RUTGERS
School of Public Affairs
and Administration | Newark

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Applied Research Design
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SCHOOL OF PUBLIC AFFAIRS AND ADMINISTRATION
RUTGERS UNIVERSITY – NEWARK
Spring 2018
Jan 16th, 2018 – Apr 30th, 2018
LOCATION: online
Time: online

DRAFT: This syllabus is subject to change

Instructor Information
Min-Hyu Kim, Ph.D.
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Office: CPS 305
Office Hours: By Appointment

COURSE DESCRIPTION

This course covers the skills of data analysis and inference. This course exposes students to issues central to understanding and applying modern research evidence to public policy and administration. These issues include the use of theory and models, measurement concepts and methods, qualitative and quantitative modes of observation, identifying causes, the logic of control variables, and the design of experiments and quasi-experiments. The emphasis is on learning these ideas through practice with many different examples of real-world research and empirical evidence.

The course will be taught online using Canvas.

REQUIRED TEXTBOOK AND MATERIALS

Remler, D. K., & Van Ryzin, G. G. (2010). Research methods in practice: Strategies for description and causation. Sage Publications.

Lewis-Beck, C., & Lewis-Beck, M. S. (2015). Applied regression: An introduction (Vol. 22). Sage publications.

In addition to the lecture notes and textbook readings, sometimes a few supplementary readings will be assigned. These readings will be available on blackboard.

We will mostly rely on Excel for the statistical part of the course. Students can also use MYSTAT (SYSTAT), Stata, SPSS, or another more specialized statistical software package if they prefer.
You can download STATA at https://software.rutgers.edu/ or at
https://drive.google.com/open?id=0B9bTUfsYLBVuSDJYS3Q0cFBCRWs

We will also need an ordinary calculator with square-root button. There is no need to purchase a special "statistical" calculator.

COURSE EVALUATION

Discussions   10%
Weekly quizzes   10%
Projects (4 in total)   60% (15% each)
Final exam   20%

<u>**Online discussion (10%)**</u>: Students are expected to participate actively in online discussions, which are an important part of the class each week, and their participation will be evaluated and graded.

<u>**Weekly Quizzes (10%)**</u>: Brief quizzes will be given to assess your comprehension of the assigned readings for each week. It is important to read the materials for class carefully and on time.

<u>**Projects (60%):**</u> Students must complete and submit for projects (each worth 15% of your total grade). The instructions for each project can be found on Canvas. Be sure to read all instructions carefully, and complete all parts of the project. Generally, projects should be prepared in the form of a professional memo and will be graded according to their presentation quality as well as its analytical substance. Students may consult with each other on assignments, but the work handed in must be the student's own, original work. Late assignments will be downgraded by 10% for the first day, and then 5% for every other day.

<u>**Final exam (20%)**</u>: There will be a final exam for the course containing a balance of multiple choice and short answer questions. The week before the exam will be reserved for review and preparation.

Grading
Final grades in this course will be assessed using the following breakdown:

Letter Grade	Definition	Numerical Equivalent
A	Outstanding	91.01-100.00
B+	Very Good	85.5 – 91.00
B	Good	79.5 – 85.5
C+	Intermediate	74.5-79.49
C	Satisfactory	69.5 - 74.49
F	Failing	< 69.5

*Rutgers University policy does not allow for the grade of "A-". As the letter grade "A" represents the highest level of excellence a student can achieve, the requirement for this grade is set to 91% and above.

COURSE POLICIES

- The **syllabus** serves as a general outline. I reserve the right to deviate from any part of the plan as necessary. Students will be notified of any such modifications.
- Except for significant intervening circumstances (e.g., medical emergencies or death in the family), **late assignments** will be downgraded (10% for the first day, and 5% for every following day), and I will not adjust deadlines for individuals.
- If students have a **grade dispute**, they should submit a one-page memo presenting evidence for their case within 10 business days of receipt of the grade. Based on the memo, the original assignment will be reconsidered.

- In terms of the **writing style** of your assignments, you may use either APA or Chicago style, but please be consistent within the document. In-text citations are preferred to footnotes or endnotes. Writing clarity and quality are considered in grading. Please use a standard font such as Arial, Calibri, or Times New Roman. Pages should use 1-inch margins, double-spaced, with 12 point fonts. If you think you need help with your writing, talk to the professor. There are resources on campus to help you. Also feel free to contact SPAA's writing coach, Terry Hall, at tlh135@scarletmail.rutgers.edu.

Support for Students with Disabilities:
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:
https://ods.rutgers.edu/students/documentation-guidelines .

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:
https://ods.rutgers.edu/students/registration-form .

For more information, please contact Joy Durham at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, on the 2nd Floor or by contacting odsnewark@rutgers.edu.

Academic Integrity:
Students must follow the school's integrity policy: http://academicintegrity.rutgers.edu
Please be aware that plagiarism and any forms of cheating will never be excused under any circumstances – **I will check each assignment carefully using plagiarism detection software**. Violation of these policies leads to immediate failure of the course.

Date	Week #	Topic & Readings	Due
January 16-21, 2018	1	**Topic**: Course Introduction **Readings:** Remler &Van Ryzin Chapter 1 & 8 Kim, M., Pandey, S., and Pandey, S. (2017) Why Do Nonprofit Performing Art Organizations Offer Free Public Access? *Public Administration Review*.	**None**
January 22-28, 2018	2	**Topic**: Theory and Models **Readings:** Remler &Van Ryzin Chapter 2 Van Ryzin, G. (2013) An Experimental Test of the Expectancy-Disconfirmation Theory of Citizen Satisfaction. *Journal of Policy Analysis and Management*.	**Week 2 Quiz**
January 29-February 4, 2018	3	**Topic**: Qualitative research **Readings:** Remler &Van Ryzin Chapter 3 Strong, J. et al. (2017) Female Veterans: Navigating Two Identities. *Clinical Social Work Journal*.	**Week 3 Quiz**

February 5-11, 2018	**4**	**Topic**: Measurement **Readings:** Remler & Van Ryzin Chapter 4 Zhang, Y. and Kim, M. (2017) Do Public Corruption Convictions Influences Citizens' Trust in Government? *American Review of Public Administration*. ****Project 1 due on February 11, 2018 (23.55pm EST)**	**Week 4 Quiz**
February 12-18, 2018	**5**	**Topic**: Sampling in the real world **Readings**: Remler &Van Ryzin Chapter 5 Dillman, D. A., et al. (2014). Chapter 3	**Week 5 Quiz**
February 19-25, 2018	**6**	**Topic**: Primary and survey research **Readings**: Remler &Van Ryzin Chapter 7	**Week 6 Quiz**
February 26-March 4, 2018	**7**	**Topic**: Secondary data **Readings**: Remler &Van Ryzin Chapter 6	**Week 7 Quiz**
March 5-10, 2018	**8**	**Topic**: Causation **Readings:** Remler &Van Ryzin Chapter 11 ****Project 2 (Survey Design) due on March 10, 2018 (23.55pm EST)**	**Week 8 Quiz**
March 11-18, 2018		*Spring Recess*	
March 19-25, 2018	**9**	**Topic**: Observational studies **Readings:** Remler &Van Ryzin Chapter 12	**Week 9 Quiz**
March 26-April 1, 2018	**10**	**Topic**: Regression analysis of causal effects **Readings:** Remler &Van Ryzin Chapter 13 & 8-10 (as needed)	**Week 10 Quiz**
April 2-8, 2018	**11**	**Topic**: Randomized experiments **Readings:** Remler &Van Ryzin Chapter 14 Kim, M., Porumbescu, G., and Neshkova, M. (2018) How Does Race Color Police Trustworthiness? *International Public Management Journal*. ****Project 3 due on April 8, 2018 (23.55pm EST)**	**Week 11 Quiz**
April 9-15, 2018	**12**	**Topic**: Natural and quasi-experiments **Readings:** Remler &Van Ryzin Chapter 15 Kim, M., Van Ryzin, G., and Hamidullah, M. (2018) The Effect of Obama's Election on Minority Employees of Federal Agencies. *International Public Management Journal*.	**Week 12 Quiz**
April 16-22, 2018	**13**	**Topic**: Wrap-up and review **Readings:** Review R&V Chapters 1-7 and 11-15, as needed ****Project 4 due on April 22, 2018 (23.55pm EST)**	**Week 13 Quiz**
April 23-29, 2018	**14**	**FINAL EXAM**	**None**

Grading Rubric A: Class Participation

A – You are an outstanding, invaluable contributor to class discussions. The class would be considerably poorer without your presence. You speak often, engage your fellow students, and always offer intelligent, thoughtful opinions. Your level of energy and enthusiasm is very high. You are passionate about learning and come to class with an open mind to new ideas; you always show great motivation and interest. You complete all the assignments, and you do an excellent, thorough job on each one. You come to every class session and you are always on time. You care about your classmates and how they are doing in class.

B – You are an active participant in class discussions. You seem to be showing a great deal of interest, even if you are a naturally quiet person. You are a very active listener, and you appear to respect the opinions of your fellow students. You often contribute many intelligent ideas to the class discussions. You complete all the class assignments, and it appears that you put a great deal of thought and effort into them. You go beyond what is required of you. You are absent or late to no more than 2 times.

C – You have an acceptable level of class participation. You occasionally participate in a class discussion, although not very much. If you are a naturally quiet person, you at least seem to be paying attention and showing interest. You complete all the assignments and you do what is required of you. You are absent or late to no more than 4 classes.

D - You are physically present in class, but your mind seems to be somewhere else. You do not seem to pay attention (or even to disguise your boredom). You rarely participate in class discussions. Even when called on to answer a question, you have very little to say. Sometimes you seem to be on the verge of sleeping, or melting into your chair. You complete the assignments, but it appears like you put little time or effort into them. You are late or absent more than 4 times.

F – You miss class often. You do not participate at all. You show no interest whatsoever in the subject matter, the readings, or the opinions of your fellow students. You do not complete many of the assignments. Overall, you put no effort into the class. You are absent or late to class more than 7 times.

Grading Rubric B: Projects

	1	2	3
Understanding of core themes	The student does not have a satisfactory understanding of the book's core themes and none are reflected in the paper.	The student has a satisfactory understanding of the book's core themes and minimal amounts are reflected in the paper	The student has a satisfactory understanding of the book's core themes and they are reflected throughout the paper.
Thoughtful and deliberate	The paper demonstrates only a superficial reflection of how the core themes impact public policy execution and service delivery and implications for the future.	The paper demonstrates only a satisfactory reflection of how the core themes impact public policy execution and service delivery and implications for the future.	The paper demonstrates the student has been deeply reflective about how the core themes impact public policy execution and service delivery and implications for the future.
Clear and coherent writing	Ideas and content are not presented clearly. The meaning of the material is not understood.	Some ideas and content are not clearly presented but the general meaning is understood.	The written material is clear, concise and well understood.
Proper citations	Claims are not clearly supported and lack citations.		All work is properly cited.
Assignment deadline	Student will receive a 0 for assignments not posted on time.		Assignment was posted on canvas on time.