

**HDFS 7070:
Research Literacy
Summer Semester 2023**

Instructor:

Robert Bubb
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Class Meeting Times: TuTh 6:30 – 8:45

Office: Spidle 206B

Office hours: After class or by appointment

COURSE DESCRIPTION

Successful careers focused on supporting healthy family development and relationships require knowledge and skills related to the implementation, evaluation, and communication of research-based information. Although you may not need to be an accomplished researcher, it is critical to understand research and the research process to effectively apply it to personal and work settings. Not all research is equal. The recognition of quality research will ensure maximum effectiveness and minimize harm.

This course will prepare students to become informed, critical consumers who can apply research findings to improve daily life and work processes. You will learn the key skills and processes central to scientific and research literacy using examples from a range of social science fields. More specifically, you will learn how to: (1) find scientific information relevant to your professional goals; (2) evaluate and assess the validity of scientific information; (3) understand how to translate scientific findings to improve your work; and (4) develop sound scientific communication skills.

COURSE FORMAT

Class will be a mixture of lecture, discussion, and in-class activities. PowerPoint slides and course materials will be posted on the course website prior to each class (<https://robertbubb.weebly.com/hdfs-7070-research-literacy.html>). I expect students will come to class prepared to discuss and dissect the assigned readings.

REQUIRED READINGS

Required readings for each class, as well as course handouts, will either be posted to the course website or handed out at least one-day prior to the due date. The readings are critical to class discussions and were chosen because they give basic background information or provide the opportunity to apply critical evaluation from what was learned in the course.

ARTICLE SELECTIONS

I want the course to be relevant to your field of interest. As such, the first assignment in the course will ask you to find and submit 10 scientific research articles (includes stated research methodology and results) on topics that interest you. These articles will be used as supplemental reading and assignments throughout the course. The assignment is due prior to the beginning of class on June 1st.

ATTENDANCE, PARTICIPATION, AND PROFESSIONALISM

You are expected to complete all of the required readings and review all of the handouts prior to each class. I highly recommend that you do not miss a class as much as it is humanly possible. Ten weeks is not much time for a research methods course and the class moves very quickly. If

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you miss class, you will likely feel lost upon your return. The opportunity to ask questions will be critical to your success in the course. If you do happen to miss class for reasons beyond your control, then you are required to let me know before class or as soon as possible following the absence. You are solely responsible to find out what is missed if you are absent. To encourage attendance and participation, up to 3 professionalism points will be awarded for each class day. *If you miss class, you can make these points back by submitting your notes on the readings and lecture for the day that was missed. Make-up notes are due before the next class meeting.*

Because the tenor of a course is directly affected by what you bring to class, you will also be evaluated on your professional conduct. Behaviors that reflect professionalism include coming to meetings on time, being engaged in classroom activities, and respecting those in the classroom. Additionally, professionalism should be reflected in your assignments. Assignments should be well-written (e.g., organized, with few if any grammatical or spelling errors) and turned in on time. Behaviors that detract from a professional learning environment include (but are not limited to) using your computer or other electronic devices for activities not related to class (e.g., email, Facebook, texting), homework for other classes, calendaring, being inattentive, sleeping, and talking to others during class. I will give you one warning if you are in jeopardy of losing professionalism points; if the behaviors continue, your final grade will be lowered by 10 points.

QUIZZES

For meaningful course discussions to occur, everyone in the course must have an understanding of the readings for the day. At the beginning of most classes, there will be a short quiz on the basics of the assigned reading. The quizzes are not meant to be exhaustive or difficult, rather they are designed to encourage a thoughtful reading of the article in relation to what has been covered in the course. The quizzes will also help reinforce material and identify areas for review or additional study. The lowest 3 quiz scores will be dropped.

ARTICLE REVIEWS

There will be four article reviews in the course. The article reviews are designed to test your knowledge of the material and your ability to conceptualize and apply what you have learned. The article reviews are completed outside of class and open notes; however, do not be misled, they will be thorough. I highly recommend reviewing class content on a regular basis. Waiting until right before article is due to learn the material will increase the difficulty of the task. In other words, find time daily to review and distribute your studying.

ASSIGNMENTS AND GRADING

Article selections (June 1)	10%
Attendance, participation, and professionalism	20%
Quizzes	20%
Article reviews	50%

Your final grade will be computed using the following grading scale:

90-100% = A; 80-89.99% = B; 70-79.99% = C; 60-69.99% points = D; 0-59.99% = F

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All assignments are to be handed in at the beginning of class on the day they are due. Assignments handed in late without my permission will be docked the equivalent of half a grade for each day they are late.

ZOOM MEETING POLICY

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I am happy to consider and provide accommodations, but you will need to be in communication with me.

ACADEMIC INTEGRITY

I expect that every assignment you submit is your own work. Students should be familiar with the many forms that plagiarism can take, including inadequate citations, a failure to acknowledge collaborations with colleagues, etc. All portions of the Auburn University Academic Honesty Code (Title XII) apply in this class. Please make sure you are familiar with these policies. You can find more information about the Academic Integrity Code in the Tiger Cub (<https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>). Cases of plagiarism will result in you receiving a 0 for the assignment and referral to the university's academic discipline board.

STUDENTS WITH ACCOMMODATIONS

Students who need accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor. You must send me a copy of your Accommodation Memo prior to the meeting. If you do not have these forms but need accommodations, make an appointment with the Student Accessibility Center, 1244 Haley Center, 844-2096.

HARASSMENT POLICY

Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University's Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: www.auburn.edu/titleix.

Course Schedule

Every reasonable attempt will be made to follow the outlined course schedule; however, I reserve the right to make changes as necessary. All changes will be announced in class.

Week	Topic/Due Dates
<u>Week 1</u>	
May 18	Introductions and Syllabus
<u>Week 2</u>	
May 23	Research Methods and Evaluation/The Research Article
May 25	Critical Evaluation of the Introduction Section
<u>Week 3</u>	
June 30	Critical Evaluation of the Introduction Section (Cont.)
June 01	Critical Evaluation of the Methods Section
	Article Selections due June 1st
<u>Week 4</u>	
June 06	Critical Evaluation of the Methods Section (Cont.)
June 08	Critical Evaluation of the Methods Section (Cont.)
<u>Week 5</u>	
June 13	Critical Evaluation of the Methods Section (Cont.)
	Article Review #1 due June 13th
June 15	Critical Evaluation of the Methods Section (Cont.)
<u>Week 6</u>	
June 20	Critical Evaluation of the Methods Section (Cont.)
June 22	Critical Evaluation of the Methods Section (Cont.)
<u>Week 7</u>	
June 27	Critical Evaluation of the Results Section
June 29	Critical Evaluation of the Results Section (Cont.)

Week 8

July 04

July 06

Independence Day Observance (No Class)

Critical Evaluation of the Results Section (Cont.)

Article Review #2 due July 6th

Week 9

July 11

July 13

Critical Evaluation of the Results Section (Cont.)

Critical Evaluation of the Results Section (Cont.)

Week 10

July 18

July 20

Critical Evaluation of the Results Section (Cont.)

Critical Evaluation of the Discussion Section

Week 11

July 25

July 27

Critical Evaluation of the Discussion Section (Cont.)

Article Review #3 due July 25th

Critical Evaluation of the Discussion Section (Cont.)

Week 12

Aug 04

Article Review #4 due August 5th