SUL ROSS STATE UNIVERSITY

Introduction to Graduate Research- EDUA 5307

Fall 2025

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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

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 teach graduate students how 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

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 Diagnosticians student 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 – 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 form 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: 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. **<u>All assignments must be word processed and submitted in accordance with due dates on the course calendar. Late work may have points deducted.</u>**

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 one or more 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. <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. You will complete parts of the research project each week.</u>
Papers that do not meet the **<u>minimum length requirement (16 pages) will not be accepted.</u>**

Required Texts:

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

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th 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.)

CITIProgram Behavioral Science Training Modules
SRSU subscribes to CITIProgram, a company that provides free Behavioral Science Research training. It takes about six hours to complete, and you will receive a certificate and can add this training to your professional resume. Look in week 6 for more details.

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. I also encourage you to use tutor.com to get feedback on your writing drafts. Tutor.com is accessible in blackboard, and all SRSU students can create a free account.

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 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 mschwartzeWsulross.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.
RGC students may contact Alejandra Valdez, at 830-758-5006 or

email alejandra.valdez@sulross.edu.

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.

AI Policy: AI is permitted in specific contexts and with acknowledgement. The emergence of generative AI tools has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful to you in this course. AI never replaces your responsibility to make thoughtful decisions about instruction and your professional practices. If you are considering using an AI tool, please discuss with your instructor. If AI is used in any way, it is required that you cite the tool you are using.

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 or 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 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.

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 (all quizzes are open-book)	180
Research Design Multiple Choice	20
Oral Final Exam with Reports on Research Proposal December 9 & 10 on-line at 5:00 p.m. CST (two groups of 5 each)	40
Discussion Board 7@ 10 points each Write in complete sentences and respond to one or more postings	70
Draft of Literature Review	50
Draft of Research Proposal (Students who earn 80% or higher have the option to receive the same score for the final research proposal)	50
Final Research Proposal (Required for all students scoring under 80%. Open to all students who want a higher score.)	100
CITIProgram Ethics Training-see directions in week 6 to create your free account.	30
Total points	540

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 August 25 September 1	Selection of Research Approaches Writing for Behavioral & Social Sciences	Chapters 1 & 2 in Creswell Chapter 1 in APA	Quiz over assigned chapters in Creswell Discussion Boards 1 • Getting Acquainted Discussion Board 2 • Defining Peer Reviewed Articles
Week 3 September 8	Research Questions & Hypotheses; Manuscript Structure	Chapter 2 & 3 in APA	Discussion Board 3 • Describe your topic for your research proposal

Week 4 September 15	Reviewing the Literature; Writing Clearly & Mechanics of Style	Chapter 3 in Creswell Chapter 4 & 5 in APA	Quiz over chapter 3 in Creswell Discussion Board 4 • Post your Introduction & Statement of the Problem draft
Week 5 September 22	How to Credit Sources	Chapters 8,9, & 10 in APA	Discussion Board 5 Post your research question and hypothesis
Week 6 September 29	Quantitative & Qualitative Methods; Research Ethics	Chapters 5 & 7 in Creswell Register and complete the CITIProgram Training for Ethical Research	Chapters 5 & 7 quizzes Complete the CITIProgram training and upload the certificate
Week 7 October 6	Research Designs	Chapters 10 & 12 in Creswell	Chapters 10 & 12 quizzes
Week 8 October 13	Research Designs	Chapters 14 & 15 in Creswell	Chapters 14 & 15 quizzes Work on your Literature Review
Week 9 October 20	Research Designs	Chapters 16 & 17 in Creswell	Chapter 16 & 17 quizzes Post your Literature Review including your Reference section- **October 28**
Weeks 10 & 11 October 27 November 3	Research Proposals		Discussion Board 6 Describe your research design for your research proposal Research Design Quiz
Weeks 12 & 13 November 10 November 17	Research Proposal		Post your Research Proposal in Blackboard. It must have a minimum of 16 pages. It must have 15 or more references**. November 21**
Week 14 November 24	Finalizing Your Proposal **HAPPY THANKSGIVING- NOVEMBER 27-29**		Continue working on edits for your final Research Proposal
Week 15 December 1	Post Your Final Research Proposal		Post Final Research Proposal-**December 2** Discussion Board 7: Describe the top 5 things that you learned about educational research.

WRAP-UP	Preparing for Oral Final Exam Seminar	Post your 4 power point slides about your research proposal by December 3	Post your 4 power point slides about your research proposal by Wednesday, **December 3** See folder for assignment details.
Oral Final **December 9 & 10**			5:00 p.m. CST Via Collaborate