

AUSTIN PEAY STATE UNIVERSITY
Dept. of Political Science & Public Management
Ft. Campbell Campus (Fall I) & Clarksville Campus (Fall A)
August - October, 2018
PM 3760 (Web): Methods of Research for Public
Administration

Dr. N. Abedin, Professor

Address: Room 215, APSU Building 203, Bastogne Avenue, Ft. Campbell.

D2L E-Mail Address: nabedin@elearn.apsu.edu [**Very Important:** Email to a D2L email address must be sent from another D2L email address. Similarly an email from a D2L email address must also be sent to another D2L email address. Otherwise the email is not delivered.] All emails concerning the on line D2L courses must be sent from your D2L email address to my D2L email address. I may not be available on weekends and public holidays.

Telephone: 931-221-1466.

Office Hours (Ft. Campbell): Fall I & A, 2018:

Tuesday: 11:00-01:30 PM,

Wednesday: 11:00-2:00 PM,

Thursday: 11:00-01:30.

REQUIRED TEXT BOOK

Elizabethann O'Sullivan, Gary R. Rassel, Maureen Berner, and Jocelyn Taliaferro, ***Research Methods for Public Administration***, 6th Edition, Routledge, New York: 2017. It is the responsibility of the student to get the book on time. It is available at the APSU Book Store. Take note of the fact that Lecture Notes, Synopsis, etc. that are posted here are also the part of the required readings for this course.

Although this book is the required text book for this course, you are encouraged to read some other **relevant reading materials**. A good number of various types of books, journals, etc. on this subject are available. For the students of a course like research methods, it is indispensable that they must make themselves familiar with the current and major issues and affairs in the public life. For this reason, it is rather imperative that they must read daily **newspapers** at the national, state and local levels, and the **magazines** such as *Time*, *Newsweek*, *Economist*, and the like.

COURSE DESCRIPTION

This course is designed to provide the students of public management and criminal justice with an overview of the social science research and analytical techniques commonly used to examine social phenomena in the United States. The course examines the scientific method, quantitative and qualitative research methodology, and the collection, analysis, and examination of administrative data. Students will develop a general understanding of the practices of social science research methodology as applied to the fields of criminal justice and public management for the purpose of making informed judgments about the quality of social science research. In addition, students will gain the competencies necessary to conduct basic social scientific research.

COURSE OBJECTIVES

1. To introduce the student to the fundamental concepts and procedures of social science research methodology
2. To introduce the student to the fundamental concepts and procedures of social science research methodology
3. To allow the student to gain the competency necessary to conduct and analyze social science research
4. To establish a linkage between quantitative and qualitative research findings and the application of those findings to the decision-making processes of public sector organizations
5. To demonstrate the value of quantitative and qualitative research in objectively evaluating the efficiency and effectiveness of public sector organizations and programs

GENERAL EDUCATION GOALS

(Based on the broad and general policies and goals of most institutions of higher education including Austin Peay State University)

In addition to the objectives discussed above, the more general goals of this course are to provide the student with the tools with which to develop his or her own potential and ability.

1. This course will help to develop the student's analytical thinking capabilities by comparing and applying theories to American institutions of criminal justice and civilian government agencies.
2. The student's literacy skills will be enhanced through assigned readings, class discussions, assignments, and examinations.
3. The student's understanding of quantitative methods will be enhanced through gaining substantive knowledge of the tools and research techniques employed in the social sciences.

4. The student's understanding of the scientific method will be enhanced through the examination of the social research process.
5. By empirically measuring and considering the impact of laws, government policies, programs, and expenditures on individuals and groups, the student should develop a better understanding of public policy and human behavior.
6. This course should be useful in increasing the student's awareness of the cultures and experiences of persons in our diverse society, as the application of government policies and programs based upon the results of empirical research impacts various groups differently in our society.
7. This course will prepare the student for more advanced studies in public administration, criminal justice, and political science.
8. Students should take note of the fact that there is a general difference between education and training. Training prepares a person for a particular or specific vocation, whereas the primary goal or objective of the university education is to enable students to develop critical and analytical faculty and to broaden the horizon of the mind.

ATTENDANCE POLICY

Students are expected to fully participate each week and to complete and submit the module assignments and examinations on time. If a deadline must be missed for a valid and legitimate reason (e.g., medical reason), the student should seek prior permission from the professor. Documentary evidence (e.g., doctor's certificate) may be required. At that point, arrangements may be made to submit the required work at a later time. Late assignments will not be accepted without prior approval of the professor.

ACADEMIC and CLASSROOM MISCONDUCT

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct may result in disciplinary sanctions imposed by the University. Students are encouraged to read the APSU Student Code of Conduct located at http://www.apsu.edu/policy/1s_governance_organization_and_general_policies/1013-student-code-conduct.php

[1:013 Student Code of Conduct - apsu.edu](http://www.apsu.edu/policy/1s_governance_organization_and_general_policies/1013-student-code-conduct.php)

www.apsu.edu

Anyone who enrolls at APSU is entitled to all rights granted to him/her by the Constitution of the United States and is entitled to the full protection of the law.

PLAGIARISM and CHEATING

As student will be future leaders and practitioners in professional fields, cheating and plagiarism will not be tolerated. Students found cheating or plagiarizing will receive a grade of "F" on the assignment for the first offense. A second offense will result in a grade of F in the course, in addition to any other sanctions that may be imposed by the University. It is a common occurrence for some students to download materials obtained from the internet without proper citations. The professor utilizes software to check for plagiarism, so the likelihood of being caught is high. Do not copy or "cut and paste" materials from the lecture notes or the internet and submit these materials as your answers. Even with citations, these materials are not the work of the student and will result in a reduced grade or cancelation. Plagiarism and cheating are reported to the Dean of Students Affairs. However, students are allowed to write in their own words (or paraphrase) with citations. They may copy a sentence or a small passage with quotation marks.

DISABILITY SERVICES

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefit of an education "solely by reason of a handicap." Disabilities covered by the law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you require accommodations, please communicate with the Office of Disability Services in Morgan University Center 114 at 931-221-6320 or 931-221-6278 (V/TTY), so that reasonable accommodations may be arranged.

STUDENT'S RESPONSIBILITIES (VERY IMPORTANT): STUDENTS MUST FOLLOW THE GUIDELINES PROVIDED IN THIS SECTION IN ORDER TO EARN GOOD POINTS/GRADES IN THE EXAMINATIONS AND MODULE ASSIGNMENTS.

It is very important that students read the assigned materials and submit module assignments and take midterm and final examinations on time.

All (eight) module assignments will be composed of essay questions only, while midterm and final examinations will be composed of both essay and multiple choice/true-false questions. When essay questions are answered, students should write adequate and

complete essays (FULL-BLOWN ANSWERS) in great detail. Clarity of thoughts and ideas is very important. There should not be any lack of clarity in answers/essays. Students should pay adequate attention to what is called "organization and structure" of the essay. They should present their thoughts, ideas, information and various points systematically and sequentially. Style of presentation is also very important. Different points, issues, arguments etc. in an essay/answer should be written in separate paragraphs. The text of an essay must be written in single space, but there should be double space between paragraphs and also between essays. Before answering a question or a sub-question you must write the number of the question/subquestion [examples: Q. 1(a), Q. 1(b), Q. 1(c) etc.] and also the question/sub-question very clearly. I repeat, a student must write the question/sub-question and its number very clearly. So far as font and size are concerned use Times New Roman and 12 points.

I may or may not include module questions in midterm and final examinations. Please take note that the students who prepare themselves in advance for the examination can devote more time and write more in the examination. As a result, their answers/essays are likely to be adequate and complete. But the students, who are not prepared and try to read and write simultaneously during examination, lose valuable time. As a result, their answers are not likely to be adequate and complete. Usually the duration of an examination is three hours. Once the time is up, the computer automatically shuts down the window.

The text book(s) and lecture notes are required readings. As the course progresses, more required readings may be provided in the future. The students should read the required readings thoroughly, adequately and between the lines. Those who want to earn good grades should incorporate all (or most of) the relevant points in their essays/answers. These points must also be discussed analytically and sequentially. Wherever possible, adequate number of appropriate examples should be provided. If they read the text book(s) and lecture notes thoroughly it should not be difficult to meet all these requirements. Grammar, spelling, syntax, writing skill, command of the language, style of presentation, "organization and structure" of the answer/essay, etc. will be taken into consideration.

So far as a module assignment is concerned, students have about a week to read and prepare themselves, and there is no time limit for writing answers. Therefore, they should be able to write complete, adequate and long answers/essays, and include all or most points

that are relevant to the question. In the examinations also they should be able to do that. The main purpose of the module assignments is to make students read required readings completely, adequately and in entirety. Students who want to earn good grades will have to devote considerable amount of time, energy and effort in order to prepare themselves.

My past experience indicates that some students almost entirely depend on the lecture notes. These notes are very useful, but they are general guide and thus like lectures in a class provide broad guidance only. They are bare bones and students will have to put lot of flesh on them. In order to do that they should read the text book(s) and Lecture notes completely and between the lines. If and wherever possible, other sources of information and knowledge may also be read. However, if the answer to a question is available only in the written lecture, you may mainly rely on it. But in most cases both the text book(s) and lectures notes have covered most topics in varying degrees. And the students must read the both for total and comprehensive understanding of the subject. If they do not do that they will not be able write thorough, adequate, complete and detail essays/answers. While the text book (s) provides comprehensive substantive knowledge, the lecture notes explain certain points for further clarity and sometimes present relatively recent data and statistics. Thus both are very important in varying degrees. Students must read the both thoroughly and adequately. Grading is based on a comparative evaluation: That is, if a student provides more information or points, makes a better (written) presentation, organizes thoughts and ideas better, and/or has a better command of the language than another or other students, then he/she should be awarded a better grade or more points than another student or other students. Otherwise it is unfair on him/her. The answers/essays should be complete and thorough and, wherever appropriate, critical and argumentative. The students should not write incomplete, inadequate and sketchy answers/essays. In a nutshell, they are expected to write scholarly answers/essays in great detail.

As indicated above, DO NOT "cut and paste" lecture notes or any other written material as "your" answers to module questions (assignments) or examination questions. "Cut and paste" is completely unacceptable. Students must NOT copy from the books, written lectures and other written materials. Plagiarism is absolutely prohibited in any academic and intellectual exercise. Doing so may result with being charged with academic dishonesty pursuant to APSU policy and the universally accepted norm in academia. It is

also a violation of the copy right law. The minimum penalty for doing so will be the assignment of a zero (0). If they want to paraphrase a sentence or a small paragraph, they must do it thoroughly and adequately. Change of one or two words is not adequate/acceptable. It should be restructured and reworded adequately. Students are expected to read and assimilate all relevant information/knowledge from the required readings, and then write in their own words. If a student feels that a particular sentence or a small paragraph is so important or vital or indispensable that it should be included in the essay/answer without any change or modification, then he/she should use "QUOTATION MARKS" at the beginning and at the end of the sentence or the small paragraph quoted. Just after the second quotation mark the original source of the sentence/small paragraph should be briefly cited in parenthesis/bracket. However, a student should quote only a limited number of sentences or small passages. There should not be a large number of quotations in an essay/answer.

Before submitting your assignment/essay/examination, please read your draft or written work again and again and very carefully; and then edit it: Make appropriate modifications, changes and improvements; and correct typographical and other errors.

Sometimes emails are written in a hurry. As a result, inaccuracies and mistakes may occasionally occur, though it is not desirable. But in academic essays such inaccuracies and mistakes are not acceptable. Students will lose or miss points.

As indicated above, the students should also take note of the fact that there is a basic difference between education and training. The primary goal or objective of education is to enable students to develop their critical and analytical faculty and to discuss, wherever possible and appropriate, argumentatively and critically. Education broaden the horizon of the mind that serves as a broad background or backdrop in the life of a person. On the other hand, a training program prepares a person for a specific vocation or a job. More emphasis is on learning some facts and techniques only. In training programs answers are usually short and pointed. But the university education emphasis analysis, elaboration, and arguments.

I have a fairly good number of students in my courses. As indicated above, I read module assignments/examinations twice or thrice and make a comparative evaluation or assessment of all students in each course. Then I make a determination and award grades or points. It will, therefore, take a couple of days to finish grading of all the assignments and examinations.

Take note of the above guidelines provided in the section entitled "Student's Responsibilities". They are very important. The students

who want to earn/score good grades/points **MUST** strictly follow the above guidelines and requirements.

Students **MUST** also strictly follow the following:

Module assignments **MUST** be submitted **VIA RESPECTIVE DROP-BOXES**, NOT as an email or email attachment. However, for some valid reasons (for example, medical reason) if **PRIOR APPROVAL** for late submission of an assignment is given, **ONLY** then it (late assignment) should be submitted as an email attachment, not via different drop box. Documentary evidences (for example, medical certificate) might be required for the approval for late submission.

Also note that the following essential and basic particulars/information **MUST** be provided [i] in the following order at the top of the first page of [ii] each and every module assignment as well as at the top of the first page of [iii] each and every email sent to me for any reason (NO EXCEPTION

WHATSOEVER):

1. Full Name
2. Student's ID Number, that is, A Number
3. Number of the Module (Assignment), e.g., Module 1, Module 2, etc.
4. Course Number & Title
5. Term/Semester: Fall I or Fall A
6. Date of the submission of the Assignment
7. E-mail Addresses (both APSU & D2L), and
8. Contact telephone number (optional).

GRADING/EVALUATION SYSTEM:

The final grade will be determined by two examinations (midterm & final) and by eight (8) module assignments. A module assignment will be composed of several essays questions. **Eight module assignments will be worth 100 points (12.5 points each). Mid-Term and Final Examinations will be worth 100 points each (200 points combined).** Each examination will be composed of multiple choice/true-false questions and essay questions. The final examination will cover only the material since the last (i.e., midterm) examination. Therefore, the final examination will not be comprehensive. **Two examinations will comprise two-thirds of the student's final grade, while the eight module assignments will comprise one-third of the student's final grade.** Grades will be assigned as follows: A=90%-100%; B=80%-89%; C=70%-79%; D=60%-69%; and F=59% or below.

Do NOT confuse or mixup module assignments with discussions. They are completely different. For assignment questions click on "Content" (Tool Bar) and then on the particular module

assignment/questions. For Discussion topic click on "Discussion" (Tool Bar) and then on the particular module.

MAKE-UP EXAMINATIONS AND ASSIGNMENTS:

As stated above, students must to take the examinations and complete the module assignments by the deadlines. Make-up examinations will only be allowed for legitimate reasons, for example, medical reason. Documentary evidence (for example, medical certificate) may be required. Approved make-up examinations will be given at a time and place determined by the professor. Make-up examinations may be given in the form of essay questions only. Grades of I (Incomplete) will only be assigned if a student has a passing grade (60% or higher) on the midterm examination and also on the module assignments (combined).

Do NOT confuse or mix-up module assignments with "discussions". They are completely different. Answers to module questions must be based on information provided in the text book(s) and recognized academic sources. On the contrary, "discussions" are based on personal opinions of the students. I have not assigned any points to "discussions". When I grade answers to module questions I also read "discussions". For assignments/module questions click on "Content" (Tool Bar) and then on the particular module assignment/questions. For Discussion topic(s) click on "Discussion" (Tool Bar) and then on the particular module.

Please note that I am not usually available on weekends and official holidays. My email address, as indicated above, is: nabedin@elearn.apsu.edu (Very Important: Email to a D2L email address must be sent from another D2L email address. Otherwise the email is not delivered. All emails in regard to on line courses must be sent to this email address.)

SCHEDULE OF ASSIGNMENTS AND EXAMINATIONS:

Module 1, August 25/27 - 30, 2018:

Chapter 1: Beginning a Research Project: The Preliminary Steps; Chapter 4: Measuring Variables

Module 1 Assignment is due by 11:59 PM, **Friday, August 31, 2018.**

Module 2, September 1 - 7, 2018:

Chapter 2: Designs for Description; Chapter 3: Designs for Explanation

Module 2 Assignment is due by 11:59 PM, **Friday, September 7, 2018.**

Module 3, September 8 - 14, 2018:

Chapter 5: Sampling; Chapter 9: Secondary Data Analysis: Finding and Analyzing Existing Data

Module 3 Assignment is due by 11:59 PM, **Friday, September 14, 2018.**

Module 4, September 15 - 21, 2018:

Chapter 8: Protection of Human Research Subjects and Other Ethical Issues

Module 4 Assignment is due by 11:59 PM, **Friday, September 21, 2018.**

MIDTERM EXAMINATION

Midterm Examination (Preface and Chapters that have been taught so far), which is available from Wednesday, September 19, 2018, must be completed by 11:59 PM, Friday, September 21, 2018. Once you access the examination, you must complete and save it in three hours. If you exit the examination before you complete and save it, you will not be able to access it again. I strongly suggest that when you take the examination save every five minutes whatever you have written. Otherwise you might suddenly lose whatever you have written.

Module 5, September 22 - 28, 2018:

Chapter 6: Contacting and Talking to Subjects; Chapter 7: Data Collection: Questions and Questionnaires

Module 5 Assignment is due by 11:59 PM, **Friday, September 28, 2018.**

Module 6, September 29 - October 5, 2018:

Chapter 10: Combining Indicators and Constructing Indices; Chapter 11: Univariate Analysis

Module 6 Assignment is due by 11:59 PM, **Friday, October 5, 2018.**

Module 7, October 6 - 12, 2018:

Chapter 12: Examining Relationships Among Variables With Tests of Statistical Significance; Chapter 13: Examining Relationships Between and Among Variables

Module 7 Assignment is due by 11:59 PM, **Friday, October 12, 2018.**

Module 8, October 13 - 18, 2018:

Chapter 15: Communicating the Findings and Completing the Project

Module 8 Assignment is due by 11:59 PM, **Thursday, October 18, 2018** (last day of Fall I/Fall A).

Final Examination (Chapters that have been taught after the midterm examination), which is available at 12:01 AM, Tuesday, October 16, 2018, must be completed by 11:59 PM, Thursday, October 18, 2018 (LAST DAY OF THE TERM/SEMESTER). Once you access the examination, you must complete and save it in three hours. If you exit the examination before you complete and save it, you will not be able to access it again. I strongly suggest that when you take the examination save every five minutes whatever you have written. Otherwise you might suddenly lose whatever you have written.

Fall I 2018 begins on Saturday, March 14th, while Fall B begins a couple of days later. Hence, most modules begin on Saturdays and ends on Fridays. The deadline for submitting a module assignment and for taking an examination (midterm) is Friday, except for the last module of class when assignments and the final examination are due the last day of the term: Thursday, October 18th. A student may submit a module assignment before the deadline (for example, on a weekend or on another weekday), but definitely not after the deadline. As indicated above, if a student misses a deadline only for a legitimate reason, he/she may submit a makeup assignment or take a makeup examination only with the prior approval of the professor.

Thursday, October 18, 2018, is the last day of this term/semester: Absolute Deadline for the Final Examination and everything else.

Soon after October 18, 2018 the faculty members are expected to submit grades to the examination office. So students must submit all assignments and take examinations by October 18, 2018. (In order to emphasize some important points, I deliberately repeated them.)

Requirements for a grade of "I" (Incomplete) has been spelled out in this syllabus (above).

AS THE COURSE PROGRESSES THE SYLLABUS MAY BE FURTHER REFINED, DEVELOPED AND ADJUSTED.

The instructor reserves the right to make changes as necessary to this syllabus. If changes, that are necessitated during the term of the course, will be notified to the students either by D2L email or

in the D2L announcement column. Students must check their D2L email account and the D2L announcement column on a regular basis, rather daily.

The syllabus should be considered the authority on the course, grading policy, and related matters. All contents, points/grades, grading policies, assignments, examinations, related matters, etc. are subject to specifications in this syllabus. Because of computer glitch or typographical errors some discrepancies could occur down the line. In the event of such discrepancies the requirements, instructions, specifications, etc. that have been spelled out in the syllabus must be followed. The syllabus is paramount and has precedence over everything else.
