I. COURSE DESCRIPTION

Explores the research domain of information studies, the nature of fundamental and applied research efforts therein, and criticism of articles in heavily cited journals. Focuses on the critical evaluation of research results through a consideration of appropriate statistical sampling, research design, testing and overall analysis. Employs electronic textbook with interactive quizzing and immediate feedback capability. Attempts to avoid the qualitative/quantitative methodology dichotomy.

II. OBJECTIVES, REQUIREMENTS AND GRADING

1. To acquire an understanding of the range and depth of theoretical and applied research literatures of information studies, and to develop the ability to evaluate critically various selected works from those literatures. Required: Perusal through information studies research literature, selection of three significant research articles, and submission of a criticism of the one best of the three articles (30% of course grade).

2. To understand contemporary research methodologies and to evaluate critically their application to applied problem solving and theory building and testing. Required: Study of textbook chapters (Research Methods: The Concise Knowledge Base) and timely completion of end-of-chapter online quizzes for Chapters 1 through 11 & 13 (30% of course grade).

3. To review the concepts studied for completion of the first two above objectives (with a restricted emphasis on commonly used parametric and non-parametric statistical sampling and testing) and to evaluate critically statistically oriented research reports. Required: Completion of final examination covering research
concepts generally, statistical sampling and testing specifically, and critical evaluation of selected statistical findings (30% of course grade).

4. To develop professional and communicative skills to contribute positively, constructively and consistently to collaborative efforts. Required: Active, consistent, oral report and constructive course participation (10% of course grade).

III. REQUIRED TEXTBOOKS


The online version is required for this course. But because this will be our primary textbook, it is recommended that you purchase both the Online Edition and the Paperback Edition. We will not be using the *Research Methods Workbook* so you do not need to purchase it. The combined cost for the paperback plus access to the Online Edition is about $57.00 online and about $75 at the Co Op.

You will need both a course registration ID, 1616014306010, and a book activation key to connect to the course and have your quizzes counted. A Book Activation Key also allows access to the Online Edition. A Book Activation Key is on a scratch-off sticker on the inside title page of the Paperback Edition when NEW textbooks are purchased at a bookstore or on the cover of the *How to Use Your Online Edition* pamphlet when the Online Edition is purchased with the Paperback Edition at a bookstore.

If you purchased a USED textbook, a textbook without a scratch-off sticker, or a textbook where the sticker is already scratched off, the Online Edition can be purchased for about $40. However, if you have a previously used Book Activation Key you may purchase the Online Edition for about $15. Enter your used Book Activation Key when registering to obtain the discounted price. A Book Activation Key is not necessary for direct purchases made online as your Online Edition is activated immediately upon completion of your purchase.

You should go to [http://www.atomicdog.com](http://www.atomicdog.com), click on the students icon and follow the instructions to use the Course Registration ID, 1616014306010, and your Book Activation Key to register in the course and activate the Online Edition. You may email support@atomicdog.com or phone 1-800-310-5661, ext. 8, to obtain assistance.

This work will serve as our statistics primer. Its content will be helpful for the evaluation of published research, for designing research, as a supplement to the Trochim book, and preparation for the final exam.

IV. EXAMPLES OF SUPPLEMENTARY RESOURCES

1. General research review sources in PCL (hardcopy) include these:
   - *Annual Review of Information Science and Technology* (Z699A1)
   - *Advances in Librarianship* (Z 674 A4);
   - *Advances in Computers* (QA 76 A3);
   - *Advances in Information Systems* (QA 76 D3155);
   - *Encyclopedia of Library and Information Science, 1st ed.* (Z 1000 E57). Includes a very large number of Supplements.

2. The following sources are available from UT Library Online ([http://www.lib.utexas.edu](http://www.lib.utexas.edu)):
   - *Library and Information Science Abstracts*;
   - *Library Literature and Information Science*;
   - *Encyclopedia of Library and Information Science*, (2d.ed.);
   - *Annual Review of Psychology*;
   - *The ACM Digital Library* (also www.acm.org).

3. Grant funding opportunities can be found through such databases as [http://www.grants.gov](http://www.grants.gov) and [http://fundingopps.cos.com](http://fundingopps.cos.com).


V. GUIDELINES FOR COMPLETION OF REQUIREMENTS

1. Survey of research literature, selection of three significant, statistical research articles and submission of critical evaluation of one best selected article:

   First, please start very early in the semester on this assignment. Become generally familiar with the publications that provide general reviews of the research literature (these are covered in item IV above) as well as the leading (especially heavily cited) research journals of the information studies fields. We will concentrate specifically on sources related to the information science, library science, and informatics fields. Note that some highly relevant journals might be listed under other disciplines, such as computer science, electrical engineering, communications, education, etc. Do not wait to the last minute to begin your critical evaluation.

   Second, review the attached handout, which reports the rank order of the field’s leading research journals--those with the highest citation impact factors, the highest directors’ ratings, and the highest deans’ ratings. Then go to the UT Library Online (www.library.utexas.edu) to access the top 20 or so electronic
journals under each rating to get a feel of the significance and trustworthiness of research reported therein.

Third, in collaboration with not more than one partner, search for a set of the very best, most significant (not necessarily recent) articles that would be suitable for evaluate. Then select what you jointly regard as the three most interesting, significant and statistically sound research articles for your joint, critical evaluation. Please then select from the three articles the one article that you deem to represent the most significant, sound and flawless research. In the introduction to your critique, you should briefly discuss the three articles that you narrowed down to; state very briefly why you rejected two of them, and why you selected the third article for critical analysis. Please do not select a flawed, easy to criticize article for your critique. (Should you find it highly desirable to work with two partners for this assignment, as a group of three rather than two, please ask for the instructor’s approval.)

Fourth, in collaboration with your partner, critically evaluate the article you selected according to the criteria of overall significance, soundness of sampling, appropriateness and accuracy of measurement, quality of research design, and validity and trustworthiness (note that the latter four criteria correspond to Parts of the Trochim textbook). As you read through the textbook and refine your evaluative criteria, you might wish to reconsider the article that you selected to evaluate, and possibly select a different one. Note that Chapter 13 of the Trochim book provides research formatting and inclusion criteria, which can help you to evaluate your selected article.

Fifth, after you have read most or all of the primary textbook, and in collaboration with your partner, draft a critical evaluation of the selected article. Incorporate the five criteria listed above and be sure to coordinate the lessons learned from the corresponding Parts of the textbook. In your introductory statement, please include citations of the two articles you chose not to review and include a sentence on why you rejected each one. Also include in the introductory statement a brief overview of your selected article and provide a complete citation. Include a concluding analysis at the end of your report. Aside from citing the three selected research articles, you need not include a bibliography or list of references. You might wish to cross reference specific pages of the textbook in your written analysis (you may simply use “T” with page numbers in parentheses within your written text). Papers should be no longer than eight pages in length, typed double-spaced (about a page for each of the five criteria listed above in the fourth instruction). Be sure to attach a copy of your selected article to the report when you submit it.

Sixth, submit a hard copy of your critical evaluation to the instructor by the due date (attach a copy of the article evaluated). Include the names of partners at the top of the first page. Please do not use a cover or cover page when you submit your report.

Grading criteria for the papers include the apparent soundness of your assessment of the selected research article’s (1) overall significance, (2) sampling, (3) measurement, (4) research design, (5) analysis, validity and trustworthiness, as
well as (6) your concluding analysis. Each criterion has a weight of five points, for a total of 30 points (30% of course grade). Partners for each report receive the same grade.

2. **Completion of each end-of-chapter Quiz (except for Chapter 12) in Research Methods: The Concise Knowledge Base.** Again, with your purchase of your hard copy of the primary textbook (Trochim, *Research Methods*), you will have available a Book Activation Key for access to your corresponding electronic edition of the textbook. Read through each chapter of the *Research Methods* textbook according to the calendar schedule (or more rapidly at your own pace). Note that in the Online Edition you may enter notes, highlights, or reminders to learn more, or do key term matching exercises. After reading each chapter, take the end-of-chapter quizzes for Chapters 1-11 and 13 (quiz for Chapter 12 not required) and submit answers electronically to the instructors. Your answers will be scored automatically, with feedback for incorrect answers. Your grade will be recorded in the instructor’s database. Each chapter quiz consists of 15 questions, for a total of about 180 questions for all assigned chapters. Quiz answers with timely submission are weighted at a possible maximum total of 30 points, or 30% of the course grade. Late quiz submissions will be penalized up to six points total (half point for each late quiz submission). You may email the assistant instructor about any truly flawed quiz questions that you encounter.

Use the *Statistical Methods* book as a supplementary reference and learning resource as you go through the *Research Methods* textbook to help develop criticisms of your selected research article. *Statistical Methods* should also be used to amplify the topics of statistical sampling and testing in preparation for the final examination.

3. **Final Examination.** The final exam is tentatively scheduled for Thursday evening, **May 11, from 7:00-10:00 p.m.** (the official University final exam time; location to be announced). The final will be a closed book exam and is expected to consist of two parts. The **first part** will cover research concepts generally and, more specifically, a few basic concepts of statistical sampling and hypothesis testing. The first part of exam will probably consist of about 20 questions drawn from end-of-chapter quizzes in *Research Methods* and derived from *Statistical Methods*. We will review in class a limited number of sampling and hypothesis testing concepts from both *Research Methods* and from supporting coverage in *Statistical Methods*. The objective here is to gain a basic understanding of sampling, frequency distributions, correlation, the T- Test, and Chi-Square testing, and a critical stance toward research literature that includes or fails to include appropriate sampling and testing. The **second part** of the final is expected to consist of two short-answer essay questions each of which will require your critical evaluation of findings drawn from a selected research report or statement. The first part is expected to count for 10% of the course grade and the second part for 20% (total 30%). Preparation for the final exam should be continuous,
especially because preparation is embedded in the first two assignments. Conversely, the final will mirror the two first assignments.

4. **Active, constructive and consistent course participation.** To help us share and better understand the range and depth of the research literatures of information studies, you will be given an opportunity to give a brief (ten-minute) preliminary oral report to the class on your critical evaluation of the article that you reviewed to complete the first assignment above. This oral report, along with positive class contributions and attendance, will count for 10% of the course grade.

VI. **COURSE POLICIES**

1. The final course grade will be based approximately on the following scale, (subject to adjustment according to how grades are statistically distributed). Curved grading is not used, however, since most past students have tended to do well in the course.

   - 90-100 points = A zone
   - 80-89 points = B zone
   - 60-79 points = C zone
   - 40-59 points = D zone

2. A grade of Incomplete will be given only for highly exceptional circumstances that can be documented or otherwise verified.

3. In fairness to those who complete work on time, a penalty will be assessed for late submissions.

4. **Class breaks are not a good time to raise questions or problems** with the instructor, since this can delay resuming the class at the end of very brief breaks.

5. **If at all possible, matters pertinent to the course should be raised during the class so that everyone is given the same information.**

6. A period of 10-15 minutes after class time will be reserved as an informal office hour for members of this class, except when circumstances dictate otherwise. This consultation time should be especially helpful to class members who commute from out-of-town or those who work during the daytime.

7. Given the large class size, please generally avoid the use of email to communicate with the main instructor. Again, it is best to raise questions in class as they occur, since others might have a similar query and because everyone should be given the same information. Often, if it is necessary to confront a problem outside of class, you may phone either instructor and leave a voice mail.

8. At peak times especially, it might be necessary for one or both instructors to schedule additional tutorial sessions or office hours. Either of these can be arranged as necessary. Again, the instructor will remain after class to confront problems, and occasionally take time to explain or elaborate on concepts. The TA is expected to be available for consultation at most classes.

9. Because the instructor welcomes your comments about the course, one or more informal surveys will be given during the semester, in addition to the formal
survey at the end of the semester. Specific comments are more useful than vague ones. You may comment to the instructors directly or indirectly at any time during the semester; comments may be oral or written and submitted anonymously.

10. If you have a good command of English, please do not hesitate to help International students (whose native language is not English and appear to be struggling) with their written assignments or other problems. Consider partnering with an International student on the written research criticism (and conversely). If you do so, please let the instructor know so that your participation effort can be noted.

11. Please read ahead of time the assigned readings to be addressed in class. Avoiding stress becomes especially important as the semester progresses. November and April are almost always very stressful months for everyone, owing to an accumulation of assignments and other pressures.

12. We will also use Blackboard for the posting of course communications and documents. If needed, the teaching assistant will provide a brief explanation of its use in class and more detailed individual help if anyone desires it.

13. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.
VII COURSE CALENDAR

Thursday

January 19
- Review of syllabus and elaboration of requirements;
- Course policies;
- Obtaining textbooks;
- The first requirement: Reviewing online LIS journals; citation impact and dean and director ratings.

January 26
- Course biographical information and introductions;
- The broad realm of information studies;
- Discussion of research review sources and journals;
- The criterion of research significance;
- Citation impact and ratings of articles.

February 2
- Toward selection of articles and partners for critical evaluation project;
- Shared observations on the journal research literature;
- Read Trochim, *Research Methods*, (abbreviated “T”); Read Chapter 1, Foundations; submit end-of-chapter quiz answers; due Sunday, February 5;
- Read Vaughn (abbreviated V), *Statistical Methods*, Chapter 1; skim Chapter 2 on statistical software and data processing.

February 9
- Guest speaker
- Toward selection of candidate set of journal research articles;
- Read T, Chapter 2, Sampling; submit quiz answers, due Sunday, February 12;
- Read V, Chapter 3; Graphs.

February 16
- Team of two or three individuals select specific research journal article for joint critical evaluation. Coordinate your critical review with chapter content of T. It is recommended that you pre-read T, Chapter 13 (on Write Up) to help guide your critical review of your selected research article;
- Read T, Chapter 3, Measurement; submit quiz answers, due before class, Sunday February 19;
- Read V, Chapter 4, Descriptive Statistics.

February 23
- Q & A on evaluation of research articles;
- Read T, Chapter 4, Survey Research; submit quiz, due Sunday, February 26;
- Read V, Chapter 5, Statistical Significance.
March 2
- Critical evaluation of research and discussion of candidate articles;
- Read T, Chapter 5, Scales and Indexes; submit quiz answers, due Sunday, March 5;
- Read V, Chapter 6, Sampling.

March 9
- Qualitative methods
- Critical evaluation and use of research;
- Read T, Chapter 6, Qualitative and Unobtrusive Measures; submit quiz answers, due Sunday, March 12;
- Read D and L (on Blackboard), Preface, Chapter 1, and Part 1;
- Read D and L (on Blackboard), Parts II-VI and the Epilog.

March 16  Spring Break

March 23
- Begin ten minute oral reports on critical review of research journal articles;
- Critical evaluation and use of research;
- Read T, Chapter 7, Design; submit quiz answers, due Sunday, March 26;
- Read V, Chapter 7, Chi Square.

March 30
- Continue ten minute oral reports on critical review of research articles;
- Read T, Chapter 8, Experimental Design; submit quiz answers; due Sunday, April 2;
- Read V, Chapter 8, Correlation.

April 6
- Continue ten minute oral reports on critical review of research articles;
- Read T, Chapter 9, Quasi-Experimental Design; submit quiz answers, due Sunday, April 9;
- Read V, Chapter 9, T Test.

April 13
- Conclude ten minute oral reports on critical evaluation of research articles;
- Due: Written critical evaluation of research article;
- Read T, Chapter 10, Designing Designs; submit quiz answers, due Sunday, April 16;
- Read V, Chapter 10, ANOVA.

April 20
- Discussion of critical evaluations of research
- Read T, Chapter 11, Analysis; submit quiz answers, due Sunday, April 23;
- Read T, Section 12-2d of Chapter 12 on the t-Test-- do not submit quiz answers;
- Read V, Chapter 11, Nonparametric tests.
April 27
- Further discussion of critical evaluation of research;
- Read T, Chapter 13, Write-Up; submit quiz answers, due Sunday, April 30;
- Read V, Chapter 12, Using Tests—a Road Map
- Submit all class work not previously submitted. Due Sunday, April 30. Work submitted after this date will not be counted.

May 4 (last class day)
- Review for final exam;
- Course survey

May 11 (Thursday), 7:00-10:00 p.m.
- Final Examination; location to be announced.
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