

COURSE SYLLABUS

HIED 695.01E--RESEARCH METHODOLOGY

COURSE SYLLABUS

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COURSE INFORMATION

Materials--Textbooks, Readings, Supplementary Readings:

Required:

Tuckman, B. W. & Harper, B. E. (2012). *Conducting educational research* (6th ed.). Lanham, MD: Rowan & Littlefield Publishers. (ISBN: 978-1-4422-0964-0)

Doctoral Student Handbook And Dissertation Style Guide. (2011).

(If you print out a hard copy of this handbook, please be aware that it is subject to change. The most current handbook will always be available online. Therefore, as you progress through your doctoral program, please check the Graduate Studies and Research web page <http://web.tamu-commerce.edu/academics/graduateSchool/> for the most current version of this handbook.)

Optional, but strongly recommended:

Publication manual of the American Psychological Association (6th ed.). (2011). Washington DC: American Psychological Association.

(Please note: although this publication may be accessible in a library or via friends, doctoral students should own a copy of the style manual used for their discipline. HIED 695 assignments must conform to guidance in this particular publication).

Required and supplemental readings:

These readings are listed in this syllabus under Course Outline.

Course Description:

Three semester hours. This course offers "An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Prerequisites: Admission to the Doctoral Program. Note: Meets requirements for a Level I research tool course" (*Graduate Catalog*, 2012-2013, online version).

This course introduces research methods as they apply to the higher education (HIED) field of study. HIED 695 provides a macro-perspective of the methods associated with conducting scholarly research in all follow-on core, elective, quantitative and qualitative courses; and the doctoral dissertation. Completion of HIED 695 is a prerequisite for follow-on tools courses.

Student Learning Outcomes:

Upon completing this course, each student will be able to:

1. demonstrate knowledge of research processes (reading, evaluating, and developing);
2. perform literature reviews using print and online databases;
3. employ American Psychological Association (APA) formats for citations of print and electronic materials;
4. identify, explain, compare, and prepare the key elements of a research proposal/report;
5. define and develop a possible HIED research interest area using specific research designs;
6. compare and contrast quantitative and qualitative research

- paradigms, and explain the use of each in HIED research;
7. describe, compare, and contrast descriptive and inferential statistics, and provide examples of their use in HIED research;
 8. describe sampling methods, measurement scales and instruments, and appropriate uses of each;
 9. explain the rationale for research ethics, and the importance of and local processes for Institutional Review Board (IRB) review; and
 10. demonstrate how educational research contributes to the objectives of your doctoral program and to your specific career aspirations in HIED.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments:

1. Literature Review (due electronically by noon Monday of week 9) and PowerPoint Presentation (due electronically by noon Monday of week 9): 300 points maximum available (200 points for the literature review and 100 points for the PowerPoint Presentation); 30% of final course grade.

Course Learning Outcomes #1, 2, 3, 5, and 10: demonstrate knowledge of research processes (reading, evaluating, and developing); perform literature reviews using print and online databases; employ American Psychological Association (APA) formats for citations of print and electronic materials; define and develop a possible HIED research interest area using specific research designs; and demonstrate how educational research contributes to the objectives of your doctoral program and to your specific career aspirations in HIED.

About this assignment: This assignment requires students to conduct research into **a HIED-only area of interest**, improve skills as consumers of research, and hone their proficiency as scholarly writers by producing an abbreviated literature review. Literature reviews are vital to educational research and they serve as a key component of the doctoral dissertation (see Chapter 3 of the HIED 695 textbook-- and various resources provided--for information about literature reviews). **Do not recycle work from another course.**

Assessment method: Grading for this assignment will focus on: 1)

how well the student satisfies the criteria shown in the previous paragraphs, 2) adherence to effective writing principles (including, but not limited to, the quality of the content, clarity of expression, consistency of style and format, and active voice), and 3) compliance with APA (6th ed.) criteria.

2. Five Content Comprehension Self-assessments (Quiz) over required reading from the textbook: 20 points maximum available per assessment for a total of 100 points for the course; 2% of course grade for each assessment (10% of final course grade).

Course Learning Outcomes #1, 4, 6, 7, 8, and 10: demonstrate knowledge of research processes (reading, evaluating, and developing); identify, explain, compare, and prepare the key elements of a research proposal/report; compare and contrast quantitative and qualitative research paradigms, and explain the use of each in HIED research; describe, compare, and contrast descriptive and inferential statistics, and provide examples of their use in HIED research; describe sampling methods, measurement scales and instruments, and appropriate uses of each; and demonstrate how educational research contributes to the objectives of your doctoral program and to your specific career aspirations in HIED.

About this assignment: Each assessment requires students to read the assigned textbook readings and take the 20 question true/false quiz. The purpose of this assignment is to provide students with an opportunity to assess comprehension of material, the terminology, and key concepts presented in the textbook. Students will have three hours to complete each quiz.

Assessment method: Grading for this assignment will focus on comprehension of key points presented in the textbook.

3. Five Weekly Activity assignments: 100 points maximum available per assignment for a total of 500 points maximum available for the course; 10% of course grade for each assignment (50% of final course grade). Please note: week 7 has two assignments each worth 100 points.

Course Learning Outcomes #1, 2, 3, 4, 5, 6, 7, 8, and 9: demonstrate knowledge of research processes (reading, evaluating, and developing); perform literature reviews using print and online databases; employ American Psychological Association (APA) formats

for citations of print and electronic materials; identify, explain, compare, and prepare the key elements of a research proposal/report; define and develop a possible HIED research interest area using specific research designs; compare and contrast quantitative and qualitative research paradigms, and explain the use of each (and both simultaneously) in HIED research; describe, compare, and contrast descriptive and inferential statistics, and provide examples of their use in HIED research; describe sampling methods, measurement scales and instruments, and appropriate uses of each; and explain the rationale for research ethics, and the importance of and local processes for Institutional Review Board (IRB) review.

About this assignment: This assignment requires students to prepare a written response according to the individual assignment. Students will use Times New Roman 12-point font for this portion of the assignment. This format requires 1-inch margins on the top, bottom, and sides of each typed page, and **full compliance with APA (5th ed.) guidelines. Do not recycle work from another course.**

Assessment method: Grading for this assignment will be determine to the quality of the written assignment.

4. Class participation: 100 points maximum available; 10% of final course grade.

Course Learning Outcomes #1, 9, and 10: demonstrate knowledge of research processes (reading, evaluating, and developing); explain the rationale for research ethics, and the importance of and local processes for Institutional Review Board (IRB) review; and demonstrate how educational research contributes to the objectives of your doctoral program and to your specific career aspirations in HIED.

About this assignment: The instructor expects doctoral students to be prepared for class. Reading and synthesizing all assigned materials are essential, if HIED 695 class meetings are to benefit from active and vibrant online discussions. These discussions can serve as a mechanism for learning new materials, as a forum for integrating and evaluating professional experiences, and as a laboratory for analyzing personal preferences with regard to newfound ideas, concepts, and practices. These discussions can also enhance verbal communication

skills. Class participation does not mean discussing “simply for the sake of saying something.”

Assessment method: The instructor will consider how well each student:

- Contributes interesting, insightful comments, to include serving as a “catalyst” for the initiation of classroom discussions
- Demonstrates an in-depth familiarity with the assigned readings for each class meeting
- Presents good examples of the concepts being discussed
- Effectively/efficiently builds on the comments of others
- Raises good questions
- Senses one’s own participation level and, when necessary, increases or decreases it
- Senses the emotional impact of one’s statements
- Comprehends and responds appropriately to others’ comments
- Participates in all class discussions
- Submits all class assignments on time

Grading:

Each assignment in HIED 695 will receive a numerical grade based on a 1000-point scale. End-of-course letter grades will follow these ranges:

900 or better equals: A

800-899 equals: B

700-799 equals: C

600-699 equals: D

less than 600 equals: F

900 + Points = Work is thorough, original, insightful, and of a doctoral level and quality. Student demonstrated complete understanding of

course issues, a high level of analytical skills, clearly and resourcefully presentation with negligible errors in mechanics (grammar, citation and source referencing according to APA guidelines from an extensive and wide range of quality sources).

800-899 Points = Work is thorough, of a level that meets expectations, and of a doctoral student that is acceptable and appropriate. Student demonstrated a sound understanding of course issues, good analysis, and a clearly/neatly presentation with narrow errors in mechanics (grammar, citation, and source referencing consistent APA guidelines from a good range of sources).

700-799 Points = Work is generally thorough, late (with instructor permission/approval) and/or of a level that only partially meets expectations of a doctoral level and quality. Student demonstrated conflicting or surface understanding of course issues with insufficient analysis and significant errors in mechanics (grammar, citation, and referencing from inadequate and/or mixed quality sources according to APA guidelines).

600-699 Points = Work is incomplete, late, and/or not of a doctoral level and quality. Student demonstrated insufficient understanding of course issues, analysis, and/or substantial mechanical errors (grammatical, citation, and referencing according to APA guidelines drawn from few, if any, low-quality sources).

Less Than 600 Points = Major assignments are missing, incomplete, or excessively late without permission of instructor and/or demonstrates lack of effort and/or lack of understanding of core course objectives.

TECHNOLOGY REQUIREMENTS

HIED 695 is an online class; therefore, students must have Internet access and a basic understanding of the *eCollege* learning platform. The instructor relies almost exclusively on e-mail when communicating with class members; therefore, student access to the Internet is a must. Internet access to the Gee Library web site is also critical for researching primary and secondary sources used in the class.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail will serve as the primary method for out-of-class communications between the instructor and students. Therefore, students should check their university (myLeo) or other preferred

e-mail account at least once daily. The instructor will attempt to answer each student-generated message within 48 hours of its dispatch.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course-Specific Procedures:

1. Academic Honesty Policy. "Graduate students at Texas A&M-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work" (*Graduate Catalog, 2012-2013*, online version). Integrity in an academic setting involves the pursuit of scholarly activities free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or sources, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting the work of another person or work previously used in another class, or tampering with the academic work of other students.

Each student is responsible for reading and complying with the academic honesty policy listed in the graduate catalog. **The instructor will treat each submitted work as an original effort by the student (i.e., a unique and properly cited work created solely for HIED 695, versus something "recycled" from another course or used without proper attribution to the rightful author).** Questions regarding this policy should be directed to the instructor **before** any work is submitted for grading.

2. Self-assessment Policy. Any in-class self-assessment used in HIED 695 will consist of True/False questions. These will be open-book assessments.

3. Attendance Policy. Absences detract from learning and are unfair to students participating in all class activities. Although illnesses, emergencies, and work-related issues occur occasionally, instructors should not decide what constitutes an "approved" absence. Therefore, the instructor will treat any absence--regardless of the reason--as an absence. **Students planning to miss multiple class activities should not take HIED 695. After the second absence (defined here as the failure to log in AND participate in ANY two online weeks), the instructor will lower the end-of-course grade by one-half of a letter grade. Each subsequent absence (failing to log in AND participate in an online week) will result in a similar reduction. Students that do NOT understand the attendance policy for HIED 695 should visit with the instructor . . . for a clarification BEFORE any absence occurs.**

4. Assignment Policy. Information regarding assignments (e.g., grading criteria and weights, formatting, etc.) is found in this syllabus.

5. Late Work Policy. **The instructor will not accept a late writing assignment. Therefore, please plan ahead.**

6. Drop Policy. The instructor reserves the right to drop a student for excessive absences. As a common courtesy, please contact the instructor before starting the formal process for dropping HIED 695.

7. Extra Credit Policy. Extra credit is not available in HIED 695.

8. Policy for Issuing an Incomplete. **Requests for an "Incomplete" to compensate for the personal mismanagement of class assignments (e.g., poor planning, scheduling mishaps, substandard performance, competing priorities, lack of understanding, etc.) will not be supported.**

9. Administrative Withdrawal Policy. As a common courtesy, please contact the instructor before starting the formal process for withdrawing from the institution.

10. Change Policy. The instructor reserves the right to change any information in this syllabus, should the need arise.

University-Specific Procedures:

1. Americans with Disabilities Act (ADA) Statement. The 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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

2. Classroom Civility Policy. "Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning" (*Student Guidebook, 2008-2009*, p. 26, online version).

CHECK OUT THESE RESOURCES BEFORE GETTING STARTED IN THE COURSE:

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| APA course | http://www.apa.org/education/ce/4210701.aspx \$80

https://owl.english.purdue.edu/owl/resource/560/01/ -- everything you need to know in manageable chunks, by topic

https://owl.english.purdue.edu/owl/resource/560/24/ --APA 6 th edition changes

https://karenbrooks.wikispaces.com/file/view/APA+6th+Edition+Tutorial+from+Purdue+Owl.pdf –Ppt on APA formatting and style |
| Plagiarism | http://www.youtube.com/watch?v=EF5eFeIMpIA
https://owl.english.purdue.edu/owl/resource/589/1/
http://www.youtube.com/watch?v=9z3EHIOa9HI |
| Paraphrasing | http://www.youtube.com/watch?v=sgMJ16WUEPg *basic but |

helpful (8 mins)

<http://www.youtube.com/watch?v=nSGzuxbdhel>

<https://owl.english.purdue.edu/owl/resource/619/1/>

Citation Style

https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf

COURSE OUTLINE/CALENDAR

Please note: **the instructor reserves the right to change this schedule** of assignments **should the need arise**.

Week 1 - Introduction:

- Getting Started: Download the Course Syllabus located in Doc Sharing. Then, go to the Student Lounge and introduce yourselves to your classmates.
- Reading Assignment: Chapter 1 and the Tuckman article.
- Weekly Activity: Content Comprehension Self-assessment (Quiz).
- Discussion Board: Discuss what did/did not surprise you about the Tuckman article with your classmates.
- Looking Ahead: Prepare a literature review (10 to 12 pages in length) and PowerPoint Presentation on a topic of interest to you. Literature Review submitted in the Dropbox and Powerpoint Presentation to be uploaded in Doc Sharing during the last week.

Week 2 - Selecting a Problem and Reviewing the Literature:

- Reading Assignment: Chapter 2, Chapter 3, and Good article.
- Weekly Activity: Go to the Competency Test Exercises on pages 39-40 and 64-65. Select five question from each chapter to complete (for a total of 10 questions to be submitted).
- Discussion Board: Discuss five things you learned about from the Good article with your classmates.
- Looking Ahead: Continue working on your literature review and presentation (PowerPoint) on a topic of interest to you to be submitted during the last week. This week be sure to submit your topic idea for approval.

Week 3 - Identifying and Labeling Variables, Constructing Hypotheses and Meta-Analyses, and Constructing Operational Definitions of Variables:

- Reading Assignment: Chapter 4, Chapter 5, Chapter 6, and Allua and Thompson article.
- Weekly Activity: Content Comprehension Self-assessment (Quiz).
- Discussion Board: Discuss the steps in hypothesis testing from the Allua and Thompson article with your classmates.
- Looking Ahead: Continue working on your literature review and presentation (PowerPoint) on a topic of interest to you to be submitted during the last week. Once you have received approval on your topic begin your lit review.

Week 4 - Types of Research:

- Reading Assignment: Chapter 7, Chapter 8, and Lindell and Ding.
- Weekly Activity: Content Comprehension Self-assessment (Quiz).
- Discussion Board: Discuss the ongoing validity process from the Lindell and Ding article with your classmates.
- Looking Ahead: Continue working on your literature review and presentation (PowerPoint) to be submitted during the last week.

Week 5 - Types of Research (Continued):

- Reading Assignment: Chapter 9, Chapter 10, and the Atkinson and Nevill article.
- Weekly Activity: Content Comprehension Self-assessment (Quiz).
- Discussion Board: Discuss the test-retest reliability from the Atkinson and Nevill article with your classmates.
- Looking Ahead: Continue working on your literature review and presentation (PowerPoint) to be submitted during the last week.

Week 6 - Types of Research (Continued):

- Reading Assignment: Chapter 11 and the Gregori and Baltar article.
- Weekly Activity: Select three research methods from Chapters 7-11 to locate articles in the library (Library Search Techniques to the left under Week 1) and in 2-3 pages (per

- method) critique each methodology.
- Discussion Board: Discuss the five ideas presented from the Gregori and Baltar article with your classmates.
 - Looking Ahead: Continue working on your literature review and presentation (PowerPoint) to be submitted during the last week.

Week 7 - Concluding Steps of Research:

- Reading Assignment: Chapter 12, Chapter 13, and Snyder.
- Weekly Activity: This assignment has two parts. The first part is to design a quantitative and a qualitative study (3-4 pages each) of interest to you. Include in your design of each study (if appropriate) an introduction to the problem, the problem statement, purpose, research question(s), hypotheses, and methodology. Students will use Times New Roman 12-point font for each design. The format will include 1-inch margins on the top, bottom, and sides, and **fully comply with APA (6th ed.) guidelines**. This part of the assignment is worth 100 points and must be submitted in the Dropbox for week 7 by noon, Monday. You are also asked to complete the TAMUC Institutional Review Board (IRB) Protocol Form based on your Research Plan for either your qualitative or quantitative study (you are not required to complete an IRB on both studies). It is important for students to become familiar with the TAMUC Institutional Review Board (IRB) Protocol Form. Each doctoral candidate will have to complete the form and receive approval prior to defending his or her dissertation. The form can be downloaded from the Graduate School (<http://www.tamuc.edu/academics/graduateSchool/graduateForms.aspx>) and is also provided to the left. This part of the assignment is also worth 100 points and must be submitted in the Dropbox for week 9 by noon Monday of the last week of the semester.
- Discussion Board: Discuss the methodology used in the study from the Snyder article with your classmates.
- Looking Ahead: Continue working on your literature review and presentation (PowerPoint) to be submitted during the last week.

Week 8 - Additional Approaches:

- Reading Assignment: Chapter 14, Chapter 15, Chapter 16 and Mahami and Molki article.
- Weekly Activity: Content Comprehension Self-assessment (Quiz).

- Discussion Board: Discuss the value of action research as presented from the Mahami and Molki article with your classmates.
- Looking Ahead: Continue working on your literature review and presentation (PowerPoint) to be submitted during the last week. Remember your literature review and presentation must be submitted during the last week by noon Monday.

Weeks 9 and 10 - Additional Approaches (Continued):

- Reading Assignment: Chapter 17 and Whitaker article (located under Articles in Doc Sharing or on the left).
 - Weekly Activity: Summarize Sample Research Report Evaluation on 2-3 pages (pp 459-478) in the textbook.
 - Discussion Board: Discuss the six points the author wants his younger brother to know about research presented from the Whitaker article with your classmates.
 - Looking Ahead: Submit your literature review in the Dropbox and presentation (PowerPoint) in Doc Sharing by noon Monday.
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