INLS 778: Research Methods & Proposal Development
Tuesdays 9:30am – 12:15pm
Manning 208

Professor: Francesca Tripodi, PhD (she/her/hers)
Office: Manning 202 (and on Zoom as needed)
Office Hours: Fridays from 8:30am – 11:30am
Email: ftripodi@email.unc.edu

If you are having trouble learning for any reason, please come and see me or the Dean of Students.

Course Description
This is an introductory course for graduate students learning how to conduct research in the field of information and library science. The course was created to allow students to explore, interpret, analyze, and apply published research so that they can design their own research proposal. In the first part of the class, students will learn about a breadth of research methods, figure out how to "talk to" the literature, create an annotated bibliography, and secure a faculty advisor. The second half of the course will unpack how to analyze data once it is collected, provide time to refine your research question, and write a research proposal. You should leave this course fully prepared to begin an independent research study and be able to repurpose components of this proposal as part of your master's paper.

Course Objectives - By the end of this course you will be able to:
- Identify the ethical concerns surrounding research with human subjects.
- Improve your ability to read, evaluate, and appreciate research.
- Expand your ability to engage in research-based practice.
- Conduct a literature review.
- Formulate a concise and focused research question.
- Select and justify which method (qualitative, quantitative, and mixed) best matches the research question you want to ask.

Class engagement & expectations
This semester we are using Canvas. I do not assign a text book to help with costs and all materials are organized for you in Canvas – in turn, **I expect you to do the reading, complete all assignments, and come prepared for class.**

Clear communication – from professor – any changes in assignments/readings – make this clear and with enough time to modify. With your peers clear communication that is honest, constructive, and kind. Help one another with making our project better (peer support/feedback received in a timely fashion and using constructive criticism). Respectful disagreements are encouraged. Feel comfortable repeating ideas and asking others to repeat themselves.

Stay home if you are sick and be supportive of one another regarding classroom needs when sick.

Limit distractions from learning (please mute notifications on technology). This break will happen at 10:40 for 20 minutes. A student will let Prof. Tripodi know it is 10:40.

Prof will help (to the best of her ability) make research ideas into realities.

On the first day of class, we will set our communal expectations for our classroom. Afterward, I will update this syllabus and then upload to Canvas for your signature.

Evaluation
The most frequent grade for graduate classes is P (Pass). P represents work and effort that meets all stated requirements. "H" grades are reserved for exceptional work and are very rare. There are 180 total points available

across all course assignments. Course grade ranges are as follows based on UNC Registrar policy for graduate-level courses:

- H (Exceptional work that goes beyond the expectations for the course): 171-180points
- P (Work that meets all expectations of the course at an acceptable level): 144-170points
- L (Work that represents substandard performance in significant ways): 126-143points
- F (Deficient performance unworthy of graduate credit): <126 points

At the graduate level, grades are superfluous. The point of coursework is to learn and cultivate professional relationships. I do not "round up," change, or justify final grades – please don't ask.

Student Support

Please utilize me as a resource if you are having difficulty with the material or there are outside circumstances impeding your ability to learn (for example, housing insecurity, food insecurity, emotional insecurity, or need physical or mental health services). **You should also know that I am a mandatory reporter if you choose to confide in me**.

Mental Health: CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. *(source: Student Safety and Wellness Proposal for EPC, Sep 2018)*

Accommodations: The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Title IX: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Diversity & Inclusion

My intention as an educator is to provide a safe and inclusive environment for all learners. I work hard to include course materials and activities that promote diversity but Information & Library Science (and most disciplines in the academy) were founded by those from a privileged background. As a cisgender, straight, white, able-bodied woman, my standpoint may exclude important points of view. It is also possible that I will make unintentional mistakes. If this happens, speak to me about your concerns directly. I promise to acknowledge your frustrations, learn from critiques, and try to meet the needs of all my students. Likewise, I'm always looking for new scholarship by women, Latine, LGBTQ+, non-white, and non-Western thinkers – please share resources you think would be useful. Suggestions and improvements are encouraged and appreciated.

Email Policy

It's very difficult to explain course material via email. Therefore, if you need help with course content or assignments, I request that you first come to office hours if there is something you need to discuss (Fridays from 8:30-11:30am). Unless you have an emergency that requires immediate assistance, I request that students only e-mail me to set up a 1:1 meeting outside of office hours (in person or via Zoom). I love emails that share interesting information (videos, news as it relates to class) or if you have a concern that you think I should know about. Masks are requested for in-person meetings. If you are not comfortable meeting in person, I'm available to meet via Zoom.

Academic Honesty

Academic honesty and trustworthiness are important to all of us as individuals and are encouraged and promoted by the honor system. More information is available at http://www.unc.edu/depts/honor/honor.html. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

COURSE ASSIGNMENTS

- **LABS (20 points):** You will be assigned four take-home "labs" that introduce, reinforce, or extend topics covered in class. The format of these assignments will vary and specific instructions for each will be provided to you at least one week ahead of the due dates (which are listed in the "Class Schedule and Readings" table at the end of this document). These assignments will be graded as pass/fail.
- **GETTING TO KNOW SILS FACULTY (20 points)**: As graduate students engaging in higher-level academic work, it is important to know which faculty are working on subjects that pertain to your professional goals. During the first half of the semester, you will take the time to familiarize yourself with SILS faculty (via ask me anything talks, going to their office hours, and reading their publications). The goal of this assignment is to figure out who best matches your research interests so that you can secure an advisor. This assignment will be graded as pass/fail.
- **CITI ETHICS TRAINING (10 points):** Students will complete the CITI ethics course training through UNC-Chapel Hill. This assignment will be graded as pass/fail.
- **ANNONTATED BIBLIOGRAPHY (50 points):** Midway through the semester you will submit an annotated bibliography showcasing your understanding of and commitment to evidence-based practice, situated within the context in which you want to work. This will then turn into your literature review.
- **RESEARCH PROPOSAL (70 points):** The final deliverable for this class will be a research proposal. This proposal should include the following major sections:
  - o Introduction (1pg) – Provides an overview of the problem you've identified, the state of the research thus far, what is "missing" from this research, and a specific research question that helps "fill the gap."
  - o Literature Review (2pgs) – A fluid summary of your annotated bibliography.
  - o Research Design/Project Design (3pgs) – describes the research question/problem you aim to address, what data you will collect and how you will analyze this data. This section should also indicate which faculty members at SILS best matches this project (list two-three).
- **PARTICIPATION/ATTENDANCE (10 points):** I expect everyone to come to class ready to discuss the assigned readings. I recognize that participation comes in many forms so active listening, talking, sharing posts before class are all welcome. Missing more than two classes (**unexcused)** will result in a failing grade.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and socioeconomic status. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies, and practices
- Integrate diversity into the curriculum and research
- Foster a mutually respectful intellectual environment in which diverse perspectives and experiences are valued
- Recruit and retain students, faculty, and staff from traditionally underrepresented groups
- Participate in outreach to underserved groups in North Carolina and beyond

The statement is our commitment to the ongoing cultivation of an academic environment that is open, representative, and reflective of the concepts of equity and fairness.~*The Faculty and Staff of the UNC School of Information and Library Science*

COURSE SCHEDULE

Week One 8/16	**Introduction/Research Philosophies and Approaches** • Create our norms and classroom expectations • Introduction to metatheories and how to form a research question	*Review revised syllabus. Sign and upload to Canvas.*
Week Two 8/23	**Ethics, Experiments, and Standpoint Theory** • Kirk, R. E. (2009). Experimental design. In Millsap, R. E. & Maydeu- Olivares, A. (Eds.), *The SAGE Handbook of Quantitative Methods in Psychology* (pp. 23-45). Thousand Oaks, CA: SAGE. • Punch, K. F. (2014). Ethics in social science research. In Punch, K. F. *Introduction to Social Research: Quantitative and Qualitative Approaches* (pp. 35-56). Los Angeles, CA: SAGE. (Hint: read this before you take the CITI Ethics Course.) • Harding, S. (1993). Rethinking Standpoint Epistemology: What is "Strong Objectivity?" *In Feminist Epistemologies* ed. By Linda Alcoff and Elizabeth Potter. Routledge. • Hill Collins, P. (1986). Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems.* 33(6).	Complete CITI Ethics Course upload confirmation of CITI course completion in assignments
Week Three 8/30	**Research Questions and Research Conversations** • Luker, K. (2008) *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut*. Chapter 4 – What is this a Case of, Anyway? • Luker, K. (2008) *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut*. Chapter 5 – Reviewing the Literature	Lab 1: What is this a case of? Drawing your Daisey.
Week Four 9/6	*Well-Being Day – No Class*	
Week Five 9/13	**What drives my research? Why am I here?** Bring Daisey into class. Workshop with a peer and identify who within the faculty conducts research on what you care about. Find two articles/book chapters/article reviews they have written (these can count in your annotated bibliography).	Fill out excel sheet with research and faculty interest.
Week Six 9/20	**Data Collection: Sampling, Surveys, Interviews, and Case Studies** • Daniel, J. (2012). Choosing between nonprobability sampling and probability sampling. In *Sampling essentials: Practical guidelines for making sampling choices* (pp. 66-80). Thousand Oaks, CA: SAGE.Wilson, V. (2016).	Lab 2: Surveys/Sampling

	• Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). *Internet, Mail and Mixed-Mode Surveys* (3rd Edition). John Wiley & Sons, Inc.: Hoboken, NJ. (Chapter 2) • Martin, E. (2006). Survey questionnaire construction. U.S. Census Bureau Research Report Series (Survey Methodology #2006-13). • Brinkmann, S. (2012). Interviewing. In Given, L. M. (Ed.). *The SAGE Encyclopedia of Qualitative Research Methods* (p. 471-472). Thousand Oaks, CA: SAGE. • Flybergg, B. (2010). Five misunderstandings about case study research. In Atkinson, P., & Delamont, S. (Eds.), *SAGE Qualitative Research Methods* (pp. 220-245). Thousand Oaks, CA: SAGE.	
Week Seven 9/27	**Data Collection: Ethnography, Focus Groups, and Research Diaries** • Tavory, I. and Timmermans, S. (2009). Two cases of ethnography: Grounded theory and the extended case methods. *Ethnography* • Vannini, P. (2012). Research diaries. In Given, L.M. (Ed.), T*he SAGE encyclopedia of qualitative research methods* (pp. 764-765). Thousand Oaks, CA: SAGE • Morgan, D. L. (1997). Focus Groups as Qualitative Research (Chapters 1 & 2). SAGE Publications.	Lab 3: Ethnography in Action
Week Eight 10/4	**Mixed Methods, Triangulation** • Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: SAGE. (Chapter 10) • Wilson, V. (2016). Research Methods: Triangulation. *Evidence Based Library and Information Practice, 11*(1(S)), 66-68 • Tripodi, F.(2021). Ms.Categorized: Gender, notability, and inequality on Wikipedia. *New Media & Society*	Getting to know SILS Faculty. Submit to Canvas under assignments.
Week Nine 10/11	Synthesis and Proposal Workshop (remote participation only)	
Week Ten 10/18	**Data Evaluation: Research Quality and Finding the Gaps** • "Step-by-step guide to critiquing research part 1: Quantitative research" by Michael Coughlan, Patricia Cronin, and Frances Ryan. • "Step-by-step guide to critiquing research part 2: Qualitative research" by Frances Ryan, Michael Coughlan, and Patricia Cronin	

Week Eleven 10/25	Synthesis and Proposal Workshop	Annotated Bibliography Due
Week Twelve 11/1	**Qualitative Analysis – Part 1** • Gibbs, G. R. (2007). Thematic coding and categorizing. In Gibbs, G., *Analyzing Qualitative Data* (pp. 38-55). London: SAGE. • Brewer, J. (2003). Content analysis. In Miller, R. J. & Brewer, J. (Eds.), *The A-Z of Social Research* (pp. 44-45). Thousand Oaks, CA: SAGE.	Lab 4: content analysis
Week Thirteen 11/8	**Quantitative Analysis Part 1** • Banerjee, A., Chitnis, U. B., Jadhav, S. L., Bhawalkar, J. S., & Chaudhury, S. (2009). Hypothesis testing, type I and type II errors. *Industrial Psychiatry Journal, 18*(2), 127-131. • Neuman, W. L. (2005). *Social research methods: Qualitative and quantitative approaches* (6th Edition). Allyn and Bacon Publishing, pp. 160-166: The Language of Variables and Hypotheses; pp. 181-188: Conceptualization and Operationalization; pp. 198-200: Levels of Measurement.	
Week Fourteen 11/15	**Quantitative Analysis Part 2** *No new reading, finish up from last week.*	
Week Fifteen 11/22	Proposal Assignment: Methods Template – come prepared to conduct in class.	Finish remained to Methods template and upload to Canvas
Week Sixteen 11/29	Final Proposal workshop	

Final Proposal Due: 11am Tuesday, December 6, 2022 – *Date of final exam, no extensions possible.*

I agree to the syllabus expectations for this course:

Name: -_____

Signature _____

Date: _____