



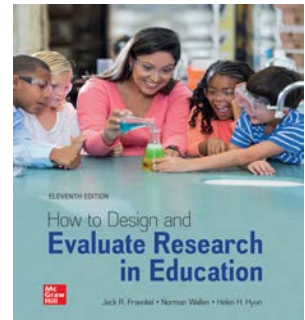
Research Methods
KINE 5305; Spring 2024
Online, 8 weeks, 3/18 - 5/8

SYLLABUS

Faculty Information

Dr. Julianna M. Dean, PhD, MS, CSCS

- **Email is the best way to get in contact with me:** julianna.dean@sulross.edu
 - **Please make sure you put KINE 5305 somewhere in the subject line of the email.**
 - **Please address me as “Dr. Dean”, NOT Ms. Dean**
 - **Please use your SRSU email address. I cannot answer emails from non-SRSU accounts.**
 - Please be professional in your communications, especially when communicating by email. Please address me as Dr. Dean. For a review on how to write a professional email, please see <https://www.grammarly.com/blog/professional-email-in-english/>.
- **Office Phone:** 432-837-8556
- **Office Hours:**
 - **Tuesday:** 10-11am, 2-4pm
 - **Wednesday:** 10am-12pm, 2-4pm
 - **Thursday:** 10-11, 2-4pm
 - *or by appointment*



Required Textbook

Inclusive Access: How to Design and Evaluate Research in Education

Edition: 11

Author: Jack R. Fraenkel, Norman Wallen, Helen H. Hyun

This class requires Connect textbook access. You do not need to purchase the book or Connect. This class is part of Inclusive Access, a course material affordability program. Inclusive Access is designed by institutions and guided by the Department of Education to deliver digital learning resources to students, at a significantly reduced cost, on or before the first day of class. All students should have been sent a password the day before the first day of class via email. Please let me know if you did not receive this or need access.

julianna.dean@sulross.edu.

Consider joining the GroupMe for this class. This is here for YOU so you can interact with your peers (not me). If you have a question for me, please email me:

(julianna.dean@sulross.edu)! I cannot respond to requests in GroupMe.

https://groupme.com/join_group/99874559/oFB0rtxh



Course Description

In this course students are introduced to the basic concepts and techniques that are used in social science research. The course is divided into three sections, which cover social scientific inquiry and research design, quantitative data gathering and analysis, and qualitative data gathering and analysis.

Student Learning Outcomes

By the end of the course, successful students will be able to

- A. Discuss basic principles and procedures of research methodology.

- B. Define key concepts in research ethics as they apply to research design.
- C. Critically evaluate quantitative research studies.
- D. Compose a literature review on a topic of interest to the student.
- E. Apply appropriate research methods for a specific research project of their choice.
- F. Propose a research study including a background, literature review, and methods.

Marketable Skills

The following marketable skills are met in this course:

- Collaboration. Students will interact with one another through class discussion boards and collaborative assignments.
- Communication. Students will respectfully communicate what they have learned with their peers and instructor.
- Critical Thinking. Students will critically decipher real-world scenarios and published peer-reviewed articles.
- Career Management. Students will develop skills necessary to thrive in a management role in their chosen profession including project leadership.

Grading Policies

Learning Outcomes	Outcome Measure	Description	Points	% of Total Grade
N/A	Course Contract	Confirm you understand the requirements of this course	0	0
A, B	SmartBook Chapters	Interact with textbook to show comprehension	20 pts each x 19 chapters = 380	38
A, B, C	Discussion Posts (3)	Share opinions and understanding of content	20 pts each x 3 discussions = 60	6
A, B, C	Discussion Replies (2)	Reply and engage with peers	10 pts each x 2 sets of replies = 20	2
A, B, C	Self-Checks (4)	Evaluate your comprehension of the content regarding the kinesiology field	10 pts each x 4 = 40	4
A, B, C, D, E, F	Research Exercises (7)	Problem Sheets 1-7	10 pts each x 7 = 70	7
A	Writing Assignment 1: Research Question	Help you begin formulating a topic for a hypothetical research study (your final paper)	30	3
C, D	Writing Assignment 2: Literature Search	Help you begin locating articles for your final paper	50	5
F	Writing Assignment 3: Rough Draft of Final Paper	Draft: Propose a research study (introduction/lit review, purpose, methods)	150	15
F	Writing Assignment 4: Final Paper	Final: Propose a research study (introduction/lit review, purpose, methods)	200	20
N/A	(Extra Credit)	(Complete SmartBook chapters about qualitative and mixed methods research)	(3 pts each x 6 chapters = 18 possible extra credit pts)	--
Total Points			1000	100

Course Contract

To start the class, all students must read, initial, sign and date the course contract. The contract clearly explains my expectations of you as a student in this class, and it covers my course policies. Please upload this within the first week of class as listed on the course schedule. You cannot continue in the class if you do not upload this.

SmartBook Chapters

SmartBook is an interactive reading program provided through McGraw Hill Connect. These assignments ask you questions to assess your comprehension of each chapter. These SmartBook readings will cover information that will be on each of the tests. Please make sure to read the chapter BEFORE completing the SmartBook assignments!

Discussions

There are 3 discussions. Two discussions consist of your post and two replies to a classmate; the last discussion is feedback (no replies to peers are needed). The prompts are under "Discussions" on Blackboard and will populate according to the class schedule. Remember, a "discussion" involves multiple opinions and voices, so please make sure to not only post but to reply to your classmates, too! This is how you gain all points. To respond to a post, click the blue link "Reply" at the bottom left of a post. ***The use of AI to complete any work in this class, including discussions, is prohibited.***

Each reply to a classmate should be a minimum of 100 words or 30 seconds in length if doing a video submission. This means you need to say more than "good job!" or "I like what you said!" Your reply should be a substantial comment, and it may attempt to apply the author's content in a new way. This could be done through finding other information and citing your source, describing an application to the field of kinesiology, or even providing constructive criticism. PLEASE, make sure to always be professional in your language. This is NOT a place for informal language.

Self-Checks

There are four self-check tests. These reinforce content covered and help you see how the book applies to our field in kinesiology.

Research Exercises

There are 7 research exercises. These correspond to 7 of the problem sheets from the textbook. Completing these should help you write your final paper in this class—a hypothetical research study. Several of these will have a peer review aspect where you will offer feedback to a classmate. Make sure to complete your peer reviews to gain full points.

Writing Assignments

There are four writing assignments. Their purpose is to assist you in writing your research proposal (your final paper). The first helps you to begin understanding what you are interested in to perform a hypothetical study on, the second is a literature review on your topic, the third is a rough draft of your final paper, and the fourth is the final paper—a research proposal of a study you would hypothetically conduct (you will not actually conduct the study).

STUDENT RESPONSIBILITIES

Communication

You must use your Sul Ross student email address. I cannot answer emails from non-Sul Ross accounts. Please check your Sul Ross email on a regular basis for class notifications or instructions. The student is responsible for information conveyed through all instructor emails and course announcements. Students are also responsible for checking Blackboard on a regular basis for course information. Please inform the instructor

if you are having difficulty with email or Blackboard. Students may also seek assistance through the Office of Information Technology (OIT): <https://www.sulross.edu/oit/>

Student Activity

Attendance in an online class is achieved by logging on (Blackboard tracks your logins), downloading class information (PowerPoints, handouts, assignments, etc.), studying the information, doing the assignments and discussions, and completing the SmartBook chapters.

Assignments/Deadlines

Please note that this is **not** a self-paced course. There are due dates for assignments, discussions, SmartBook readings, and work throughout the semester. These due dates are listed on Blackboard and the course schedule. Assignments must be completed and submitted by the due date and time. Late or missed assignments will not be accepted. All work will be turned in on Blackboard. Do not wait until the last moment to complete work as Blackboard may cause challenges in getting work submitted on time.

MY COURSE POLICIES

Communication is key.

I expect you to attend class (by logging in to Blackboard), engage, and complete your work by the deadlines assigned. However, I understand that extenuating circumstances can occur. Therefore, I expect you to inform me as soon as possible if you are having complications completing your work in a timely manner. **With communication, we can work out a plan for your success.** If you do not meet my expectations, and you do not communicate with me, there is nothing I can do to help you succeed. It is YOUR RESPONSIBILITY to communicate with me.

I do not accept late work.

If you do not turn in an assignment on time, you will receive a zero for that assignment. I understand extenuating circumstances can occur. **Therefore, any extensions must be requested at least 24 hours in advance of the due date.**

The use of AI to complete written assignments is prohibited in this course.

Please do not use AI to write your discussion posts, replies, assignments, or final paper in this class. I run each submission through AI detection. If I suspect the use of AI, I will consider it academic dishonesty. Please see my next course policy for consequences of academic dishonesty.

I have zero tolerance for cheating, academic dishonesty, and plagiarism.

For any student who cheats, is suspected of cheating, or who unintentionally or intentionally plagiarizes, I immediately contact the Dean of Student Affairs, and the student receives a zero for the work. *There are no exceptions.* Please use anti-plagiarism software before turning in any assignment to avoid any consequences. If you need a review on how to avoid plagiarism and cite sources correctly, please visit the Lobo Den: <https://www.sulross.edu/student-advising/lobo-den/> ****The use of AI to complete work in this class is prohibited.****

This is not a self-paced course. Deadlines are hard deadlines.

Please be vigilant of the course schedule and deadlines. You are responsible for your participation and work. If you expect to miss any deadline, you must contact me at least 24 hours in advance to work out a plan for your success. If you contact me after a deadline, there is nothing I can do; you will receive a 0.

I do not calculate grades before the end of the semester.

All point totals are listed in this syllabus which will aid you in calculating your own grade. All of your grades will be on Blackboard.

Do not email me with questions until you check Blackboard announcements, your email, and you re-read this syllabus. Many questions can be answered by checking Blackboard announcements, your email, and reviewing this syllabus. If you still have questions after reviewing these three things, please email me using your Sul Ross email. I cannot answer email from non-Sul Ross accounts. Please address me as Dr. Dean in your communications. Please see the next course policy on how to write a professional email.

I value good grammar and professional communication.

In all of your work, please use good grammar. I require complete sentences in all of your assignments. If you write in phrases or without correct punctuation, you will receive point deductions. If you need a review on good grammar and acceptable writing practices, please make an appointment with the writing center.

Please be professional in your communications, especially when communicating by email. Please address me as Dr. Dean. For a review on how to write a professional email, please see <https://www.grammarly.com/blog/professional-email-in-english/>.

Please be respectful both to your peers and professors in all communications both during and outside of class. In this class we may discuss topics that are debatable in nature. I ask that you share your experiences and opinions as you are willing; all opinions are welcomed and encouraged. Therefore, as we embrace differing opinions, students should be prepared to experience and participate in respectful conflict. If at any time a student engages in a disrespectful manner to peers or the professor, the student will be asked to leave the class and not return.

I value mental health.

I believe mental health is just as important as physical health. Free and confidential counseling services are available to all Sul Ross students. This course may feature discussions that can be reflective in nature. If at any time you feel the need to speak with somebody, you can make an appointment:

<https://www.sulross.edu/counseling-and-accessibility-services/>

24-Hour National Suicide Prevention Hotline: 988

Sul Ross has partnered with TimelyCare, an online mental health support platform and all SR students will have access to nine free Counseling sessions by visiting <https://timelycare.com/SRSU/>. SRSU also continues to offer counseling in Ferguson Hall room 112 in Alpine, and telehealth Zoom session for our Rio Grande, Uvalde, Eagle Pass, and remote students.

Note: Students, you are also eligible to receive **nine** free sessions with Timely Care. After the nine free sessions, additional sessions cost is \$79 per session.



UNIVERSITY POLICIES

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

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 a 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.

Libraries

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 by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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.

Supportive Statement

I am to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

Important Civic Dates

- May 4—Local elections in Texas

<https://www.votetexas.gov/>

Note: Make sure to download the ReadAnywhere app for your textbook!



ReadAnywhere

Read or study when it's convenient for you with McGraw Hill's free ReadAnywhere app. Available for iOS or Android smartphones or tablets, ReadAnywhere gives users access to McGraw Hill tools including the eBook and SmartBook 2.0 or Adaptive Learning Assignments in Connect. Take notes, highlight, and complete assignments offline—all of your work will sync when you open the app with WiFi access. Log in with your McGraw Hill Connect username and password to start learning—anytime, anywhere!

Finally, **PLEASE** complete the SRSU course evaluation at the end of class. This helps me keep my job here!



Course Schedule: Spring 2024			
Week	Dates (Mon–Sun)	Topic	Activities/ Assignments <i>All Due Dates @ 11:59PM CST</i> <i>(unless otherwise noted)</i> <i>Activities may be submitted early</i>
Week 1	3/18–3/24	Introduction to Research, The Basics of Educational Research (Ch 1–4)	Welcome Module Week 1 Module We Cover (~74 pages): <ul style="list-style-type: none"> • Ch 1: The Nature of Research • Ch 2: The Research Problem • Ch 3: Locating and Reviewing the Literature • Ch 4: Ethics and Research Due Sunday, 3/24: <ul style="list-style-type: none"> • Course Contract • SmartBook Ch 1–4 • Self-Check 1 • Writing Assignment 1 • Research Exercise 1
Week 2	3/25–3/31	The Basics of Educational Research(Ch 5-7)	Week 2 Module (Info on Final Paper released) We Cover (~66 pages): <ul style="list-style-type: none"> • Ch 5: Variables, Hypotheses, and Propositions • Ch 6: Sampling • Ch 7: Instrumentation Due Thursday, 3/28: <ul style="list-style-type: none"> • Discussion 1 Post Due Sunday, 3/31: <ul style="list-style-type: none"> • Discussion 1 Replies • SmartBook Ch 5–7 • Self-Checks 2 and 3 • Research Exercise 2 • Writing Assignment 2 • Peer Reviews (2) from Writing Assignment 1
Week 3	4/1–4/7	The Basics of Educational Research; Data Analysis (Ch 8-10)	Week 3 Module We Cover (~70 pages): <ul style="list-style-type: none"> • Ch 8: Validity and Reliability • Ch 9: Internal Validity • Ch 10: Descriptive Statistics Due Sunday, 4/7: <ul style="list-style-type: none"> • SmartBook Ch 8–10 • Self-Check 4 • Research Exercise 3 • Research Exercise 4 • Peer Reviews (2) from Research Exercise 2 • Peer Review (1) from Writing Assignment 2
Week 4	4/8–4/14	Data Analysis; Writing Research Proposals and Reports (Ch 11-12, 25)	Week 4 Module We Cover (~68 pages): <ul style="list-style-type: none"> • Ch 11: Inferential Statistics • Ch 12: Statistics in Perspective • Ch 25: Preparing Research Proposals and Reports Due Sunday, 4/14: <ul style="list-style-type: none"> • SmartBook Ch 11, 12, and 25 • Research Exercise 5 • Research Exercise 6

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			<ul style="list-style-type: none"> Peer Review (1) from Research Exercise 3 Peer Review (1) from Research Exercise 4
Week 5	4/15–4/21	Quantitative Research Methodologies (Ch 13-14)	Week 5 Module We Cover (~65 pages): <ul style="list-style-type: none"> Ch 13: Experimental Research Ch 14: Single-Subject Research Due Sunday, 4/21: <ul style="list-style-type: none"> SmartBook Ch 13-14 Research Exercise 7 Writing Assignment 3: Rough Draft of Final Paper Peer Review (1) from Research Exercise 5 Peer Review (1) from Research Exercise 6
Week 6	4/22–4/28	Quantitative Research Methodologies; Research by Practitioners (Ch 15-17, 24)	Week 6 Module We Cover (~74 pages): <ul style="list-style-type: none"> Ch 15: Correlational Research Ch 16: Casual-Comparative Research Ch 17: Survey Research Ch 24: Action and Teacher Research Due Thursday, 4/25: <ul style="list-style-type: none"> Discussion 2 Post Due Sunday, 4/28: <ul style="list-style-type: none"> SmartBook Ch 15–17, 24 Discussion 2 Replies
Week 7	4/29–5/5	Writing Research Proposals	Week 7 Module Review instructor feedback and continue writing Final Paper Due Sunday, 5/5: <ul style="list-style-type: none"> Discussion 3 (Feedback survey)
Week 8	5/6–5/8 (Wednesday)	Writing Research Proposals	Week 8 Module DUE TUESDAY, 5/7 by NOON (11:59AM): <ul style="list-style-type: none"> Writing Assignment 4: Final Paper Any extra credit SmartBook chapters you choose to complete (see below)

The instructor reserves the right to make changes to this schedule and will provide timely notification if the need occurs.

Extra Credit SmartBook Chapters (due Tuesday, May 7, by 11:59 AM [yes, noon]):

- Ch 18: The Nature of Qualitative Research
- Ch 19: Observation and Interviewing
- Ch 20: Content Analysis
- Ch 21: Ethnographic Research
- Ch 22: Historical Research
- Ch 23: Mixed-Methods Research

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