ED 5307 Graduate Research
Spring 2022 Syllabus

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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:
- Introduction to Educational Research – Processes and Approaches (Qualitative and Quantitative)
- The Steps in the Process of Research – Identify Problem, Review Literature, Specify Purpose, Collect Data, Analyze and Interpret Data, and Report and Evaluate Research
- Various Research Designs – Traditional Frameworks and their Components
- Basic Principles of Citation using APA Format – Prepare list of References, Cite Sources, Follow the format for Manuscript Preparation

Required Text

Creswell, J. & Guetterman, T. (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed.). Pearson Education. New Jersey

American Psychological Association (2020). Publication Manual of the American Psychological Association.(7th ed.) Washington, D. C.

Marketable Skills

- **Critical Thinking/Problem Solving**- Students will analyze various strands of discrete data to support planning and decisions.
- **Digital Technology**- Students will understand and be able to apply and integrate technology in multiple professional settings.
- **Written Communication**- Students will apply formal and informal writing styles to communicate in the professional setting.

Performance Standards, Goals, and Learning Objectives
Student Learning Outcomes (SLOs):
The student will:
1. explain approaches to research including quantitative, qualitative, and mixed methods
2. interpret and evaluate research to differentiate between valid and invalid claims
3. define the research process
4. construct and implement short assignments to demonstrate basic research skills
5. demonstrate proficiency using APA format
6. complete a research proposal

Master of Education students graduating with a major in physical education will:
- demonstrate knowledge, comprehension, and critical thinking in addressing the problems in kinesiology, fitness, and sport.
- apply pedagogical concepts to physical education that facilitate K-12 student learning including scientific foundations, psychomotor concepts, fitness, wellness concepts, pedagogical theories and professional behaviors
- demonstrate the ability to design a research proposal and analyze and interpret the research of others.

SLOs: Standards for the Principal - Learner-Centered Instructional Leadership and Management
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:
- 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.
- 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.
- utilize interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals.
- 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.

SLOs: 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) 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.

SLOs: 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.

Course Format

This is an online course. You will find all information in Blackboard. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects.

Course Expectations

The instructor will:

⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.

⇒ Be available during office hours Tuesday and Thursday from 9:00AM-2:00PM weekly. Virtual office hours are daily, Monday-Friday, by appointment.

⟹ Respond to student emails within 24-hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
⟹ Provide grades/feedback to assignments within one week of the submission date.
⟹ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
⟹ Provide a range of opportunities to engage in the course content in a meaningful way.
⟹ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:
⟹ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
⟹ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
⟹ Will engage in the course, with their peers, and the instructor with open communication and active participation.
⟹ Will be respectful in their communication with the professor and classmates.
⟹ Will respond to professor communication in a timely manner.
⟹ Will not plagiarize and will demonstrate integrity in all their work.
⟹ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

All Written Assignments: To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a **12-point Times New Roman** font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).

Discussion Boards (6 total=74 points)
Modules will include discussion board opportunities. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be around 200 words although this will vary depending on the topic (see Blackboard for details). A portion of your credit will be credited for your post and another portion will be for responding to one of your classmates. In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written.

Quizzes (8 total=85 points)
There are 8 quizzes that cover APA and the Creswell text content. The quiz due dates are posted in your schedule and will be completed in Blackboard.

Article Critiques (2 total=50 points)
Two article critiques will be written during this course. The critiques will be on scholarly articles on the research topic. Critiques will be 2 pages and include an introduction, summary, critique, and conclusion.

Annotated Bibliography (50 points)
Students will identify 6 scholarly articles related to their research topic. The articles will be used to complete an annotated bibliography.

Research Proposal Sections (170 points total) & Final Research Proposal (250 points)
Students will complete one section of the research proposal at a time. These will be turned in for feedback so the student may make revisions prior to the final submission of the completed research proposal. Students will then utilize the revised versions of the introduction, literature review, and methods to write a final research proposal (8-12 pages, excluding title and reference page). The proposal shall be free of grammatical errors and written in accordance to the APA writing style (i.e., citations, headings, etc.).

Literature Review Organizer (20 points)
Students will organize their 10-15 scholarly articles using a literature review organizer. An example is provided in Blackboard or students may design their own.

Oral Defense Presentation (100 pints)
Students will prepare a PowerPoint presentation (or other platform such as Prezi) on their research proposal. The presentation should include information on the study's background/context, literature review, and methodology. Students should be prepared to answer questions at the conclusion of the presentation.

Final Exam (100 points)
The final exam covers Chapters 1-9 in the textbook, research designs, and APA formatting.

Course Assignments & Schedule
Assignments are due by 11:59PM of the due date. Late work will not be accepted.

Module	Assignments	Due Date
Module 1: Introduction to Educational Research **Jan. 10th - Jan. 30th**	Week 1 • Review Syllabus • Module Readings • View APA Video • Complete APA Style Tutorial • **Discussion Board 1A-Getting Acquainted** • **APA Quiz** Week 2 • Module Readings • Explore Library Guide • View Module Videos • **Discussion Board 1B-Scholarly Articles** • **Quiz 1**	 **Jan. 12th** **Jan. 16th** **Jan. 19th** **Jan. 23rd**

	Week 3 • Module Readings • **Discussion Board 1C-Research Topic** • Locate Research Articles on Topic • How to Read Research Articles • **Article Critique** • **Quiz 2**	**Jan. 26th** **Jan. 30th** **Jan. 30th**
Module 2: The Research Process **Jan. 31s – Feb. 27th**	Week 4 • Module Readings • Review Info on Annotated Bibliography • **Annotated Bibliography** Week 5 • Module Readings • Quantitative vs Qualitative • Components of Introduction • **Discussion Board 5A-Quant. vs Qual.** • **Introduction** • **Quiz 4** Week 6 • Module Readings • Research Question Resources • **Research Questions** Week 7 • Module Readings • **Article Critique** • **Quiz 5/6c**	 **Feb. 13th** **Feb. 9th** **Feb. 20th** **Feb. 13th** **Feb. 20th** **Feb. 27th** **Feb. 27th**
Module 3: Research Designs & The Literature Review **Feb. 28th – March 27th**	Week 8 • Module Readings • Research Designs • **Discussion Board 8A-Research Designs** • **Quiz 7/8** Week 9 • Module Readings • The Literature Review • **Literature Review Organizer** • **Quiz 3** Week 10 • Module Readings • **Quiz 9** • **Literature Review**	 **March 2nd** **March 6th** **March 20th** **March 20th** **March 27th** **April 3rd**
Module 4: Method and Design **March 28th – April 10th**	Week 11 & 12 • Module Readings • Methodology Info • **Methodology**	 **April 10th**
Module 5: Research Proposal	Week 13 • Work on Revisions	

April 11th – May 4th	• **Discussion Board 13A-5 Things I Learned**	**April 13th**
	Week 14	
	• **Final Research Proposal Due**	**April 24th**
	Week 15 & 16	
	• **Tips for Presentations**	
	• **Oral Defense of Proposal**	**April 30th**
	• **Final Exam**	**May 2nd**

<u>**This course syllabus is intended to be a guide and may be amended at any time.**</u>

Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

University and Course Policies

Classroom Demeanor. Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the TEA Educator Code of Ethics. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Dropping a Class. During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by January 26th, 2022 (without creating academic record), February 3rd, 2022 (for Education Block courses/receive a 'W'), or March 28th, 2022 by 4 p.m.

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use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course Bb page, I will ask for your written permission. ©2022

Academic Integrity. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Technical Support. The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using Blackboard. The support desk is open 24 hours /7 days a week for your convenience.

You can reach the support desk:
- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

SRSU Library Services. The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123). The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu.The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act. SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartze Grisham at 432 837-8203.

RGC Disability statement:
SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Diversity Statement. I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.