COURSE TITLE BLACKBOARD SITE	ARC5012 Research Methods Spring 2011 – http://my.ltu.edu and select CRN 3950
INSTRUCTOR	Justin Ferguson (Architect) Adjunct Faculty College of Architecture & Design Email/Chat: jferguson@ltu.edu Phone: 734.353.4248 Office hours: TBD. I will hold a weekly, Online Wimba session in which I go over the main points from the chapter as well as answer questions regarding the course and research in general. Attendance is not mandatory, and for those that cannot attend, the session will be recorded for playback at your own convenience. As a class, we will choose the time and day that works for the majority of the class. I will try my best to answer time sensitive emails within 24 hrs., some might take longer to get to. You may also email me to schedule a Google chat or phone conversation. OnGround office hours, when absolutely necessary, by appointment.
SCHEDULE	January 10, 2010 – May 07, 2010 See http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information.
LEVEL/ HOURS PREREQUISITE	Graduate Degree / 2 credit hours Graduate Standing
REQUIRED TEXT (See Blackboard for additional resources)	Groat, L., & Wang, D. (2002). *Architectural Research Methods*. New York, NY: John Wiley & Sons Available at Amazon.com – new and used. Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk. Visit www.ltu.edu/ehelp or 248.204.2330 or helpdesk@ltu.edu. Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne.

COURSE SCHEDULE FOR TRADITIONAL SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Jan 10 – Jan 12	Module 0	Overview of textbook Online Learning Orientation Course Orientation	Course orientation Begin work on Blog setup
Week of Jan 10 – Jan 16	Module 1	*Introduction & Overview of Course* Read Ch. 1: The Scope of this Book	Quiz #1 Blog post #1 (setup)
Week of Jan 17 – Jan 23	Module 2	*LTU Library – Online Library Orientation and Research Tools* Read Ch. 2: Systems of Inquiry & Standards of Research Quality	Quiz #2 Blog post #2
Week of Jan 24 – Jan 30	Module 3	Read Ch. 3: Literature Review	Quiz #3 Blog post #3
Week of Jan 31 – Feb 6	Module 4	Read Ch. 4: Theory in Relation to Method	Quiz #4 Blog post #4 Concept Paper Draft Due 02.06.11 by Noon
Week of Feb 7 – Feb 13	Module 5	Read Ch. 5: Design in Relation to Research	Quiz #5 Blog post #5
Week of Feb 14 – Feb 20	Module 6	Read Ch. 6: Interpretive-Historical Research	Quiz #6 Blog post #6
Week of Feb 21 – Feb 27	Module 7	Read Ch. 7: Qualitative Research	Quiz #7 Blog post #7
Week of Feb 28 – Mar 6	Module 8	Read Ch. 8: Correlational Research	Quiz #8 Blog post #8 Concept Paper Final Due 03.06.11 by Noon
Mid-semester Break – No Classes			
Week of Mar 14 – Mar 20	Module 9	Read Ch. 9: Experimental & Quasi-experimental Research	Quiz #9 Blog post #9
Week of Mar 21 – Mar 27	Module 10	Read Ch. 10: Simulation & Modeling Research	Quiz #10 Blog post #10 Data Collection Paper Due 03.27.11 by Noon

Dates	Modules	Topics / Readings	Assignments Due
Week of Mar 28 – Apr 3	Module 11	Read Ch. 12: Case Studies & Combined Strategies	Quiz #11 Blog post #11
Week of Apr 4 – Apr 10	Module 12	Read Ch. 11: Logical Argumentation	Quiz #12 Blog post #12
Week of Apr 11 – Apr 17	Module 13	Academic and Professional Research Discussion: Various Journal Articles	Quiz #13 Blog post #13
Week of Apr 18 – Apr 24	Module 14	Research Project Work Week	Check-in with Instructor throughout week with project issues/status
Week of Apr 25 – May 1	Module 15	Research Project Blog Work Week	Final Blogs Due 05.01.11 by Noon
Week of May 2 – May 7	Final Exams	Peer Review Research Blogs	Peer Evaluations Due 05.07.11 by Noon

STUDENT EVALUATION

The course has 3 assignments plus participation points totaling 500 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

EXAMPLES:

Assignments	Points
Concept Paper Final	100
Data Collection Paper	60
Final Blog	200
Quizzes and Online Participation	140
Total Points	**500**

Class Points (%)	Letter Grade
480 (96%) and above	A
450 (90%) – 475 (95%)	A-
435 (87%) – 445 (89%)	B+
415 (83%) – 430 (86%)	B
400 (80%) – 410 (82%)	B-
385 (77%) – 395 (79%)	C+
365 (73%) – 380 (76%)	C
350 (70%) – 360 (72%)	C-
345 (69%) and below	F

Note: Grades lower than a "B" fall below the LTU graduate standard, and if GPA is lower than a 3.0 you will be placed on academic probation.

EDUCATIONAL GOALS

Intensive study of research design to familiarize students with a variety of research methods. Recent and ongoing research in environmental design and behavioral sciences, and methods being used in contemporary design issues. Sources of research include educational, governmental, professional, legal environments, and the private sector.

STUDENT LEARNING OBJECTIVES / OUTCOMES

Examination of how research is used in the architectural field.
Development of research concepts.
Understand research proposals.
Examine methods typically applied in architectural research.
Read and evaluate architectural research.
Systematically search the relevant literature to support a research or thesis topic.
Disseminate research results in written, verbal, and multi-media formats.

PREREQUISITE SKILLS

Students need to be able to create .pdf files, operate efficiently in the Blackboard system, and utilize Online/OnGround library resources.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

A variety of instructional methodologies are used in this course. The specific methods may include but are not limited to:
Blackboard learning environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.
Student/Instructor Conversations – Students are to keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.
Self-assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.
Required readings – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.
Assignments – There are two major assignments. The first is a literature review that is submitted as a "Safe Assignment." The second is a write-up and PowerPoint presentation that presents the results from a small research project. Other assignments include a 1 page Research Statement and participation in discussion sessions.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under "Blackboard Tools", then "Personal Information"** and send an email to me so I can store your address in my email directory.

Readings, blog posts, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:
- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as necessary.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

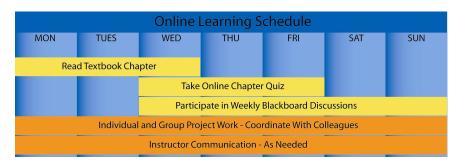## PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the three parts of your semester-long project;
  - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:

Online Learning Schedule

MON	TUES	WED	THU	FRI	SAT	SUN
Read Textbook Chapter						
		Take Online Chapter Quiz				
		Participate in Weekly Blackboard Discussions				
Individual and Group Project Work - Coordinate With Colleagues						
Instructor Communication - As Needed						

ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard "Digital Drop Box." All assignments are submitted using the Blackboard "Assignments" or "SafeAssign" function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Assignments (360 Points)

The assignment guidelines providing more information on each project will be distributed at the appropriate times as well as be found on the LTU Blackboard system under "Assignments."

1) Concept Paper (Final - 100 Points)

Overview – Students will develop a 1 page Concept Paper that will be the basis for a hypothetical long-term Research Project. The Concept Paper will be revised during the semester.

Deliverables and Evaluation – Concept Papers must be submitted in the Assignments area as a .pdf file. The Concept Paper will not be evaluated until the final version. Make sure citations are used where appropriate. The content of the Concept Paper, as well as the writing quality, will be evaluated.

2) Data Collection Paper (60 Points)

Overview – Write a 1-2 page paper detailing and rationalizing the data collection techniques you will use for your Research Project.

Deliverables and Evaluation – The data collection paper will be submitted through the Assignments area as a .pdf file. The point of the assignment is for you to describe and support your decision on which tactics you have chosen, and how you will employ them. Writing quality will be evaluated.

3) Research Project Blog (200 Points)

Overview – Students will conduct a small research data collection project based on the research question developed in the Concept Paper, and be revised throughout the semester. Students will develop and share their research thoughts and processes each week throughout the semester on their Blackboard Blog. Each week's participation grade will depend on showing progress made each week and presented through the blog. At the end of the semester, the overall blog will be graded for a final grade.

Deliverables and Evaluation – The Research Project Blog will be reviewed each week by the instructor. Each week, students will be required to comment on at least two other students' blogs as well as reply to comments made on their own blog.

As designers, your blogs will be graded on both content and design. These blogs should chronicle the evolution of your research as well as serve as a presentation of those thoughts and outcomes.

Online Participation (140 points)

Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 140 points based on:

Up to 10 points per week for 13 quiz/blog activities as well as a final peer evaluation – Actively participating in Blackboard activities, responding to questions posted by the instructor, and interacting positively with other students.

SYLLABUS ADDENDA

Please see the LTU Online "Current Students" web site http://www.ltu.edu/ltuonline/ for comprehensive information about Lawrence Tech's academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

The LTU Online "Current Students" web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.