Instructor Information:

Classroom: Online
Instructor: Dr. Brandon Bridge
Email: brandon.bridge@mso.umt.edu

E-mail is the most reliable way to reach me. I can be reached via email from 8a.m.-5p.m. (M-F) for course or program inquiries. Please allow for up to 48 hours (or two business days) for a response. Student email inquiries sent over the weekend will be addressed on Mondays. Please include PUAD 506 in the subject line of your message (this increases my reply efficiency).

Office hours: Wed 10:00am-1:00pm (virtually) or by appointment. Let me know via email if you plan on attending office hours so that I can have a zoom space ready.

Learning During a Pandemic:
Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, please work with your professor to develop a plan for successful completion in this course. Our Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with me to complete required coursework. Please take the time to review our Department’s COVIDSafe FAQ guide.

Course Description:
Research is a critical component of public administration. This course aims to provide students with the tools to both undertake their own research efforts and to understand the research done by others. We will be covering both qualitative and quantitative methods. Case studies and surveys are frequently used in public administration so we will focus on those as well as some of the major statistical components such as correlation and regression.
Course Learning Objectives:

Students should be able to:
1. Understand the basic components of a research project
2. Understand the ethical dilemmas involved with research
3. Understand the process for working with human subjects
4. Utilize several statistical methods including correlation and regression
5. Know when it is appropriate to use qualitative or quantitative research methods
6. Conduct a literature review
7. Complete a research design
8. Critically evaluate and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudices, and DEI in the public (and nonprofit) sectors through self-reflection, readings, discussions, and assignments.
9. Within the MPA program, this course is designed for students to make significant progress in the following NASPAA learning outcome: articulating and applying a public service perspective. Subsequent courses in the MPA program of study reinforce and further develop these and other competencies.

Course Readings:

Required texts for the course:

Additional Readings: There will be additional readings throughout the course of the semester; they will be posted on Moodle.

MPA Portfolio

If you are taking this course as an MPA elective and using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer’s “snipping tool” or screenshot to capture final graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on our website (e.g. no you cannot use outlines or case write ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects on your own. If questions, contact the MPA Director.
Course Expectations

Collective Learning Agreement: In our time together this semester we acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed.

Using Moodle: This is a fully online class; students are required to use Moodle and should check daily. Here is the link for Moodle access. Use your Net ID to log on.

Weekly Updates & Lectures: Each week, students are provided a weekly update and a video lecture from the professor. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures are 10-20 minutes and provide a cursory overview of the materials for each week. These lectures are organized by week and are embedded in our Moodle site. These lectures are not a replacement for the weekly readings. If lectures are not already posted, they will be published by 10:00pm Monday each week.

Reading Draft Assignments: The writing center experts should be used for reading student draft assignments. Make an appointment with UM’s Writing and Public Speaking Center prior to the submission of written work.

Help with Technology: Please make sure your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise, M-F. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana.

UM Email: Students are expected to use their umontana student email address for all communication and check regularly.
Guidelines for Written Work:

**All** written assignments should meet and use following criteria:

1. All work must be typed, double-spaced, utilize 12-point font, and have one-inch margins.
2. Citations should follow a proper style guideline such as, MLA, Chicago, or APA – pick what works for you (in-text citations and a reference page are necessary)
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Moodle. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

Course Performance (Grading):

Due to feedback from public sector employers for career readiness or advancement, this class employs contract grading, modeling the workplace (e.g. performance evaluation). During the semester I will not assign quantitative scores to individual assignments; instead I will provide written feedback within 10 business days. In each assignment feedback, I will indicate if you have exceeded (E), met/exceeded (ME), met (M), or are below expectations (BE) (criteria listed below). Each assignment’s written feedback is found via the Moodle assignment dropbox or discussion. Please focus on the written feedback and ignore any “numerical score” in the Moodle gradebook. Students should keep track of this feedback along the way and your aggregate translates into your final grade. For example, if the plurality of assignments receive an M, you will be awarded a B for the course.
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<th>Evaluative Criteria</th>
<th>Description</th>
<th>Translation</th>
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<tr>
<td><strong>Below Expectations (BE)</strong></td>
<td>1. Does not meet assignment expectations or work is not commensurate with graduate level work (e.g. writing is rushed); 2. Needs to be reminded to sign up for projects; 3. Student doesn’t engage in course discussions, introductory learning pod sessions or final theme song presentations; and 4. Student does not revise SECA assignments along the way.</td>
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<td><strong>Met Expectations (M)</strong></td>
<td>1. Meets the stated criteria for all assignments; 2. Meets due dates for all assignments; 3. Actively participates in all class discussions; 4. Asks thoughtful questions during online discussions and conversations with the professor and classmates; 5. Edits all assignments, using course writing guidelines (listed at the top of this page in the syllabus); 6. Completes mid and end of semester learning evaluations; and 7. Checks UM email and Moodle class site regularly and is responsive to class inquiries. 8. Attends all of our &quot;participation&quot; sessions</td>
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<td><strong>Meet/Exceed Expectations (ME)</strong></td>
<td>Do everything to do to earn an M in addition to: 1. Demonstrate a sophisticated understanding of the material evidenced in your written work (e.g. can make clear applications between theory and practice); 2. Watches weekly updates and listen to pod lectures (yes, Moodle tracks); 3. Uses evidence (refer back to readings, link to real world experiences) in semester discussions and participates clearly and concisely, staying within assignment expectations (set parameters within FlipGrid); and 4. Turn in assignments that are concise, carefully edited, and easy to read.</td>
<td>B+</td>
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<td><strong>Exceed Expectations</strong></td>
<td>Do everything that you must do to earn a M and ME in addition to: 1. Receive critiques during discussions and written work in a professional and non-defensive manner; 2. Demonstrates a strong commitment and willingness to learn and grow from individual and team assignments; 3. Utilizes the campus public speaking and writing center to complete quality, written work; and 4. Produces creative, unique, and thoughtful assignments, demonstrating a willingness to go above and beyond (e.g. doing outside research, beyond what is already expected; during discussions make connections across content about why something is essential or challenging, encouraging classmates to work through materials together)</td>
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Semester Assignments

The grade that you receive for this course will be based on five components: homework assignments, discussions, CITI training, the Literature Review, and the final project.

**Homework Assignments** - There will be weekly homework assignments. These will typically be the exercises at the end of each chapter in your book, along with any additional exercises that I will add in for homework. **These will be due on Saturdays at midnight for the corresponding weeks.**

**Discussions** – There will be several required Moodle discussions throughout the semester. These will give students a chance to share what they have learned, and to solicit feedback from the instructor and fellow students. These discussions will close at 12:00 pm on Saturdays of the corresponding weeks.

**CITI Training** – Complete the CITI training for social and behavioral researchers. This is an online course and you will receive a certificate to turn in for credit. Instructional information will be posted on Moodle.

**Research Design-The Literature Review** -
**Due: Saturday, March 12th.**


**CONDUCT A LITERATURE REVIEW**

An important part of any research project is an activity called a literature review. This is an analysis of previous research on the topic at hand. It typically involves reading and analyzing published material in books, professional and academic journals, government documents, and other sources. The literature review allows the researcher to build on the work already completed by other investigators.

The focus of a literature review should always be on the key ideas that may function as leads for further investigation. Previous investigators may have already stated and tested hypotheses about your topic. The task of the literature review is to
gather these previously published ideas, evaluate their usefulness as they specifically relate to your research, and determine whether they suggest new ways of looking at the problem that you might have missed (Selltiz, Wrightsman, and Cook 1976).

**Research Design/Proposal-Final Project and Presentation**

**Due:** Saturday, May 7th.

Your final project for this class will be to submit a research design/proposal. In Exhibit 1.1 on page 8 in your book, the Research Process is outlined. You will be completing the Planning section. You will also explain how you would complete the Doing and Reporting sections. This is a research design, meaning you will not be analyzing the data for this project. This allows you to create a well-thought out design/proposal that can include the collection of data and analysis that could potentially take several months. The goal here is to create the best design/proposal possible for the research question that you have developed. If your project will include human subjects, your design must also include a completed IRB form. I suggest reading through the IRB website (http://www.umt.edu/research/compliance/IRB/default.php) prior to filling out the form. You will also find the form on this site. Although the literature review is due earlier in the semester, you will also include a lit review (the revised lit review) in this final project. A rubric from this assignment will be available on Moodle.

Sign-ups for presentation times will also be posted on Moodle. In 8-10 minutes, each student will present their final project to the class. Your presentation should include: an introduction/overview/hook; research question; methodology; background; discussion of data and potential results; method of analysis; conclusion.
You must stay up with the course readings and assignments in order to maximize your online classroom experience. Although this is a general outline of readings, the schedule is subject to change as the semester proceeds. Students will be notified of any changes or modifications to the course schedule. The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.

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<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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| Week 1: (Jan. 18-21) | Introduction to Research Methods and Basic Concepts | Read: Chapters 1 & 2, Gravetter & Forzano*, Mertens (p. 1-7)*  
|                 |                                               | Due: Introduction discussion (closes at 12:00 pm on 1/22)                          |
| Week 2: (Jan 24-28) | What’s the Question?                          | Read: Chapter 3, Mertens (p. 9-42)*                                                |
|                 |                                               | Due: Exercises from Chapters 1                                                     |
| Week 3: (Jan. 31 – Feb. 4) | Identifying Measures and Measurement Strategy       | Read: Chapter 4, Mertens (p. 43-69)*                                               |
|                 |                                               | Due: Exercises from Chapters 2 & 3                                                 |
| Week 4: (Feb. 7-11) | Research Designs                              | Read: Chapters 5 & 6                                                              |
|                 |                                               | Due: Exercises from Chapter 4                                                     |
| Week 5: (Feb. 14-18) | Data Collection: Observation, Interviews, and Focus Groups | Read: Chapters 7 & 8                                                             |
|                 |                                               | Due: Exercises from Chapters 5 & 6                                                 |
|                 |                                               | Discussion (closes at 12:00 pm on 2/19)                                            |
| Week 6:  (Feb. 21-25) | Data Collection: Surveys | Read: Chapter 9  
Due: Exercises from Chapters 7 & 8 |
|----------------------|--------------------------|--------------------------------------------------|
| Week 7:  (Feb. 28 – Mar. 4) | Sampling Demystified | Read: Chapter 10  
Due: Exercises from Chapter 9 |
| Week 8:  (Mar. 7-11) | Qualitative Analysis | Read: Chapter 11  
Due: Exercises from Chapter 10 and Literature Review DUE |
| Week 9:  (Mar. 14-18) | Data Analysis for Description | Read: Chapter 12  
Due: Exercises from Chapter 11  
Discussion (closes at 12:00pm on 3/19) |
| Week 10:  (Mar. 21-25) | Spring Break | Spring Break |
| Week 11:  (Mar. 28 – Apr. 1) | Analyzing Survey Scales | Read: Chapter 13  
Due: Exercises from Chapter 12 |
| Week 12:  (Apr. 4-8) | Data Analysis: Exploring Relationships | Read: Chapter 14  
Due: Exercises from Chapter 13 |
| Week 13:  (Apr. 11-15) | Data Analysis: Regression | Read: Chapter 15  
Due: Exercises from Chapter 14 |
Week 14: (Apr. 18-22)  
Data Analysis Using Inferential Statistics  
Read: Chapter 16  
Due: Exercises from Chapter 15  
Discussion (closes at 12:00pm on 4/23)

Week 15: (Apr. 25-29)  
Communicating Research Results and Conclusion  
Read: Chapter 17 & 18  
Due: Exercises from Chapter 16

Week 16: Final Project  
Research Design/Proposal  
Due: Final Presentation  
Final Project Submission Due Saturday, May 7th

Classroom Policies

➢ **Extra Credit:** Not available for this course.

➢ **Classroom Etiquette:** A driving component of our department is professionalism and your ability to work well with others. Thus, the expectation is that you will maintain a high level of professionalism in your classroom conduct with me, and with your fellow students. This means being respectful during class discussions, and in all communications with the professor and others. Failure to do so will result in removal from class discussions.

➢ **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a zoom conversation.

➢ **Incompletes or Withdrawals “W” for the Course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class.

➢ **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course. But, let's be clear, we are learning during a pandemic and I will do everything I can to help you. Just ask.

➢ **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule
allows for early identification of class vacancies and to permit other students to add classes. Students not allowed to remain must complete a drop form or drop the course on the Internet (http://cyberbear.umt.edu) to avoid receiving a failing grade. Students who know they will be absent should contact the instructor in advance.

➢ Wikipedia: This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.

➢ Academic Dishonesty (Plagiarism): Students must follow the University’s policies for academic dishonesty. For detailed information, please view. As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

➢ Sensitive Course Materials: College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

➢ Disability Assistance: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

➢ Cultural Leave Policy: UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”