

PROFESSOR KRISTA BENSON

Email: bensokri@gvsu.edu

Twitter: @klinb

Phone: 616-331-8230

Skype: benson.150

Office: Lake Ontario Hall 241

Office Hours (onsite or virtual via Slack): TR 11-12:30 pm (LOH) & T 5-6 pm

Email is the best way to reach me and you can expect a response within 48 hours.



TABLE OF CONTENTS

Description	1
Texts	1
Tech Requirements	2
Course Requirements	2
Course Policies	2-3
Course Plan	4-6

LIB 301-03: Interdisciplinary Research Methods

Grand Valley State University, Winter 2020 (ALP, 2nd session)
Hybrid, Tues, 6-9:20 pm, EBH 419

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 first week of classes as all course expectations as well as assignment instructions are listed in the pages that follow.

HYBRID COURSE DESIGNATION

This is a blended, “hybrid,” accelerated course. As such, this course utilizes a variety of learning strategies, requiring interactivity that stretches the length of the course (activities occur online, in-class, and in your life). In order to be effective then, the course requires students use various technologies and requires the application of course content to students’ lives.

TEXTS

- Readings from Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* uploaded on Blackboard. 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.

COURSE REQUIREMENTS:

Assignment Overview

Participation	20%
Discussion Board Prompts	25%
In-Class Workshops (Wks. 4 & 5)	25%
Final Research Proposal	30%

All assignments will be submitted on Blackboard.

Attendance & Participation: 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*.

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.

Discussion Board Prompts (4): 25%

Discussion boards will be a space where you can post rough drafts of pieces of your final proposal. These will also act as spaces for activities which will help you build skills and knowledge to help you develop yourself as a researcher in preparation for your capstone class. Students should post to the discussion boards by Sundays at 9 am and should respond to two other students' posts by Mondays at midnight. Instructions for bulletin board posts and responses will be clearly outlined on Blackboard.

2 In-Class Workshops: 25%

In Weeks 4 and 5, students will bring rough drafts of major assignments to class for peer review. You will receive credit for bringing in either hard-copy or computer-accessible rough drafts of these assignments AND for the feedback that you provide to your peers. Week 4 will be a rough draft of your literature review and Week 5 will be a rough draft of your research proposal. Peer review and feedback will be structured by guidelines provided by the professor.

Final Research Proposal: 30%

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 will consist of and be assessed by the following:

1. Area of focus and Research Questions: 17.5%
2. Literature Review: 37.5%
3. Protocol and methods: 27.5%
4. Conclusion/Next Steps: 17.5%

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 The Connection 215 on the Allendale campus and can be reached at 616-331-2490 or

dsrgvsu@gvsu.edu. Look at <https://www.gvsu.edu/dsr/> for more information.

Attendance Policy:

You are expected to attend every class session. **For every additional absence you will lose 7 percent per absence from your overall course grade.** For example, if you miss 3 additional classes, 21 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.

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 will result in grade deductions.

Human Subjects Research Policy

On 10/13, 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 CITI 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 **except the final proposal or in-class drafts** 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](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 suggest 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	B+ = 89-87	B- = 82-80	C- = 72-70	D+ =	D = 66-60
A- = 92-90	B = 86-83	C+ = 79-77	69-67		F = 5
		C = 76-73			

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: Defining research and your research topic

February 9-15

Before class on Tuesday:	During class:	After class:
<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus <input type="checkbox"/> Lamont, “Shitty First Drafts” <input type="checkbox"/> Leavy Ch 1 <p>Watch:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor video: Class Logistics, Class Assignments, Final research proposal <input type="checkbox"/> Instructor video: What is interdisciplinary research? <p>Complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board #1 by Tuesday’s class—no responses required this week <p>Review:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assignments under the ‘Assignments’ tab on BB <input type="checkbox"/> Sample student research proposals 	<ul style="list-style-type: none"> <input type="checkbox"/> Brief introductions <input type="checkbox"/> Questions about the class <input type="checkbox"/> Lecture: What is research and writing? <input type="checkbox"/> Interactive Activity: What do IRIS professors research? <input type="checkbox"/> Lecture: Developing a research topic and research question <input type="checkbox"/> In-Class Activity: Narrowing your research topic 	<p>Complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board #2 by Sunday and responses by Monday night

Week 2: Research Ethics

February 16-22

Before class on Tuesday:	During class:	After class:
<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leavy Chapter 2 <p>Watch:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor video: Research Ethics <input type="checkbox"/> CSCE video: Institutional Research & Human Participants Research <input type="checkbox"/> Video: Library and scholarly sources <input type="checkbox"/> Video: Stacey Gardener from IRB (hopefully!) <p>Complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback for two students’ Discussion Board #2 posts by Monday 	<ul style="list-style-type: none"> <input type="checkbox"/> In-Class Activity: Ethical dilemmas in research <input type="checkbox"/> Lecture: Literature Review 	<p>Complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board #3 by Sunday and responses by Monday night

Week 3: Literature Review

February 23-29

Extra Credit Opportunity: Attend the Brooks College Faculty Scholarship Showcase, Tues., 2/25, 1-3pm in 2204 KC

Before class on Tuesday:	During class:	After class:
Read: <ul style="list-style-type: none"> <input type="checkbox"/> Leavy pg. 56-62 <input type="checkbox"/> Leavy Ch.4-5 <input type="checkbox"/> Sample student literature review Watch: <ul style="list-style-type: none"> <input type="checkbox"/> Instructor video: Quantitative and qualitative methods Complete: <ul style="list-style-type: none"> <input type="checkbox"/> Feedback for two students' Discussion Board #3 posts by Monday 	<ul style="list-style-type: none"> <input type="checkbox"/> Literature review discussion and questions <input type="checkbox"/> In-Class Activities: Research Methods 	Complete: <ul style="list-style-type: none"> <input type="checkbox"/> Prepare literature review rough draft to bring to the next class

Spring Break

March 1-7

Week 4: Methods and Protocol

March 8-14

Before class on Tuesday:	During class:	After class:
Complete: <ul style="list-style-type: none"> <input type="checkbox"/> Prepare literature review rough draft to bring to class 	<ul style="list-style-type: none"> <input type="checkbox"/> Workshop: peer review of literature review rough drafts <input type="checkbox"/> In Class Activity: Mapping Your Methods 	Complete: <ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board #4 by Sunday <input type="checkbox"/> Prepare draft of final proposal to bring to class

Week 5: Final Research Proposal

March 15-21

Before class on Tuesday:	During class:	After class:
Complete: <ul style="list-style-type: none"> <input type="checkbox"/> Prepare draft of final proposal to bring to class 	<ul style="list-style-type: none"> <input type="checkbox"/> Workshop: peer review of final proposal 	Complete: <ul style="list-style-type: none"> <input type="checkbox"/> Final research proposal under 'Assignments' by Saturday, 3/20