

## SUL ROSS STATE UNIVERSITY

### Introduction to Graduate Research- EDUA 5307

#### Summer Session I

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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.

Note: The Graduate Center in BAB 300 offers assistance with writing assignments, online workshops, and information about programs, fellowships, and graduation deadlines. Phone: 432 837 8524 or online at [gradcenter@sulross.edu](mailto:gradcenter@sulross.edu)

#### **Specific Areas of Study:**

- 1) Introduction to educational research- processes and approaches (qualitative & quantitative)
- 2) Steps in the research process- identify program; review literature; specify purpose; collect data analyze and interpret data; and report and evaluate research
- 3) Various research designs- traditional frameworks and their components
- 4) Basic principles of citation using APA format- prepare lists of references; cite sources; follow the format for manuscript preparation

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

**Method of Instructional Delivery:** Readings, videos, discussion boards, conferencing

#### **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
- 7) Reflect on the benefits of educational research in your area of specialization

**Student Learning Outcomes for the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC):****Master of Education General students will-**

- Demonstrate writing skills and the ability to use research methodology to design a research paper

**Master of Education for Counseling students will-**

- Demonstrate effective professional and interpersonal communication skills (Standard V)

**Master of Education for Diagnostician students will-**

- Demonstrate the ability to use knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.

**Marketable Skills:** The Texas Higher Education Coordinating Board (THECB) requires all academic programs to identify general skills that students develop in the programs that could be applied to any career students pursue.

**MED – General**

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

**MED - 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.

**MED – Ed 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.

**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 the secure login. Students enrolled in distance education courses at SRSU 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.

**Distance Education Non-Participation Statement:** Although this course is delivered by Blackboard, participation and timely assignment completion are required. Your Sul Ross email is the official means of communicating for the course. Policies in effect for face-to-face 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 three weeks in a long semester or one week in a summer session. Students dropped for non-participation will receive a F in the course from which they are dropped. Inactivity may include any of the following:

- Not logging into the course
- Not submitting assignments
- Not participating in scheduled activities
- Not communicating with the instructor by phone or email
- Not following the instructor's participation guidelines stated in the syllabus

Overall, communication is essential. If issues arise that preclude compliance with this policy, it is incumbent on the students to notify the instructor.

## Course Requirements:

1. Students will complete all assigned readings and assignments promptly. 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 or BB Help Desk.
2. **All assignments must be word processed and submitted in accordance with due dates on the course calendar. Late work may have points deducted.**
3. 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. 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, various short assignments, and the research proposal.

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. 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. You will complete parts of the research project each week.

Papers that do not meet the **minimum length requirement (15 or more pages) will not be accepted. All papers must have 15 references and each reference will be cited in the Literature Review section.**

## Required Texts:

Creswell, J.W. & Gutterman, T.C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6<sup>th</sup> ed). Pearson.

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed).

(Note: There will not be quizzes over the Publication Manual. However, assigned readings will assure that you write your research proposal correctly following this latest edition. It is an important book to add to your professional library.)

**Akedemos has both texts.**

**Additional Materials:** In Blackboard, I have posted additional documents including videos, power points, etc. that are very important and may be very helpful for the quizzes and when researching and writing your research proposal.

## Optional Resources:

CITIProgram

Sul Ross State University subscribes to CITIPProgram, a company that provides free ethics training modules for researchers. CITIPProgram offers an excellent training that you could register and take for free as a SRSU graduate student. It takes about six hours, so it is not a requirement for this summer term. However, if you would like to take it, contact me, and I will provide more information. I will offer 25 points extra credit for anyone who completes the training and emails me the CITIPProgram certificate. This certification may be added to your resume.

#### Tutor.com

Sul Ross State University subscribes to tutor.com, so each student may register and have free access to trained individuals to review your writing and give feedback. This is an online program, and it is accessible in the blackboard course under Tools.

I will offer 5 points extra credit for anyone who forwards the tutor.com feedback to me on the literature review and/or research proposal draft.

**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](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are tremendous resources for your coursework and can be reached in person, by email or by phone (432.837.8123).

**Disability Statement:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the 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 [mschwartzesulross.edu](mailto:mschwartzesulross.edu). The office is located on the first floor of Ferguson Hall- room 112- and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 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.

**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>

**Note on AI Use in This Course:** Unless otherwise noted by the instructor, you may only use AI technologies to AID or NUANCE your thinking, communication and learning, but not to replace or subvert it. When in doubt, any potential use of AI should be discussed in advance with the instructor.

**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 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.

Good writing is a community experience, and I have created Discussion Boards where you can read each other's topics and give feedback to everyone on his/her progress in the research process. These Discussion Boards provide additional support as you work on your writing.

**Statement of Support:** I seek to create a learning environment for students that supports freedom of thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). 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 SRSU to create an inclusive environment and care for the whole student as part of the Sul Ross Familia.

**Assignments: 90-100% = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; below 60% = F**

All assignments are due at midnight on Saturday night unless otherwise specified.

Assignments	Points
Quizzes over Creswell textbook chapters 1,2,3,10,12,14,15,16, & 17	180
Research Design Multiple Choice	20
Oral Final Exam with Reports on Research Proposals Tuesday, July 1	40
Discussion Board 7@ 10 points each Write in complete sentences and respond to two or more others' postings	70
Draft of Literature Review	50
Draft of Research Proposal (Students who score 80% or higher may keep the same grade for the final research proposal. They may also resubmit for a higher score. Students who score below 80% are required to revise and submit the Final Research Proposal)	50
Final Research Proposal	100

Total points	510
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## Extra Credit Options

Activity (see Content Section for more information)	Points
CITIProgram Training Certificate	25
Tutor.com for Literature Review and/or Research Proposal (5 points each)	10 maximum

### Schedule for EDUA 5307

I reserve the right to amend the course schedule as needed during the term.

Date	Course Content	Readings	Assignments
Week 1 & 2 May 28 – June 7	Define scholarly writing The research process	Chapters 1, 2,3 & 10 Creswell Chapter 1,2,& 3 in APA	Quiz over assigned chapters in Creswell Discussion Boards 1, 2, & 3A <ul style="list-style-type: none"> <li>• Getting Acquainted</li> <li>• Defining Peer Reviewed Articles</li> <li>• Describe your topic for your research proposal;</li> </ul>
Week 3 June 8-14	Qualitative & Quantitative Research	Chapters 12, 14, & 15 in Creswell Chapters 4 & 5 in APA	Quiz over assigned chapters in Creswell Discussion Boards 3B & 4 <ul style="list-style-type: none"> <li>• Analyze a sample research paper</li> <li>• Explain your research questions and hypothesis and write a statement of problem</li> </ul>
Week 4 June 15-21	Writing the Literature Review	Chapters 16 & 17 in Creswell Chapters 8,9, & 10 in APA Discussion Board over quantitative and qualitative	Quiz over assigned chapters in Creswell Post a first draft of your Literature Review (6 – 8 pages & 15 or more references) <b>by June 18</b> Discussion Board 5

		data (see chapters 5 & 7 in Creswell)	<ul style="list-style-type: none"> <li>Describe what research design you have chosen for your study and why. Review descriptions of research designs in Part 3 of the Creswell text. Please be sure to include your rationale for your choice to receive full credit and respond to two or more students' postings.</li> </ul>
Week 5 June 22 - 28	Writing your research proposal		<b>Post your Draft Research Proposal by June 25</b> Post your slides for the <b>Final Oral Exam Seminar by June 27</b>
Week 6 June 29- July 2  <b>Final Oral Exam Seminar #1 on July 1 at 5:00 p.m. CST</b>	Revising your research proposal Final Oral Exam Seminars		Post your Final Research Proposal (minimum 15 pages) – <b>June 29</b>  Discussion Board 6-July 2
June 17	Tutor.com report on Literature Review		Extra Credit- 5 points
June 28	Tutor.com report on final research proposal		Extra Credit-5 points
July 1	CitiProgram Training Certificate		Extra Credit-25 points