: March 18th: Qualitative Methods

Before class:	During class:	After class:
Read: <input type="checkbox"/> Leavy – Ch. 5 <input type="checkbox"/> Flick Ch. 7 (BB)	<input type="checkbox"/> Qualitative Methods – Lecture <input type="checkbox"/> In-Class Activities	Submit: <input type="checkbox"/> Research Experiment 5: Literature Review due Mar. 22 nd Continue: <input type="checkbox"/> Writing Experiment 2: Ethics, Positionality, and Power due Mar. 29 th

Week 12: March 25th: Qualitative Methods

Before class:	During class:	After class:
Review: <input type="checkbox"/> Research Experiment 6: In Class Mapping Your Methods	<input type="checkbox"/> Qualitative Methods – Lecture <input type="checkbox"/> In-Class Activities <input type="checkbox"/> Review Research Experiment 6: In Class Mapping Your Methods <input type="checkbox"/> Review Final Research Proposal	Submit: <input type="checkbox"/> Writing Experiment 2: Ethics, Positionality, & Power due Mar. 29 th Begin: <input type="checkbox"/> Final Research Proposal – Rough draft due April 12 th

Week 13: April 1st: Mapping Your Methods

Before class:	During class:	After class:
Review: <input type="checkbox"/> Research Experiment 6: In Class Mapping Your Methods	<input type="checkbox"/> Research Experiment 6: In Class Mapping Your Methods	Continue: <input type="checkbox"/> Final Research Proposal – Rough draft due April 12 th

Week 14: April 8th: Final Research Proposal Peer Review Workshop

Before class:	During class:	After class:
Prepare for peer review: <input type="checkbox"/> Two hard copies of final research proposal	<input type="checkbox"/> Bring two hard copies of final research proposal <input type="checkbox"/> Final research proposal peer review workshop <input type="checkbox"/> Review final research proposal presentations <input type="checkbox"/> Schedule final research proposal presentations	Continue: <input type="checkbox"/> Final Research Proposal – Final draft due April 24 th Begin: <input type="checkbox"/> Final Research Proposal Presentation due April 15 th or April 22 nd

Week 15: April 15th: Final Research Proposal Presentations

Before class:	During class:	After class:
Prepare: <input type="checkbox"/> Final Research Proposal Presentation	<input type="checkbox"/> Final Research Proposal Presentations	Continue: <input type="checkbox"/> Final Research Proposal – Final draft due April 24 th <input type="checkbox"/> Final Research Proposal Presentation due 22 nd

Week 16: April 22nd: Final Research Proposal Presentations

Before class:	During class:	After class:
Prepare: <input type="checkbox"/> Final Research Proposal Presentation	<input type="checkbox"/> Final Research Proposal Presentations	Submit: <input type="checkbox"/> Final Research Proposal – Final draft due Wednesday, April 24th by 5 pm