



PSY/COUN/SPED 595: Research Literature Review and Techniques
Mondays 7:20 PM-10:00 PM, Metroplex
Course Syllabus Spring 2015
January 20, 2015 – May 15, 2014

Instructor: Brittany L. Hott, PhD

Office Location: Office Hours: Mondays 2:00 PM-7:00 PM; by appointment

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COURSE INFORMATION

Textbook(s) Required

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Upper Saddle River, NJ: Pearson Education.

Course Description

University Catalog Description

Emphasizes research in the student's major field, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

Student Learning Outcomes

The student will demonstrate an understanding of:

- the importance of research, opportunities, and difficulties in conducting research in the psychology, counseling, and special education professions
- research methods such as qualitative, quantitative, single-case design, action research, and outcome-based research
- technological competence and computer literacy
- principles, models, and applications of needs assessment, program evaluation, and use of findings to effect to effect program modifications
- use of research to improve program effectiveness
- ethical and legal considerations related to research and program evaluation

COURSE REQUIREMENTS

Learning activities include the following:

- Analysis and synthesis of course readings
- Application of course content to research projects
- Online discussions
- Review of materials and resources through a variety of mediums, including web-based resources, applicable professional organization materials, and peer-reviewed journal articles

Overview of Assignments

- **Personal Introduction and Statement of Research Interests (5 points)**
Students will craft an introduction and statement of research interests and post it to the student lounge located within our eCollege course shell. The statement will include information about your program, current employment/career goals, and areas of interest. Additional details and examples will be provided. Completion of the assignment will result in a score of 5 points.
- **Human Subjects CITI Training Module Completion (10 points)**
Students will complete the CITI Basic Training Course. The course includes Human Subject Research, Information Privacy, and Responsible Research modules. Modules can be downloaded and completed at <https://www.citiprogram.org/>. Please submit a copy of your CITI completion certificates to the eCollege DropBox on or before the assigned due date. Successful completion will result in a score of 10 points.
- **Intervention Paper Proposal (10 points)**
The purpose of the intervention paper proposal is to provide an opportunity for students to receive feedback on their topics before beginning to complete literature reviews. Students will use the paper proposal template provided on eCollege and submit it to the instructor for feedback and approval. Students have the option to work in groups of 2 to 4 students to complete their intervention papers. However, students must submit a detailed plan regarding how each group member will contribute to the paper and author order. Completion of the proposal will result in a score of 10 points.
- **Intervention Paper Review (10 points)**
Students will use the writing center or a peer to review sections of literature reviews. Students should draft the section of the paper due, allow a week for the writing center/peer to review the section, and submit a copy of the draft, peer comments, and revised section to eCollege DropBox. A peer edit/writing center checklist will be available for each section of the intervention paper through eCollege.
- **Literature Review, Synthesis, or Mini Meta-Analysis (30 points)**
Students will complete a comprehensive review of an intervention. A literature review, synthesis, or meta-analysis will be developed adhering to applicable standards. Students have the option to work in research teams of two to four students to explore a topic of common interest. If students choose to work in teams, they must agree upon author order and complete documentation of individual contributions to the work. While there is no required page limit, a 20 to 25 page paper is typical. Additional details, a rubric, and exemplars will be provided.
- **Examinations (2 x 10 points each; 20 points)**
Students will complete two examinations covering course material and readings. Exams will include multiple choice and true false questions. The exam will be available around 10:00 AM and close at 11:59 PM on the due date. Exams are set up so that the student

may view one question at a time. Once a question has been viewed, the student will be required to answer the question and unable to view the question again. Students will be able to view their score immediately and grades will officially post within 24 hours of completion of the exam. The first exam will focus on the steps in the research process and APA style. The second exam will include questions related to the research process and design.

- **Research Presentation (10 points)**

Students will create a presentation based on their literature review, synthesis, or meta-analysis. Some presentation options include Power Point®, Prezi®, or professional poster. Additional information, a rubric, and exemplars will be provided.

- **Course Reflection (5 points)**

Students will complete a one-page reflection summarizing their experiences through the semester. Specifically, students will think about their perceptions regarding research and the link between research and their practice. Topics of interest might include research collaborations (working in groups), why there is a research to practice gap in your field, the importance of both qualitative, quantitative, and mixed method research, or any other areas of interest. Students should document their learning and growth as a result of participating in this course and completing the research projects. A rubric will be provided.

Grading

Below are the basic weights of the various kinds of work required for the course. Assignments should be submitted to eCollege DropBox. Assignments are due at 11:59 PM on the dates indicated in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6th Edition manual, whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).** Late assignments and examinations will not be accepted. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Assignment	Points
Personal Introduction and Statement of Research Interests	5
Human Subjects CITI Training Module Completion	10
Intervention Paper Proposal	10
Intervention Paper Peer Feedback	10
Intervention Paper	30
Examinations (2 x 10 points)	20
Research Presentation	10
Course Reflection	5
Total	100/100%

It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio.

Grading Scale

A = 90-100% D = 60-69%
B = 80-89% F = 59 and below
C = 70-79%

TECHNOLOGY REQUIREMENTS

In addition to face-to-face meetings, materials and online assignments will be posted to eCollege. eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (dial-up connections will be problematic). Students should use a Windows operating system (XP or newer) and a recent version of Microsoft Explorer (6.0, 7.0, or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also support Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege click on "myCourses" tab, and then select "Browser Test" link under Support Services. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your login please contact Technology Services at (903) 468-6000.

Contacting eCollege

The following options are available 24 hours/7 days per week:

1. Help: Click on the help button on the toolbar for information regarding working with eCollege (e.g., "How do I submit to dropbox?", "How do I post to the discussion board?")
2. Chat Support: Click on "Live Support" button on the toolbar within your course to chat with an eCollege representative
3. Phone: 1-800-656-5511 (tool free) to speak with an eCollege Technical Support Representative
4. Email: helpdesk@online.tamuc.org to indicate a support request with an eCollege Technical Support Representative

ACCESS AND NAVIGATION

Research Literature Review and Techniques is a web-enhanced course that is divided into segments. Our course schedule and eCollege shell is organized by topical areas. The instructor will add materials as we move through the course that align with student and class interests; however, all rubrics and core materials are available for immediate review. The instructor will review the course shell and essential access and navigation tools on the first night of class.

COMMUNICATION AND SUPPORT

Communication

In addition to traditional face-to-face office hours, the instructor is available virtually by Skype, MeBeam, and email during posted office hours. If you would like to schedule an appointment,

the best way is to email. We can then set up a time to chat when it is convenient for you. On Mondays between 2:00 PM and 7:00 PM, the instructor will return emails upon receipt. Outside of these times, please allow 24 hours to receive a response. If you have a question that you think others in the class might have, please post the question in the virtual office section of eCollege, so that everyone can benefit.

Special Education Department Email Guidelines

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., SPED 595); additional information if desired (e.g., Statement of Research Interests)
- Address the reader: Open with Dr. Hott
- Adhere to writing mechanics rules
- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a colleague, and checking your text, etc.).
- Close with your name
- Please send emails from your University accounts. The instructor will not discuss grades over email. If you would like to discuss your grade, please make an appointment during office hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Participation

Students are expected to attend class sessions. Arriving late or missing three or more classes, may result in a "0" for the course. Students are expected to complete readings and submit assignments no later than the due dates indicated on the course schedule.

Academic Integrity

By accepting this syllabus, the student pledges to uphold the principles of Academic Integrity expressed by the Texas A&M University- Commerce community and the Psychology, Counseling, and Special Education Department. The student agrees to observe these principles and to defend them against abuse by others.

- Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. The instructor reserves the right to submit your work to Turnitin®, SafeAssign®, or similar plagiarism detection services, for an integrity assessment as needed.
- Copyright rules also apply. Use of graphics or data must also be cited, giving credit to the sources. This material includes but is not limited to journal articles, books, popular press articles, e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, and information from websites. Even if you give credit, you must get permission from the original source to use any data, graphic, or material that you did not create.
- Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. This can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among

other students, or text messaging in class during an exam, all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.

- Academic dishonesty will **not** be tolerated. Any act of academic dishonesty may result in earning a “0” in the course. All acts of academic dishonesty will be reported to the applicable program coordinator and department chair.

APA Style and Formatting

All work should be submitted using APA style. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted.

<http://www.psywww.com/resource/apacrib.htm> is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style.

University Procedures

ADA Requirements

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Nondiscrimination Statement

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

IMPORTANT NOTE: Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check eCollege and email for updates regularly. Dates that are noted with a * are online course sessions. Course readings should be completed on or before the readings date indicated.

PROPOSED COURSE SCHEDULE

Class Session	Topics	Readings	Assignments Due
<p>Week 1 01/26/15</p> <p>* Week 2 02/02/15</p> <p>Week 3 02/09/15</p>	<p><i>Introduction to Scientific Inquiry</i> Class Introductions Syllabus Review Academic Integrity Role of Research in Practice Human Subjects Protections Identifying Research Problems Reviewing the Literature Specifying a Research Purpose Research Questions APA format</p>	<p>* Creswell 1, 2, 3, 4 * APA guidelines for writing about special populations * APA Style * Library Media Services 8 Research Tabs (http://tamuc.libguides.com/edci595) * CITI Training Modules * Instructor Provided Readings</p>	<p>* Statement of Research Interests (02/02/15) * CITI Training Modules (02/09/15)</p>
<p>*Week 4 02/16/15</p> <p>Week 5 02/23/15</p>	<p><i>Evidenced-Based Practice</i> The Role of Research in Practice Research Project Proposals Literature Review Meta-Analysis Meta-Synthesis Qualitative Research Synthesis</p>	<p>* Instructor Provided Readings (posted in eCollege DropBox)</p>	<p>* Exam 1 (02/16/15)</p>
<p>*Week 6 03/02/15</p> <p>Week 7 03/09/15</p>	<p><i>Quantitative Research Designs</i> Experimental Designs Correlational Designs Survey Designs Collecting Quantitative Data Analyzing and Interpreting Data Introduction to Software Packages</p>	<p>* Creswell 5, 6, 10, 11, 12 * Gersten et al. (2005) * Instructor Provided Readings</p>	<p>* Intervention Paper Proposal (03/02/15) *Exam II (03/09/15)</p>
<p>Week 8 03/23/15</p> <p>*Week 9 03/30/14</p>	<p><i>Single Subject Research Designs</i> Single Subject Designs Analyzing and Interpreting Data Introduction to Software Packages</p>	<p>* Alberto & Troutman (2013) * Horner et al. (2005) * Instructor Provided Readings</p>	<p>* Introduction section for peer/instructor feedback (03/23/15)</p>
<p>Week 10 04/06/15</p> <p>*Week 11 04/13/15</p>	<p><i>Qualitative Research Designs</i> Ethnographic Designs Narrative Research Designs Collecting Qualitative Data Analyzing and Interpreting Data</p>	<p>* Creswell 7, 8, 14, 15 * Bratlinger et al. (2005) * Instructor Provided Readings</p>	<p>* Methods section for peer/instructor feedback (04/06/15) * Results section for peer/instructor feedback (04/13/15)</p>

<p>Week 12 04/20/15</p> <p>*Week 13 04/27/15</p>	<p><i>Program Evaluation</i> Mixed Methods Designs Action Research Program Evaluation Methods</p>	<p>* Creswell 16, 17 * Instructor Provided Readings</p>	<p>* Discussion section for peer/instructor feedback (04/27/15)</p>
<p>Week 14 05/04/15</p> <p>Week 15 05/11/15</p>	<p><i>Research Dissemination</i> Submitting to a practitioner or research journal Submitting a conference proposal</p>		<p>* Intervention Paper (05/04/15) * Research Presentation (05/04/15) * Course Reflection (05/11/15)</p>