Sul Ross State University Course Syllabus

**Intro to Graduate Research – ED5307**
**Spring 2023**

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**Office Location**: MAB 309H
**Office Hours:** Monday, Tuesday, Wednesday 9:30 a.m. to noon CST and 2:00 – 3:00 p.m.
**C**ourse **D**escription:  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.

***Please stop by and or contact the **Graduate Center in BAB 300** for assistance with writing assignments, viewing online workshops, and obtaining information about programs, fellowships, and deadlines.  Phone:  432 837 8524 or online at  gradcenter@sulross.edu

Specific areas of study include:
  I.       Introduction to Educational Research – Processes and Approaches (Qualitative and Quantitative)

  II.      The Steps in the Process of Research – Identify Problem, Review Literature, Specify Purpose, Collect Data, Analyze and Interpret Data, and Report and Evaluate Research

  III.     Various Research Designs – Traditional Frameworks and their Components

  IV.      Basic Principles of Citation using APA Format – Prepare list of References, Cite Sources, Follow the format for Manuscript Preparation

**Purpose of Course**: To teach graduate students how to conduct research projects and how to read and interpret the research of others.

**Methods of Instruction Delivery**: Readings, Videos, Discussion Boards, and BB Collaborate sessions.

**Course Objectives:**
    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.

**SLOs:  Master of Education General students will-**

- demonstrate writing skills and the ability to use research methodology to design a research paper
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## SLOs:  Master of Education for Counseling

**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.

# Marketable Skills

The Texas Higher Education Coordinating Board (THECB) requires that all academic programs also identify generic skills that students will develop in the programs that could be applied to any career students pursue.

**MED – General**

1. MED General students will develop writing skills for effective communication.
2. MED General students will develop research skills to promote life-long learning.
3. MED General students will demonstrate an understanding of diversity.

## **Counseling:**

1.  Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
    2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
    3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental health and behavioral health including school counseling.

## **Diagnostician:**

1. Graduates will have research skills to apply in any field.
2. Graduates will have oral and written communication skills to apply in any field.
3. Graduates will have collaboration and leadership skills to apply in any field.
4. Graduates will have a developed sense of ethics and social justice.

## **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 educators 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. <u>Assignments and examinations will become unavailable once the deadline for completion has passed.</u> In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance or BB Help Desk.
2. **All assignments must be word processed and submitted in accordance with due dates on the course calendar.** <span style="color:red">**Late work will have points deducted.**</span>
3. Semester online discussion boards will provide opportunities for discussion among those persons who may exhibit a different perspective from your own. Postings must be completed at the appointed time and will not be accepted late. For full credit, read and respond to two other students' postings.
4. Students will prepare written assignments to include deconstruction of journal articles, analysis of a research design, and various short assignments during the course.

Each student will be required to complete a research proposal and 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. <u>There will be various deadlines established regarding the completion of phases of the project. These time frames are important and must be met in a timely manner.</u> You will complete parts of the research project each week.

Papers that do not meet the **minimum length requirement (3,500 words) will not be accepted**.

<u>Assignments:</u>    90-100% A, 80 – 89% B, 70 – 79% C, 60 – 69% D, below 60% F

| Assignments | Points |
|---|---|
| **Quizzes over Creswell    9 @ 20 points each** | **180** |
| **Research Design Multiple Choice Quiz** | **20** |
| **Oral Final Exam with Reports on Research Proposals** | **40** |
| **Discussion Board      7 @ 10 points each**<br><br>For full credit write in complete sentences and respond to two or more others' postings | **70** |
| **Draft of Literature Review** | **50** |
| **Draft of Research Proposal** | **50** |
| **Final Research Proposal** | **100** |
| **Total Points** | **510** |

**Course Grading Criteria:** All assignments are due as noted on BB course calendar and must be word processed. Points will be deducted for late work.

## Schedule for ED 5307

*I reserve the right to amend the tentative course outline as needed during the course.*

| Dates | | COURSE CONTENT<br><br>Topics/ Materials | READING | Assignments<br><br>**All assignments due midnight Saturday night.** |
|---|---|---|---|---|
| Weeks 1 & 2 | January 15 | Selection of Research Approaches/Introduction; Writing for Behavioral & Social Sciences (APA) | Creswell Ch. 1 & 2<br><br>APA-Ch.1 "Scholarly Writing and Publishing Principles" | **\*DB Week 1**-Getting Acquainted<br>\*Pretest on APA format |
| | January 22 | | | \*Review Intro. to Sul Ross Library Resources<br>\*Chapter 1 & 2 Quizzes<br>**\*DB Week 2**– Scholarly Peer-Reviewed Articles |
| 3 | January 29 | Research Questions & Hypotheses; Manuscript Structure | APA- Ch. 2 & 3 | **\*DB Week 3**- Research Topic |
| 4 | February 5 | Reviewing the Literature; Writing Clearly & Mechanics of Style (APA) | Creswell Ch. 3<br>APA – Ch. 4-5 | **\*DB Week 4-** Introduction & Statement of the Problem<br>\*Chapter 3 Quiz |
| 5 | February 12 | How to Credit Sources (APA) | APA- Ch. 8,9 & 10 | **\*DB Week 5**- Question/Hypothesis Statements |
| 6 | February 19 | Quantitative & Qualitative Methods; Ethics | Register and take the CITIProgram Training for Ethical Research<br>Creswell Ch 5 & 7 | \*Complete the CITIProgram and upload your certificate |
| 7 | February 26 | Research Designs | Creswell Ch. 10 & 12 | \*Assignment-<br>\*Chapters 10 & 12 Quiz |
| 8 | March 5 | Research Designs | Creswell Ch. 14 & 15 | \*Chapters 14 & 15 Quizzes<br>\*Assignment - Work on Literature Review |

| 9 | March 12-18 | **SPRING BREAK** | | |
|---|---|---|---|---|
| 10 | March 19 | Research Designs | Creswell Ch 16 & 17 | *Post Literature Review Draft *Chapters 16 & 17 Quizzes |
| 11/12 | March 26 & April 2 | Research Designs | | **\*DB Week 11/12**– Selection of Research Design *Research Design Quiz |
| 13 | April 9 | Research Proposals | | **\*DB Week 13** – Post Draft of Research Proposal – |
| 14/15 | April 16 & April 23 | Finalizing Your Proposal | | *Final Proposal Due Using Assignment Link |
| 16 | April 30 | Presenting and Defending Your Work Review all power points for Final Exam | | **\*DB Week 16** Top 5 Things I Learned About Educational Research |
| | May 7-12 | Final Exam – Collaborate Session to give oral presentations of research | Date to be determined | Each student will have 10 – 15 minutes to present his/her findings. |

**Required Texts either purchased or rented:**

Creswell, J.W. & Guetterman, T. C. (2019). Educational research*: Planning, conducting, and evaluating quantitative and qualitative research.* (6th ed.). New York: NY: Pearson. [ISBN-13: 9780134519364].

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

Akedemos has both texts or you can order from Amazon.com.

All handouts in the class are very important and should be followed closely when writing and typing the research project. Please do not hesitate to ask questions. Students are welcome to call my office during the times of 8:30 – 11:00 a.m. (M & W) when needing questions answered or send an email I will attempt to respond, timely.

**Library Support:** The Bryan Wildenthal Memorial Library and Archives of the Big Bend 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).

**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. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

**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.

**Remote/Online Courses:** 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.

**Plagiarism Defined:** 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

**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.

**Classroom Climate of Respect:**  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.

**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.