



## UNIBETSEDAT GUAHAN/UNIVERSITY OF GUAM

MI 513 - 01

Fañomnåkan/Spring 2025

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Course Delivery: On-line at UOG Moodle Site and Zoom Meetings.  
Enrollment Key: [REDACTED]  
Key: [REDACTED]  
Zoom Address: [REDACTED]  
Lecture Hours: M/W 4:00-5:20 pm  
Instructor: Dr. Todd Ames  
Office Hours: M/T/F 2:00 – 4:00pm by appointment via email or Zoom  
Email: [tames@triton.uog.edu](mailto:tames@triton.uog.edu)  
Phone: 671-735-2884  
Office: Social and Behavioral Sciences Main Office

**Course Texts:** *Qualitative Research Methods for The Social Sciences, 9<sup>th</sup> Ed.*  
**(Required)** Howard Lune and Bruce L. Berg  
Pearson Education Inc. (2009).  
PdF posted on Moodle course page

*Research Methods Handbook*  
Stuart MacDonald and Nicola Headlam,  
Center for Local Economic Strategies (n.d.)  
PdF posted on Moodle course page

### Recommended Texts:

*Surviving Your Dissertation: A Comprehensive Guide to Content and Process 3<sup>rd</sup> Ed.*  
Kjell E. Rudestam and Rae R. Newton  
SAGE Publications (2014).

*The Practice of Social Research, 13th Ed.*  
Earl Babbie  
Wadsworth Cengage Learning (2013).

## COURSE CATALOG DESCRIPTION

This graduate course will cover a wide range of topics dealing with processes, trends and approaches to basic research methodologies and design found in the social sciences. The focus of this graduate course will be on qualitative and quantitative research methods and design. This course examines basic research methods, including causation, research design, experimental designs, sampling (simple random sampling, stratified sampling, cluster sampling, etc.), data gathering techniques (survey, observation, content analysis, and questionnaire design), data analysis, and interpretation of research results. The course covers the structuring of social science inquiry, conceptualization, operationalization, measurement, evaluation and presentation of research methods. The focus of this course will be on research methods and design in relation to social science research in the Micronesian Region.

## COURSE OBJECTIVES AND CONTENT

The objective of this course will be to aid students in their understanding and development of a graduate level research proposal. The course is designed to provide students' with the tools and abilities to select a research topic, access methods of inquiry, review applicable literature, formulate statement problems, construct research questions, design interview schedules and address ethical issues and concerns involved in social science research.

This course will consist of a combination of approaches that are intended to aid students in research method and design skills. Approaches included classroom seminars and presentations, course readings, and research design by students on their proposed research topic in Micronesian Studies. The course will be taught in the form of lectures, assigned readings, handouts, films, class discussions, field trips and a required paper designed to demonstrate expertise in various research methods presented during the course. Students will be evaluated on their ability to observe, classify, analyze, synthesize and evaluate subject information. Students will also be evaluated on written examinations, term papers, and class participation. **The main objective throughout the course is for students to design and defend a research proposal.**

Course SLOs	Program LOs	University ILOs	Assessment Methods
With the completion of this course the participants will be able to:			
SLO1. Exhibit strong articulation skills and oral communication; demonstrating an understanding of social issues, interdisciplinary approaches, theories, and ethical standards in writing and presentation of materials, including proper written and verbal citations.	PLO3. Communicate effectively, both orally and in writing, theories and issues using an interdisciplinary approach to the study of the Micronesian region.	ILO3. Effective oral and written communication ILO4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context ILO6. An appreciation of the arts and sciences	Mid-term Final Required Assignments Final research proposal Drafts
SLO2. Apply theory as it relates to and guides research methodologies, research findings, and indigenous epistemologies.	PLO 2. Apply different theoretical and analytical frameworks to the study of Micronesia with an emphasis on Micronesian indigenous epistemologies and perspectives.	ILO1. Mastery of critical thinking and problem solving ILO3. Effective oral and written communication ILO5. Responsible use of knowledge, natural resources, and technology	Mid-term Final Final research proposal
SLO3. Write a thesis proposal for an empirical research project in the Micronesian region which includes data collection to address a thesis, hypotheses, and research questions.	PLO4. Design original, independent research that makes a valuable contribution to the Micronesian region.	ILO1. Mastery of critical thinking and problem solving ILO3. Effective oral and written communication ILO5. Responsible use of knowledge, natural resources, and technology	Final research proposal
SLO4. Participate in an oral defense of a thesis proposal in Micronesian Studies; demonstrating critical thinking skills and community engagement.	PLO 5. Integrate research with community engagement in service to the island communities in Micronesia.	ILO1. Mastery of critical thinking and problem solving ILO3. Effective oral and written communication ILO4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context ILO7. An interest in personal development and lifelong learning	Final research proposal Drafts Weekly assignments

This is a writing intensive and web-based class and as such, you are to submit your assignments on-line via Moodle.

Other materials to be posted throughout the semester on Moodle course page

### Access Statement

Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Moodle System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.

### Grading

Final grades are based on the percentage scale of total possible points:

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

## GRADING

Grades for the course will be awarded on the following basis:

10 Weekly Assignments	30%
Oral Defense	10%
Final Research Proposal	25%
Mid-term Examination	15%
Final Examination	20%

Students' evaluations are based on 1) final exam, 2) final research proposal, 3) oral defense, 4) mid-term, and 5) weekly assignments.

## Assignment Descriptions

**Weekly Assignments:** When scheduled, a computer written assignment will be due at the end of each Wednesday seminar meetings. Do not turn in a first draft. Print out your first draft and read it carefully for grammatical errors, awkward word choice, phrasing and punctuation. There are 10 written assignments due throughout the semester. Each assignment is worth 3 points and will serve as the foundation for your final research proposal.

**Class participation** is central to the course. Arrive at Wednesday's seminar sessions via Zoom prepared to discuss, question, and critique weekly assignments. The seminar is student-led and class time will be used to iron out details and challenges in the process of designing and implementing your the research project. For each class, students are expected to share their experiences, challenges, and possible solutions to those challenges as they engage in the research process. Active participation in discussions is essential in learning critical thinking skills. All readings for the week should be completed before the seminar meetings.

**Final research proposal and oral defense:** students are required to present their final research proposal via an oral defense of the proposal. Final research proposals should be 20 pages in length (exclusive of footnotes, bibliography, appendices etc...) and double-spaced. Presentations should be in power point and limited to 15 minutes to allow for class discussion.

This is a web-based class and as such, you are to submit your assignments on-line via Moodle. Each Assignment for the course will require the student to verify the originality of their work when submitting the assignment using the following statement:

***Certificate of Original Work:*** *I certify that the attached assignment is my original work. I am familiar with, and acknowledged my responsibilities which are part of the University of Guam Student Code of Academic Integrity. I affirm that any sections of the assignment which has been submitted is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further*

*agree that the submission of my assignment or paper as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.*

**General Discussion Forums** on Moodle will be held throughout the course. If you are asking a general question about the course and assignments that affects other students, you should ask the question during general discussion forum dates, through the appropriate Moodle Forum.

**Technical Assistance Statement:** Students needing technical assistance from the Center for Online Learning can reach them at the following contacts.

**Location: Dean's Circle, House #6**

**Tel: (671) 735-2620**

**Help Desk: [helpdesk@uog.edu](mailto:helpdesk@uog.edu)**

**Moodle Help: [moodlehelp@triton.uog.edu](mailto:moodlehelp@triton.uog.edu)**

**Hours: 8 a.m. – Noon and 1 p.m. – 5 p.m., Monday – Friday**

### **NO RECORDING POLICY**

Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

*Using computers not phones.* Many teleconferencing features, like screen sharing do not work if you are on a phone. Moreover the screen may be too small to see the materials being shared. I urge you to connect via a computer if you have access to one. If you do not, please let me know.

*Netiquette.* This is a set of rules for behaving properly online. Cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be various cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text-messaging shortcuts.

## **Communication Policy**

Use of gotritons/triton email accounts are the preferred method of communication, the course will also be using ZOOM and instructor course mail on the Moodle Site for messages and assignments.

## **EEO/ADA Statement**

The University is committed to maintaining the campus community as a place of work and study for faculty, staff, and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to the EEO Director at the **EEO/ADA & Title IX Office**, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

## **DSS (Disability Support Services) Accommodation**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a **student** with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.

**SYLLABUS: MI 513 RESEARCH METHODOLOGIES  
IN SOCIAL SCIENCES Fañomnåkan/Spring 2025**

***Topics and Required Readings:***

January 22

[W]                      Access Moodle site, download syllabus, and course texts, (Target SLO 1, 3 & 4)

January 27-29  
Readings Week 2:

[M]                      TOPIC 1:      QUALITATIVE APPROACHES TO SOCIAL RESEARCH  
Overview of Course and Requirements \*\*\* Synchronous Zoom Meeting 4:00pm  
Chapter One: Introduction in Qualitative Research Methods (quantitative and qualitative schools of thought, triangulation, qualitative strategies, symbolic interactionism, a plan of presentation) (Berg)

Introduction and Types of Methods (MacDonald & Headlam)  
\*\*\* Asynchronous (Target SLO 2 & 3)

***Assignment 1: The Research Process***

*The research process. Write one - two pages with regards to a trajectory of your proposed research topic. Include in your trajectory the application of three academic sources that you think links directly to your research agenda. Due in class Wednesday January 29*

[W]                      In-class discussion on Assignment 1 and Assigned Readings  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1 & 3)

TOPIC 2:      RESEARCH DESIGN

February 3-5  
Readings Week 3:

[M]                      Chapter Two: Designing Qualitative Research in Qualitative Research Methods  
(theory and concepts, reviewing the literatures, evaluating web sites, framing research problems, operationalization, and designing projects (Berg)

Quantitative Research Methods and Qualitative Research Methods (MacDonald & Headlam)  
\*\*\* Asynchronous (Target SLO 2 & 3)



**Assignment 2: Selecting your research topic.**

*Select a research topic and write one - two pages about what your topic is and why you chose it. Create a working title for your project and use it on every assignment. Identify two or three research questions you might have regarding your topic. Due in class Wednesday February 5<sup>th</sup>.*

- [W] *In-class discussion on Assignment 2 and Assigned Readings*  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

**TOPIC 3: LITERATURE REVIEW**

February 10-12

Readings Week 4:

- [M] Reviewing the Literature: A Short Guide for Research Students (D.R. Rowland)  
\*\*\* Asynchronous (Target SLO 1 & 3)

**Assignment 3: Literature Review**

*Depending on your topic, conduct a literature review. Draw from two academic journal articles to create your argument. A literature review is driven by your research question: what does existing literature know about this topic? How has this question been asked and answered before? What is missing from current research? Which methods are reliable and valid? Which theories best explain the data? Due in class Wednesday, February 12<sup>th</sup>.*

- [W] *In-class discussion on Assignment 3 and Assigned Readings*  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

**TOPIC 4: DESCRIBING YOUR RESEARCH PLAN: INTERVIEWS AND SAMPLING**

February 17-19

Readings Week 5:

- [M] Chapter Four: Dramaturgical Look at Interviewing in Qualitative Research Methods ( types of interviewing, the interview schedule, schedule development, common problems in question formulation, pretesting and analyzing data) (Berg)
- Chapter Five: Focus Group Interviewing in Qualitative Research Methods (moderator's role, advantages and disadvantages, interviewing and participant observation, unobtrusive measures, facilitating focus group dynamics) (Berg)  
\*\*\* Asynchronous (Target SLO 2 & 3)

#### **Assignment 4: Interviews and Sample**

*Select your interview methods and write three pages about what your interview methods are and why you chose these particular methods. Keeping your research question in mind, it's time to think about a sample--who will you interview, what cases will you look at, of what kinds of data will you do analysis? Which statistics will you update? Due in class Wednesday, February 19<sup>th</sup>.*

[W] *In-class discussion on **Assignment 4 and Assigned Readings***

\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

#### **TOPIC 5: FIELD STRATEGIES**

February 24-26

Readings Week 6:

[M] Chapter Six: Ethnographies in Qualitative Research Methods (accessing the field, critical ethnographies, listening and learning, on line ethnographies, analyzing ethnographic data, other analysis strategies) (Berg)

Chapter Seven: Action Research in Qualitative Research Methods (the basics, identifying the research questions, gathering data, analyzing and interpreting the information, sharing results, types of action research) (Berg)

\*\*\* Asynchronous (Target SLO 2 & 3)

#### **Assignment 5: Field Strategies, Questionnaires and Interview questions**

*Select your field strategies methods and write two pages about what your field strategies methods are and why you chose these particular methods. Keeping your research question in mind, continue to think about a sample--who will you interview, what cases will you look at, of what kinds of data will you do analysis? With your thesis in mind, start thinking about your questionnaire or interview questions. Due in class Wednesday, February 26.*

[W] *In-class discussion on **Assignment 5 and Assigned Readings***

\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

#### **TOPIC 6: UNOBTRUSIVE MEASURES AND HISTORIOGRAPHY**

March 3-5

Readings Week 7:

[M] CHAMORROW DAY/HISTORY DAY - NO CLASSES

[W] **Assignment 6: Unobtrusive Measures and Historiography**

*Select your unobtrusive methods and write three pages about what your unobtrusive methods are and why you chose these particular methods. Keeping your research question and thesis in mind, start to think about what your data base will be--who will you interview, what cases will you look at, of what kinds of data will you do analysis? Due in class Wednesday, March 5<sup>th</sup>.*

*In-class discussion on Assignment 6 and Assigned Readings*

\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

March 10-12

Mid Term Review Week 8:

- [M] \*\*\*These readings are for the Assignment 6, of the previous week.  
Chapter Eight: Unobtrusive Measures in Qualitative Research Methods (Archival strategies, public archives, private archives unsolicited documents, physical erosion and human traces as data sources) (Berg)
- Chapter Nine: Historiography in Qualitative Research Methods (what is historical research, life histories, historiography, sources of data, written history, and oral histories) (Berg) \*\*\* Asynchronous (Target SLO 2 & 3)

- [W] MID-TERM \*\*\* Asynchronous (Target SLO 2 & 3)

March 17-19

Week 9

- [M] SPRING BREAK NO CLASSES

[W]

TOPIC 7: ANALYSES

March 24-26

Readings Week 10:

- [M] Chapter Eleven: Content Analyses in Qualitative Research Methods (content analysis, qualitative data, interpretative approaches, social anthropology, analysis strategies, levels of units of analysis, category development, open coding, stages in the content analysis, computers and qualitative analysis) (Berg)  
\*\*\* Asynchronous (Target SLO 3)
- [W] In-class discussions on research proposals  
**Assignment 7 and Assigned Readings**  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

### ***Assignment 7: Analyses***

*Select your form of data analysis and write two pages about what your analysis techniques are and why you chose these particular techniques. Due in class Wednesday, March 26*

## TOPIC 9: PRESENTING RESULTS

March 31 April 2

Readings Week 11:

- [M] Qualitative and Quantitative Analyses (posted on Moodle course page)  
\*\*\* Asynchronous (Target SLO 3)

### ***Assignment 8: Presenting Results***

*Select your form of with regards to presenting your results and write two pages about what your result techniques are and why you chose these particular techniques. Due in class Wednesday, April 2.*

- [W] *In-class discussion on Assignment 8 and Required Readings*  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

## TOPIC 10: DISCUSSION

April 7-9

Discussion Week 12:

- [M] Discussion (overview of the significant findings, findings in relation to existing research, implications of research in relation to theory, findings that fail to support, generalization of results, recommendations for further research, abstract) (posted on Moodle course page)  
\*\*\* Asynchronous (Target SLO 3)

### ***Assignment 9: Discussion***

*Select your form of with regards to discussing your results and write two pages about what your result techniques are and why you chose these particular techniques. Due in class Wednesday, April 9.*

- [W] *In-class discussion on Assignment 9 and Assigned Readings*  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

## TOPIC 11: ETHICAL RESEARCH

April 14-16

Readings Week 13

- [M] Chapter Three: Ethical Issues in Qualitative Research Methods (Berg)  
\*\*\* Asynchronous (Target SLO 1, 3 & 4)

### ***Assignment 10: Ethical Concerns and Consent Forms***

*Write one – two pages on the ethical concerns for your project. Due in class Wednesday, April 16*

- [W] *In-class discussion on Assignment 10 and Assigned Readings*  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

## TOPIC 12: WRITING YOUR RESEARCH PROPOSAL

April 21-23

Readings Week 14:

- [M] Chapter Twelve: Writing Research Papers in Qualitative Research Methods (Berg)  
\*\*\* Asynchronous (Target SLO 3)

- [W] *In-class discussion on Oral Defense and Assigned Readings*  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, & 3)

## TOPIC 13: AI IN THE SOCIAL SCIENCES

April 28-30

Week 15:

- [M] <https://www.youtube.com/watch?v=MszpMnjyJwU>

- [W] [https://www.youtube.com/shorts/C\\_z\\_ch\\_Z9DY](https://www.youtube.com/shorts/C_z_ch_Z9DY)

## TOPIC 14: ORAL DEFENCE

May 5-7

Oral Defense Week 16:

- [M] Work on Proposal ***Oral Defense***

- [W] Work on Research Proposal ***Oral Defense***  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLO 4)

May 12-14

Oral Defense Week 17:

- [M] Present Proposal for ***Oral Defense***  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLO 4)

[W] Present Proposal for *Oral Defense*  
\*\*\*\*\*Research Proposal & Presentation DUE\*\*\*\*\*  
\*\*\* Synchronous Zoom Meeting 4:00pm (Target SLOs 1, 2, 3,& 4)

MAY 19 [M] **FINAL** 4:00 – 5:50 PM  
WEEK 18: \*\*\* Asynchronous (Target SLO 1, 2 & 3)

***Schedule is subject to change at the instructor's discretion.  
Always check Moodle for the latest schedule.  
Readings and other related materials are posted on MI513-01 Moodle Course Page.***

**Plagiarism** will be dealt with in accordance to the Student Handbook. The UOG Student Handbook p. 49 defines plagiarism as: “The term “plagiarism” includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.”

# THE RESEARCH CYCLE

