Course Description:
Recommended as the first course, it examines the logic of research design and explores how data are approached, collected and analyzed in an interactive information age. Practical applications across disciplines introduce both the electronic and traditional tools and techniques necessary to interpret and utilize findings. Cases and presentations prepare students to analyze, evaluate and challenge specific applications and to suggest alternative interpretations. Online databases and the WWW expand options.

Course Objectives
1. Students will learn to apply course material (to improve thinking, problem solving, and decision making) regarding the principles and practice of research in a variety of disciplinary areas.

2. Students after completing the course will be well equipped to utilize print and online resources, both library and other, in researching and writing complex research papers.

3. Students will develop improved skills in expressing themselves both orally and in writing.

4. Students will demonstrate skill across cultural settings and will learn the impact of culture, gender, socioeconomic status and age in a variety of research endeavors as demonstrated by numerous examples of how data are approached, collected and analyzed.

5. Students will demonstrate essential ethical knowledge of the principles and practices of research across a variety of disciplines.

Grading
The following input will be used in assessing each student’s letter grade for the course:

- Participation in class and online discussions/reflections (25%)
- Three homework assignments (5% for each; making 15% in total)
- Mid-term exam (20%)
- Major research paper -- to be handed in on last day of class. 30%
- Class presentation of major research paper (10%)

<table>
<thead>
<tr>
<th>Class and Online Discussion Participation</th>
<th>25%</th>
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<tbody>
<tr>
<td>Homework I</td>
<td>5%</td>
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<tr>
<td>Homework II</td>
<td>5%</td>
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<tr>
<td>Homework III</td>
<td>5%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
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<tr>
<td>Class Presentation of Paper</td>
<td>10%</td>
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<tr>
<td>Final Paper (Lit Review)</td>
<td>30%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Text(s)/Readings
No text to be bought. All readings available on Blackboard Vista site.

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor (APA). Strive for a thorough, yet concise style. Cite literature appropriately, using APA. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

**Scholarship and Academic Integrity**

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

**Disability Statement**

Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Connors Family Learning Center office about accommodations for this course. Telephone appointments are available to students as needed. Appointments can be made by calling, 617-552-8903. You may also make an appointment in person. For further information, you can locate the disability resources on the web at http://www.bc.edu/offices/dos/disabilityservices.html.

**Attendance**

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due.

If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.
There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**CELL PHONES** may not be used during class time.

**Deadlines**  
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly. **This is ESSENTIAL. The grade for the assignment will be reduced by 20% each day or fraction of a day that the assignment is late.**

**Course Assignments** (readings, exercises and/or experiences)  
This is a four credit class that meets for 2 hours and 30 minutes. In addition we will make use of discussion sessions on Blackboard Vista per outline below. 

It is expected that on average 8 hours per week of your study time out will be spent on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester. Much of the time will be devoted to researching and writing the major research paper.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Video/Discussion</th>
<th>Discussion Board Activity</th>
</tr>
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<tbody>
<tr>
<td>Jan 16-23</td>
<td>Syllabus on Blackboard Vista (BV)</td>
<td>Carefully consult syllabus and ask questions about it</td>
</tr>
<tr>
<td>Jan 23-30</td>
<td><strong>Reading:</strong> &quot;What is Research&quot;</td>
<td>Comment on reading</td>
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<tr>
<td>Jan 30-Feb 6</td>
<td><strong>Reading:</strong> “The Information Explosion and its Impact on the Future of Publishing”</td>
<td>Comment on reading</td>
</tr>
<tr>
<td>Feb 6-Feb 20</td>
<td><strong>Discussion topic:</strong> Never before in history has so much information been available in digital (electronic) format. Also, though it might seem paradoxical, never before in history has so much information been available in print format. Discuss the relative merits and disadvantages of each format. Make a list of each and give your opinion on which format you yourself prefer.</td>
<td>Comment on topic</td>
</tr>
<tr>
<td>Feb 20-27</td>
<td><strong>Video:</strong> The Research Process – Part I – Getting Started</td>
<td>Comment on video</td>
</tr>
<tr>
<td>Feb 27-Mar 13</td>
<td><strong>Reading:</strong> “A New Page: Can the Kindle Really Improve on the Book”</td>
<td>Comment on reading</td>
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<tr>
<td>Mar 13-20</td>
<td><strong>Video:</strong> Milgram Obedience Study</td>
<td>Comment on video</td>
</tr>
<tr>
<td>Mar 20-Apr 3</td>
<td><strong>Discussion topic:</strong> Given the vulnerability of many aging people and their often hampered ability to express free informed consent, many scholars have challenged research on the elderly, notably institutionalized elderly, and on</td>
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| Apr 3-10 | Preparation for Mid-term | Ask questions on Discussion Board |
| Apr 10-17 | **Discussion topic:** "Picture a World Without Pens, Pencils, and Paper: The Unanticipated Future of Reading and Writing". | Comment on topic |
| Apr 17-24 | **Reading:** Plagiarism (The Writing Center, UNC Chapel Hill) Comment | Comment on topic |
| Apr 24- May 1 | Continue research for major paper | Share questions on major paper |
| May 1 - 8 | Continue research for major paper | Share questions on major paper |
| May 8 | Class Presentations | |

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**WEEKLY COVERAGE**

**Week 1: January 16, 2013**

**Introduction to Course**

- course coverage
- requirements and expectations
- class participation
- readings for each class
- Mid-Term exam
- major paper assignment [The choice of topic for the final paper (the course's major assignment) must be indicated by means of an e-mail message to the instructor by the evening of the 3/13/2013 class. See end of syllabus for list of topics]
- office hours

Introduction to Research (PowerPoint)

Orientation to BC Libraries (PowerPoint)
What is a Library Database?  (YouTube Video)

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Week 2: January 23, 2013

**BC’s Holmes Catalog**

**Primary vs. Secondary Sources**  (YouTube)

**Popular vs. Scholarly Sources**  (YouTube)

Resources Used in Research  (Powerpoint)

*Homework 1 assigned today-- due on 6 February, 2013.*  [Homework One](#)

**Databases:**

- Encyclopaedia Britannica
- Readers’ Guide Retrospective
- Times Digital Archive

**Comment for next class:**
"*What is Research*"  Comment in our Blackboard Vista Discussion Board on this chapter.

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Week 3: January 30, 2013

Evaluating Web Resources  (PowerPoint)

**Useful YouTube Video:** Evaluating Information Sources

**Helpful Pages for Evaluating Websites:**

- Evaluating Web Pages: Techniques to Apply & Questions to Ask
- Evaluating Web Sites
- Checklist for Evaluating Web Resources

**Some Websites for Evaluation**

- i.Saw: the World's first UUSB-powered chainsaw
- Zombie Attack at Hierakonpolis
- Feline Reactions to Bearded Men
- British Stick Insect Foundation
- Deaths in German Concentration Camps

**Class Discussion**

“Researchers consult different types of sources and evidence depending on their specific needs.  Skilled researchers know they can’t believe everything they read.  They must carefully examine the vastly diverse
treatments of their subject, properly interpret research material, and address the frequency with which resources contradict each other. In short, they evaluate their sources and evidence.” Discuss some of the principal methods researchers utilize in evaluating their source material.

**Three Interesting YouTube Videos:**
- Did You Know 4.0
- Digital Junkie - Information Overload
- Social Media Revolution Socialnomics 2011

**Databases:**
- New York Times 1851-2008 - ProQuest Historical Newspapers
- American National Biography
- Academic OneFile
- GenderWatch

**Comment for next class:**
“The Information Explosion and its Impact on the Future of Publishing”. Comment in our Blackboard Vista Discussion Board on this article.

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**Week 4: February 6, 2013**

**Homework 1 Due Today**

**Homework 2 assigned today -- due on 20 February, 2013.** Write a review of Nicholas Carr's article "Is Google Making Us Stupid? What the Internet is doing to our brains" (Atlantic Magazine, July/August 2008). In addition to mentioning the article's major arguments, themes, views etc., it is important that you provide, as in most reviews, your own opinions of and reactions to the article. Obviously feel free to agree or disagree, praise or criticize as you feel appropriate. This review should be about **900-1200** words or about 3-4 pages in length.

**Distinguishing Magazines from Scholarly Journals** *(Brief YouTube Video)*

Conducting Business Research *(PowerPoint)*

**Four Interesting YouTube Videos:**
- Ebooks VS Print Books
- The Future of Reading
- Libraries of the Future

**Particularly Useful Page:** BC Libraries Business FAQs

**Selected BC Libraries Business Databases:**
- Business Source Complete
- General BusinessFile ASAP
- LexisNexis Academic
- Factiva
Comment for next class:
“Never before in history has so much information been available in digital (electronic) format. Also, though it might seem paradoxical, never before in history has so much information been available in print format. Discuss the relative merits and disadvantages of each format. Make a list of each and give your opinion on which format you yourself prefer.” Comment in our Blackboard Vista Discussion Board on this topic.

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Week 5: February 20, 2013

Homework 2 Due Today

Homework 3 assigned today -- due on 13 March, 2013. Write a review of the 2009 report What Today’s College Students Say about Conducting Research in the Digital Age. In addition to mentioning the article’s major arguments, themes, views etc., it is important that you provide, as in most reviews, your own opinions of and reactions to the article. Obviously feel free to agree or disagree, praise or criticize as you feel appropriate. This review should be about 900-1200 words or about 3-4 pages in length.

Surveys and Questionnaires (PowerPoint)

Databases:
Sociological Abstracts
PsycINFO 1840-current (Psychological Abstracts)
Social Sciences Citation Index

Comment for next class:
Video: The Research Process – Part I – Getting Started Comment in our Blackboard Vista Discussion Board on this video.

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Week 6: February 27, 2013

Historical Research (PowerPoint)

Class Discussion
Historians have no control over what evidence survives from the past. However, they do indeed have a choice over what evidence they will employ in their research and what use they will make of these sources. Discuss the principal categories of sources used by historians and provide some examples of each.

**Week 7: March 13, 2013**

The choice of major paper topic must be indicated by means of an e-mail message to the instructor by this evening’s class.

**Homework 3 Due Today**

Class Discussion: Break up into groups and discuss the following two case studies. Focus on the ethical implications.

**Case 1 “Timeliness of Drug Use?”** A concern frequently expressed by advocacy groups for persons with such life-threatening illnesses as severe cancer is that potentially effective experimental drugs are not used in human experimentation without substantial laboratory research. Advocates claim that the benefits of putting these drugs into quicker service with critically ill humans substantially exceed the risks associated with their premature release.

**Case 2 “Unexpected Abnormal Test Results”**
As a laboratory exercise, your graduate students prepare slides with smears of their own blood. You then randomize the slides and ask each student to run various tests on an anonymous slide from a classmate. One of the slides shows very low values on some tests, low enough to suggest HIV infection. What action should you take?

Finding Images Online (A Guide)

An Interesting YouTube Video: [EPIC 2015](#)

Ethics in Research (PowerPoint)

Informed Consent (YouTube)

The Tuskegee Syphilis Project (YouTube)

Ethical Concerns in Research: Examples of Institutional Review Board (IRB) documentation.

1) Research Integrity (BC's Web Site)
2) BC’s Policies and Procedures for Use of Human Subjects in Research

Databases:
Alt Health Watch  (Medicine)  
CINAHL  (Nursing)
Sport Discus  (Sport)
ARTstor  (Art)

Comment for next class:
Video: Milgram Obedience Study  Comment in our Blackboard Vista Discussion Board on this video.

Week 8: March 20, 2013

Three Useful YouTube Videos:
Information Literacy: Identify Your Sources (YouTube -- video from Otis College)
Peer Review in Five Minutes  (You Tube)
Choosing and Narrowing Research Essay Topics  (YouTube)

Steps in Writing a Research Paper  (PowerPoint)

Databases:

- Oxford Music Online
- International Index to Performing Arts
- Literature Resource Center
- Communication and Mass Media Complete

Comment for next class:
“Given the vulnerability of many aging people and their often hampered ability to express free informed consent, many scholars have challenged research on the elderly, notably institutionalized elderly, and on children. Especially questionable are experiments on children who are unlikely to benefit from the research in which they are involved. What is your opinion of the research case that occurred in 1984 when researchers transplanted a baboon heart into a dying infant, ‘Baby Fae,’ even though the heart had hardly any chance of helping her live beyond several days.” Comment in our Blackboard Vista Discussion Board on this video. Feel free to consult the internet to read more about the case.

Week 9: April 3, 2013

Web 2.0: The Machine is Us/ing Us  (YouTube)

Writing a Research Paper -- Continued  (PowerPoint)

RefWorks Tutorial  (YouTube)
Using RefWorks

Class Discussion: Euthanasia has received an immense amount of both scholarly and popular attention over the past decade. A multitude of books, articles, reports etc. have been published on various aspects of the topic. Arguably, it has been the subject of information overload.

Imagine that you are required to research and write a 15 page term paper on a topic of your choice having to do with Euthanasia. The paper must have at least 20 references in the bibliography. List some approaches how you would go about researching this topic, identifying strategies for locating the most relevant material among the hundreds of thousands of books, articles etc.

Databases:

- Facts on File (look in particular at "Issues and Controversies")
- CQ Researcher (Look at "Pro/Con" in the left-hand frame)
- Dissertations and Theses Full-Text

Week 10: April 10, 2013

Mid-Term Exam

Comment for next class: "Picture a World Without Pens, Pencils, and Paper: The Unanticipated Future of Reading and Writing". Comment in our Blackboard Vista Discussion Board on this video.

Week 11: April 17, 2013

Quotation, Summarization, Paraprasing (YouTube)

Google & Wikipedia vs. ProQuest Research Tool (YouTube)

Research 101: Part I (YouTube)

Research 101: Part II (YouTube)

Search Engines -- Google (PowerPoint)

Author Rights (PowerPoint)

Selective Web Guides

- INFOMINE
- Intute
- Scout Report
- Librarians' Internet Index
Two Useful Databases:
PAIS International
Alt-Press-Watch

Comment for next class: Plagiarism (The Writing Center, UNC Chapel Hill) Comment in our Blackboard Vista Discussion Board on this video.

Week 12: April 24, 2013

Finishing Up Your Paper and Documenting It (PowerPoint)

APA Tutorial
Wendy Mages, a doctoral graduate of the Harvard Graduate School of Education, has put together a very useful tutorial on APA format. It’s entitled "APA EXPOSED : Everything You Always Wanted to Know About APA Format But Were Afraid to Ask!"

A guide created by a colleague at BC: A Guide to APA Style

Very useful also is the database Chicago Manual of Style.

See also The University of Wisconsin-Madison Writing Center APA Documentation Style website, especially the Formating Your Paper section.

Also Formatting a Research Paper in APA Style (YouTube)

Tips for Making a Presentation (PowerPoint)

Giving an Effective Class Presentation (YouTube)

Week 13: May 1, 2013

Student Presentations of Major Research Paper Begin this Evening

Week 14: May 8, 2013

Student Presentations of Major Research Paper Continue this Evening

Research Papers Due Today

Wrapping Up
Major Research Paper Assignment (worth 30% of grade)

Due last day of class: 8 May, 2013

This paper (at least 14 pages in length) will be a research paper on a specific topic.

Students must choose ONE of the following twenty research problems/topics:

2. Americans Purchasing Medicinal Drugs from Canada: Legal, Business, and Moral Implications.
4. Can Virtual Universities Provide a "Good" Education?
5. Corporate Social Responsibility: Potential Conflict Between Company Self Interest and Wider Social Purpose?
6. Depletion of the Ozone Layer: Grave Environmental Issue or Misguided Hype?
7. Do Print Newspapers Have a Future?
9. Ethics in Advertising: Is This an Oxymoron?
10. How Can the Gap Between Rich and Poor in America be Narrowed?
11. Is Telecommuting Fairer (or more unfair) to Men than to Women?
12. Labor Unions Today: Still Essential or Outlived Their Use?
15. Sexual Harassment in the Workplace: Strategies for Stopping It.
16. Social Security Privatization: Great Solution or False Promise
17. Technology is Radically Changing American Education: Pros and Cons.
18. The Global Population Explosion: Does the World Have a Sustainable Future?

19. The Role of Information Technology in Business and Management Decision-Making

20. World Food Shortage: The Problem and Potential Solutions

N.B.: It is permissible for two students (no more than two) to work together on this research paper. However, it's important that each student carries his/her weight and contributes as equitably and as equally as possible. Each student will be given the same grade for the paper. It is totally optional for a pair to work on a paper.

One requirement: instead of the 14 pages minimum required from a single student, a paper researched and written by two students must be at least 22 pages in length.

For the purpose of this assignment I want you to indicate that you have employed a variety of different research tools (print as well as online) to locate your literature.