In this survey course, we will examine the theoretical and epistemological differences among different research paradigms. We will use this examination to understand and appreciate qualitative, quantitative, and mixed-methods approaches. We will get an overview of the entire scope of the research process, such as reviewing the existing literature to identify significant gaps, coming up with novel and important research questions to investigate, and identifying the role that theory plays in research. We will then gather special interest groups to lead us in discussion of the many of different data collection methods that information professionals and researchers use to investigate research questions, including interviews, focus groups, diaries, surveys, and experiments. We will put what we’ve learned into practice for our final project, a meta-research proposal.

Course Policies

Attendance
Students are expected to attend every class and to be on time. If you are unable to make a class, please e-mail or text me beforehand and check in with a fellow student following class so that you can catch up on anything you missed. Attendance will be taken at the beginning of each class session. Absences will only be excused in accordance with University policy (illness, religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond your control). Any planned absences due to religious observances must be communicated to me in writing during the first two weeks of class. Students may miss one class session with no penalty. Repeated tardiness will be considered an unexcused absence. Text me if you are running late.

Course Participation
Students are expected to actively participate in every class. This will require that you finish all assigned readings prior to each class session. Participation forms an integral part of your
own learning experience, as well as that of your classmates. Your participation in classroom discussions, class presentations, as well as in any group projects throughout the semester (after group work, your team will be asked to evaluate your contribution), will count substantially toward your final grade. Classroom discussions should remain professional and respectful at all times.

**Policy on Eating and Drinking in Class**
Many of us are meeting at the end of a long day, so I expect that many of you will be bringing food and drink. In the interest of preserving an environment with minimal distraction, I ask that if you do plan to eat in class, you do not bring in any hot food, food with strong odors, or food that is will be noisy to eat. We will take breaks during class, during which time you can get a snack in.

**Policy on Electronic Devices in Class**
Please silence your phones for class. If you need to take a call or check your email, please step out of class and rejoin us as soon as possible. There will be sometimes during class when I expect us to use our listening skills. During those times, I will ask that devices be put away.

**Written Work**
All written work should be proofread and revised as necessary before you submit it. Use Times New Roman 12-point font and one-inch margins. All documents should be single-spaced. Be sure to organize your papers, using section and subsection headings to identify portions of your work, and include your name on every page. Use APA Style for in-text citations and reference lists. There are many resources about APA style available on the Internet. See, for example, [http://www.lib.umd.edu/tl/guides/citing-apa](http://www.lib.umd.edu/tl/guides/citing-apa); [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/); and [http://www.apastyle.org/learn/faqs/index.aspx](http://www.apastyle.org/learn/faqs/index.aspx).

**Submitting Assignments**
Each assignment must be submitted before the beginning of class on the due date through our Canvas site (“INST701”). Please submit only one file per assignment (Word or pdf format for papers; PowerPoint for presentations), naming your file using the following convention: LastName_FirstName_Assignment#_Date (e.g. ‘Smith_John_Assignment2_10122016’).

**Late Work**
Unless you are facing an emergency situation AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step for each day that it is late. Assignments more than seven days late will not be accepted. If you require special accommodations, that’s fine, just email me and we’ll figure it out.
Academic Integrity
All assignments in this class must reflect your own original work. You must cite and properly attribute any material quoted or paraphrased from some other source. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity administered by the Student Honor Council.

This Code sets standards for academic integrity at the University of Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu. Please also read and adhere to the University of Maryland Code of Academic Integrity (http://www.president.umd.edu/policies/docs/III-100A.pdf). You may also find this Office of Student Conduct definition of academic dishonesty to be helpful: http://osc.umd.edu/OSC/AcademicDishonesty.aspx

Syllabus Change Policy
This syllabus is subject to change with advance notice. If a change becomes necessary, I will announce the change in class and e-mail all of you. The version posted on Canvas will always be the most up-to-date.

Student Course Evaluations (CourseEvalUM)
Toward the end of the semester, you will have an opportunity to evaluate this course. Your participation in these evaluations is integral to the success of our College. Your feedback will remain completely confidential and will be immensely valuable in improving our school’s teaching effectiveness and learning environments. I will e-mail you to let you know when the course evaluation system will be available. At that time, please go to https://www.courseevalum.umd.edu/ to complete your evaluation of this course. If over 70% of the students in the class complete their evaluation, you will be able to access the aggregate results through Testudo (if you have completed all of your course evaluations). I will also provide opportunities through mid-semester soliciting your anonymous feedback.

Special Accommodations
If you need any accommodations due to a disability, please first register with the Disability Support Service (DSS) office (http://www.counseling.umd.edu/DSS/) and file any required documentation, and then see me as early as possible in the semester to let me know. We can then work with DSS to determine how to best accommodate your needs.

Learning Assistance Service
If you’re experiencing difficulties in keeping up with the academic demands of this course, please consider contacting the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7651 (http://www.counseling.umd.edu/LAS). Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All of their services are free to UMD students.
Emergency Preparedness
Please see the University’s Emergency Preparedness Website (http://prepare.umd.edu/) for information about the current status of the campus. If a class session needs to be rescheduled, I will e-mail you as soon as possible.

Course Objectives
By the end of this course, students will be able to:

1. Articulate similarities and differences among research paradigms and identify the unique roles these paradigms play in knowledge building.
2. Make connections and illustrate relationships among sources included in a literature review.
3. Analyze the role of theory in different research paradigms.
4. Productively draw connections between research papers in a variety of fields to central notions of best practices in research design.
5. Summarize effective writing strategies for research papers.
6. Explain ethical issues and concerns and how to address or mitigate these.
7. Write and recognize good research questions
8. Describe a variety of data gathering and analytical strategies employed within the information field.
9. Demonstrate the ability to productively collaborate with peers to develop an engaging presentation.
10. Practice applying basic research design techniques such as survey design and qualitative coding.
11. Demonstrate the ability to develop an argument for a research proposal.

Assigned Readings
There are two required textbooks for everyone in this course. Please make sure you have the right editions. Our assignments will come out of these books and they are differ somewhat.


Additional Readings and Videos
I have additional readings and videos integrated throughout the course. These are available through your ELMS-Canvas modules for this course. These will allow us to take what we’ve learned and apply it to novel situations. This will mean reading outside of our field of expertise. We do this intentionally for a few reasons. It forces us to step back and look at the research theory and methods and get away from thinking too much about the content. Additionally, mastering research as a practice that transcends disciplines builds our ability to transfer our knowledge, because transfer doesn’t happen without practice.

Assignments and grades
These details are found as you follow the modules. I often give extra credit for work I find exceptional. Exceptional means you are carefully reading and drawing connections between our readings and from week to week. Exceptional participation grades ask interesting questions, volunteer responses and take on leadership roles during group discussions. Grade breakdowns appear below in %:

A+ 100+
A   92+
A -90+
B+  88
B    82+
B-  80+

Lower than this? We should talk.

<table>
<thead>
<tr>
<th>Week and topic</th>
<th>Where we are meeting</th>
<th>What you are responsible for</th>
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| Week 1
8/29-9/4
**What is Research?**
*YouTube speaks!*
| Online         | DO: Module 1 online  |
|                | Assignment 1 Part 1 Due: 9/4  |
|                | Assignment 2: Due 9/4  |
| Week 2
9/5-9/11
**Reading research**
*Sneaky kids and badgers*
| Online         | **DO: Module 2 online** |
|                | **Assignment 1 Part 2: Due 9/11** |
|                | **Assignment 3: Due 9/11**  |
| Week 3
9/12-9/18
| Hornbake 0115  | DO: Module 3 online    |
| **Paradigms and theory**  
*Let’s get theoretical!* | | |
|---|---|---|
| **Week 4**  
9/19-9/25 | Hornbake 0115 | DO: Module 4 online  
Assignment 4: Due 9/25 |
| **Concepts and literature**  
*What do I need to know?* | | |
| **Week 5**  
9/26-10/2 | Meet in library | DO: Module 5 online |
| **How do I find out?**  
*Searching for lit in all the right places* | | |
| **Week 6**  
10/3-10/9 | Hornbake 0115 | DO: Module 6 online  
Assignment 5: Due 10/9 |
| **Research questions and method matches**  
*Questioning intensifies* | | |
| **Week 7**  
10/10-10/16 | Online | DO: Module 7 online |
| **Questions and methods overview**  
*How do we find out?* | | |
| **Week 8**  
10/17-10/23 | Hornbake 0115 | DO: Module 8 online  
Assignment 6: Due 10/23 |
| **Ethics in research**  
*Do no harm* | | |
| **Week 9**  
10/24-10/30 | Hornbake 0115  
(Maybe online, stay tuned) | DO: Module 9 online  
Assignment 7: Due 10/30 |
| **Methods deep-dive** | | |
| **Week 10**  
10/31-11/6 | Hornbake 0115 | DO: Module 10 online  
Assignment 8: Due 11/06 |
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<tr>
<th>Methods deep-dive</th>
<th>Hornbake 0115</th>
<th>DO: Module 11 online</th>
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<tbody>
<tr>
<td>Week 11</td>
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<td>11/7-11/13</td>
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<td>Methods deep-dive</td>
<td>Hornbake 0115</td>
<td>DO: Module 12 online</td>
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<td>Week 12</td>
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<td>Assignment 9: Due 11/20</td>
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<td>11/14-11/20</td>
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<td>Methods deep-dive &amp; Validity</td>
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<td>Week 13</td>
<td>Holiday/ Class does not meet</td>
<td>Holiday/ Class does not meet</td>
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<td>11/21-11/27</td>
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<td>Week 14</td>
<td>Hornbake 0115</td>
<td>DO: Module 13 online</td>
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<td>11/28-12/4</td>
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<td>Assignment 10: Due 12/4</td>
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<td>Peer-editing session</td>
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<td>Week 15</td>
<td>Optional in-person or zoom meetings</td>
<td>DO: Module 14 online</td>
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<td>12/5-12/11</td>
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<td>Last Class day</td>
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<td>Individual feedback sessions</td>
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<tr>
<td>FINALS WEEK</td>
<td>Class does not meet</td>
<td>Final exam paper due 12/15/2018</td>
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