



**Sul Ross State University**  
**Course Syllabus**  
**Intro to Grad Research – ED5307**  
**Summer I 2016**

**INSTRUCTOR:** Cynde Wadley, M.Ed.

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**WEEKLY MEETINGS:** Abilene Class 9 a.m. – 4 p.m., Saturdays in June@ Region 14 South  
Online – Blackboard Collaborate and Chat as needed

**REQUIRED TEXTS:**

Creswell, J. C. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5<sup>th</sup> ed.). Boston, MA: Pearson. [ISBN-13: 978-0133831535]

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. (6th ed.) Washington, D. C. [ISBN-13: 978-1433805615]

**COURSE DESCRIPTION:** A course designed to introduce the graduate student to the techniques of research and to familiarize students with the resources available in the University Library. This course is designed to prepare students to know and understand the basic principles of research; demonstrate comprehension of published research as successful consumers of research; and construct short assignments to demonstrate skills needed for research.

Specific areas of study include:

- I. Introduction to Educational Research – Processes and Approaches (Qualitative and Quantitative)
- II. The Steps in the Process of Research – Identifying a Problem, Reviewing the Literature, Specifying a Purpose, Collecting Data, Analyzing and Interpreting Data, and Reporting and Evaluating Research
- III. Various Research Designs – Traditional Frameworks and their Components
- IV. Basic Principles of Citation using APA Format – Preparing a list of References, Citing Sources, Following the format for Manuscript Preparation

**PURPOSE OF COURSE:** To teach graduate students how to conduct research proposals and how to read and interpret the research of others.

**PROGRAM LEARNING OUTCOMES:**

Students will examine approaches to research including quantitative, qualitative, and mixed methods.

1. Students will interpret and evaluate research to become successful readers and consumers of research.
2. Students should be able to determine and operationally define the basic aspects of the research process including identifying research problems; reviewing literature; specifying purposes for studies; collecting, analyzing, and interpreting data; and evaluating and reporting the results of a study.
3. Students will construct and implement short assignments to demonstrate the basic research skills.
4. Students will demonstrate proficiency using APA format.
5. Students will complete a Chapter 1, Chapter 2, and Chapter 3 as a final research proposal.

**How Students will be assessed:**

1. Discussion Boards (weekly)
2. Journal Article Critiques
3. APA Style Assessments
4. Research Design Analysis
5. Short Assignments Demonstrating Skills
6. Final Research Proposal

**Master of Education students graduating with a major in physical education will:**

- 1) demonstrate knowledge, comprehension, and critical thinking in addressing the problems in kinesiology, fitness, and sport.
- 2) apply pedagogical and content concepts basic to physical education, including scientific foundations, psychomotor concepts, fitness, wellness concepts, pedagogical theories and professional behaviors that facilitate K-12 student learning.
- 3) demonstrate the ability to design a research proposal and analyze and interpret the research of others.

**STUDENT OUTCOMES: Standards for the Principal**

Learner-Centered Instructional Leadership and Management.

Updated 5/21/2016 CW

A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

- (1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.
- (2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- (3) utilize interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals.
- (4) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning.

#### **School Counselor Standard I**

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

#### **School Counselor Standard II**

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

#### **School Counselor Standard III**

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

#### **School Counselor Standard IV**

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

#### **School Counselor Standard V**

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

### **STUDENT OUTCOMES: Standards for Diagnosticians**

**Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.**

- (1) The beginning educational diagnostician knows and understands:
  - (A) basic terminology used in assessment and evaluation;
  - (B) standards for test reliability;
  - (C) standards for test validity;
  - (D) procedures used in standardizing assessment instruments;
  - (E) possible sources of test error;
  - (F) the meaning and use of basic statistical concepts used in assessment and evaluation
  - (G) uses and limitations of each type of assessment instrument;
  - (H) uses and limitations of various types of assessment data;
  - (J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
  - (L) methods of academic and nonacademic assessment and evaluation

### **STUDENT OUTCOMES: Standards for the Master Reading Teacher**

**Standard VI. The Master Reading Teacher facilitates appropriate, research-based instruction by communicating and collaborating with educational stakeholder; mentoring, coaching and consulting with colleagues; providing professional development for faculty and making decisions based on converging evidence from research.**

**METHODS OF INSTRUCTION:** Lecture and discussion for the classroom, individual instruction when working with proposals. The asking of questions by students is encouraged in order to clarify information and to stimulate discussion.

### **DISTANCE EDUCATION NON-PARTICIPATION STATEMENT:**

Although this course is delivered by Blackboard, participation and timely assignment completion is required. **Your Sul Ross e-mail will be the official means of communicating for the course.** Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in Web-based courses.

The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester or 1 week in a summer session. Any student dropped for non-participation will receive an F in the course from which they are dropped. Inactivity may include the any of the following:

- Not logging on to the course
- Not submitting assignments
- Not participating in scheduled activities
- Not communicating with the instructor by phone or e-mail, and/or
- Not following the instructor's participation guidelines stated in the syllabus

#### **COURSE REQUIREMENTS:**

The university classroom is a place designed for the free exchange of ideas. We must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. **Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Sul Ross University. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments.** Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. **Students will complete all assigned readings and assignments promptly. This course is designed to be completed during a 5-week term with assignments due each week. Under NO CIRCUMSTANCES will I accept the entire semester's work during the last week or during the last day of class (any late work will receive point deductions). Assignments and examinations will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.**
2. All assignments must be word processed and submitted in accordance with due dates on the course calendar. **Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.**
3. Weekly online discussion board interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will post an answer to the question or comment and respond to four (4) others. Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.
4. Students will prepare written assignments to include critiques of journal articles, analysis of a research design, and various short assignments during the course.
5. Feedback is provided on assignments and Discussion Board postings with rubrics.

Each student will be required to complete a research proposal and to write up the project in a form that would be suitable for publication. The topic must be approved prior to beginning the proposal and the student must work closely with the instructor as the proposal progresses in written form.

**There will be various deadlines established regarding the completion of phases of the project. These timeframes are important and must be met in a timely manner. You will complete parts of the research project each week. Failure to meet a deadline will result in points being deducted from the final grade on the paper.** The completed paper will be returned electronically on Blackboard and will be available for viewing. **Papers that do not meet minimum length requirements (4,000 words not including appendix) will not be accepted.** Students will also be required to make a Power Point

presentation of the completed project. The requirements for the Research Proposal will be given in Week 2 of the course.

Incomplete grades will be given only in extenuating circumstances; therefore all work must be completed by the established deadline!

**COURSE GRADING CRITERIA:** All assignments are due as noted on course calendar. All assigned work must be word processed. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days.

All handouts in the class are very important and should be followed closely when writing and typing the research proposal. Please do not hesitate to ask questions. Students are welcome to call me, text me during reasonable hours. When needing questions answered that are not urgent, email or texting are best. I will attempt to respond daily, caw14kn@sulross.edu.

**INTERNET WEB RESOURCES:**

APA Style of Notation <http://www.apastyle.org>

Sul Ross University Library Guide for ED 5307

URL: <http://sulross.libguides.com/ed5307>

<b>Course Outline for ED 5307</b>			
<b>*I reserve the right to amend the tentative course outline as needed during the course.</b>			
SESSION & DATE	COURSE  CONTENT  Topics and Materials	READING	DISCUSSION BOARDS AND ASSIGNMENTS
WEEK  1	<p>June 1<sup>st</sup> – June 8<sup>th</sup></p> <p>Introduction/ Overview; Approaches to Research;</p> <p>Writing for Behavioral &amp; Social Sciences (APA)</p> <p>Research Process; Identifying a Research Problem; Manuscript Structure and Content (APA)</p> <p>Reviewing the Literature; Writing Clearly &amp; Mechanics of Style (APA)</p>	<p>Creswell – Read Chapters 1 to 3</p> <p>APA Manual- Read Introduction &amp; Chapters 1 -4</p> <p>Library Tutorial</p>	<p><u>Discussion Board Postings are due on Sundays, so all students have an opportunity to read and comment on the postings by classmates.</u></p> <p><u>All assignments due midnight Tuesday nights to accommodate those who must complete the work during the weekend (except for the final .)</u></p> <p><b><u>Discussion Boards</u></b>            *Discussion Board 1A - Getting Acquainted – 5 pts.            *Discussion Board 1B – Sul Ross Library and Database and What are Scholarly Peer-Reviewed Articles? – 5pts.            *Discussion Board 1C – Research Topic – 5 pts.</p> <p><b><u>Assignments:</u></b>            *Pretest on APA format – 10 pts.            *Student Information Form – 5 pts.            *Syllabus Quiz – 10 pts.            *Article Critiques #1 and #2 - 25 pts. each            *Chapters 1, 2, and 3 Quiz – 15 pts.            *Begin reading and finding research articles on your topic</p>

<b>WEEK</b> 2	<b>June 8<sup>th</sup> – 14<sup>th</sup></b>	<b>Specifying a Purpose; Displaying Results &amp; Crediting Sources (APA)</b>  <b>Collecting and Analyzing Quantitative Data</b>  <b>Reference Examples &amp; Publication Process (APA)</b>  <b>Collecting and Analyzing Qualitative Data</b>	<b>Creswell</b> Read Chapters 4, 5, 6, 7, 8  <b>APA Manual</b> Read Chapter 5	<b><u>Discussion Boards</u></b> *Discussion Board 2A -Peer Review of Introduction for Research Proposal 5 pts. *Discussion Board 2B - Research Question/Hypotheses Statements 5 pts.  <b><u>Assignments</u></b> *Introduction & Research Questions/Hypotheses Statements *Article Critique #3 (Needs to be Quantitative) *Article Critique #4 (Needs to be Qualitative) *APA Assignment *Chapters 4 – 8 Quiz  *Continue reading and finding research articles on your topic
<b>Week 3</b>	<b>June 15<sup>th</sup> – June 21<sup>st</sup></b>	<b>Work on Literature Review Mid-Term Exam – 50 pts.</b>		
		<b>Reporting and Evaluating Research Research Designs</b>	<b>Creswell Ch 9</b>  <b>Read the chapter that is about your research design</b> Creswell Ch 10-17  <b>APA Manual</b> Read Chapter 6	<b><u>Discussion Boards</u></b> *Discussion Board 3A- Post Literature Review Draft to *Discussion Board 3B - Selection of Research Design  <b><u>Assignments</u></b> *Article Critique #5 – 25 pts. *Assignment – Post Final Literature Review – 25 pts. *Chapter 9 Quiz – 5 pts. *Research Design Quiz – 25 pts.
<b>Week 4</b>	<b>June 22<sup>nd</sup> – 28<sup>th</sup></b>	<b>Peer Review of Research Proposals</b>  <b>Presenting and Defending your Work</b>	<b>APA Manual</b> Read Chapters 7 and 8	<b><u>Discussion Board</u></b> *Discussion Board 4A – Post Draft of Research Proposal – 5 pts. <b><u>Assignments</u></b> *Summative Test on APA Format *Final Research Proposal Due – 250 pts.
<b>Week 5</b>	<b>June 29<sup>th</sup> – July 5<sup>th</sup></b>	<b>PowerPoint Presentation due Review for Final</b>		<b><u>Discussion Board</u></b> *Discussion Board 5A -Top 5 Things I Learned About Educational Research – 5 pts. *Discussion Board 5B – PowerPoint of Research Proposal  <b><u>Assignments</u></b> *PowerPoint Presentation Due -50 pts.
<b>Final Exam</b>	<b>June 30<sup>th</sup> – July 5<sup>th</sup></b>	<b>Final Exam</b>		<b>*Complete Final Exam Online – 100 pts.</b>

**DISABILITY STATEMENT:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Sul Ross University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The ADA Coordinator serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (432) 837-8203. Documentation of a disability must accompany any request for accommodations.

**ACADEMIC HONESTY:**

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. **Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.**

**PLAGIARISM - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published, unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.** Source:

<http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>.