I. COURSE DESCRIPTION:

The graduate level course is offered in support of graduate degree programs in the College of Education. It is designed to introduce the student to the fundamentals of research in education and applied behavioral sciences. That is, students will explore what research involves, the various types of research, the techniques for conducting research studies, ethical behavior in the conduct of research, and research in educational settings. Descriptive and inferential statistics will be presented in the context of the research study. Social issues related to educational research will also be presented and discussed.

II. RATIONAL:

All educators are either practitioners or consumers of research. It is important that students of education know and understand the elements of research in order to be able to evaluate critically and/or conduct research to enhance one's skills and advance the knowledge of the field. This course will provide the student with a basic framework for understanding and evaluating educational research studies. It will also provide knowledge of the various types of research designs used in educational research and the procedures for conducting research studies. The course is applicable for all students who will make professional use of educational research or conduct research studies.

III. STATE ADOPTED PROFICIENCY FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS:

The following state adopted proficiencies for mid-management administrators are covered in this course.

- Learner-Centered Leadership
- Learner-Centered Professional Development

IV. TExES COMPETENCIES: N/A

V. COURSE OBJECTIVES AND OUTCOMES:

There are SIX (6) major learning objectives associated with this course:

1. The historical and social antecedents of research studies
2. The basic skills required to comprehend and apply research studies in a variety of educational and clinical settings
3. The professional skills and competencies that researchers and users of research studies must master
4. The basic measurement, statistical, and research skills needed to understand and conduct research studies
5. The different types of research designs and their appropriate usage
6. Ethical standards and considerations in conducting research in an educational setting

VI. COURSE TOPICS:

Part A - Introduction to Research Methods
Part B - Reviewing Literature
Part C - In-Test Citations and Reference Lists
Part D - Sampling
Part E - Measurement
Part F - Experimental Design
Part G - Understanding Statistics
Part H - Effect Size and Meta-Analysis
Part I - Qualitative Research and Mixed Methods Research
Part J - Preparing Research Reports

Program evaluation is presented in Parts A, and D - I

VII. INSTRUCTIONAL METHODS:

- Discussion
- Practice Individual problems
- Critique of a research article

VIII. Required Texts


EndNote Software – Available FREE at [http://it.tamucc.edu/downloads](http://it.tamucc.edu/downloads) You will need your Island ID and Password to sign-in and download. You will find the product key on the site with the download.

RESOURCES


EndNote – http://endnote.com/

OWL at Purdue – http://owl.english.purdue.edu/owl/resource/560/01/

**RECOMMENDED READINGS**


Frey, B.B. (2015). *100 questions (and answers) about tests and measurement.* LA, CA: SAGE


Salkind, N.J. (2012). *100 questions (and answers) about research methods.* LA, CA: SAGE


**IX. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES**

Grades will be calculated based on A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F < 60%

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test I (Part A)</td>
<td>20%</td>
</tr>
<tr>
<td>Test II (Parts B &amp; C)</td>
<td>20%</td>
</tr>
<tr>
<td>Test III (Parts D &amp; E)</td>
<td>20%</td>
</tr>
<tr>
<td>Test IV (Parts F - I)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper Critique</td>
<td>10%</td>
</tr>
<tr>
<td>Participation in the BB Forums</td>
<td>10%</td>
</tr>
</tbody>
</table>

**DELIVERABLES**

- Online Discussion and Participation
  - Reactions to readings and online class discussions questions
- Weekly Quizzes
  - 10 questions from textbook
- Final research paper critique
  - You will select an academic paper from a research journal, and you will critique the next three sections of the paper: abstract, literature review, and description of the methodology.
**Requirements for Deliverables**

Additional detailed handouts with instructions and rubrics for each assignment will be provided and discussed over blackboard.

Projected course content and timeframes may be modified as we move through the course. These modifications will be based on student needs, content mastery, time needed for projects, and changes deemed appropriate by the professor in order to meet student and course objectives.

Successful completion of the following written deliverables:

1. **Online Discussion**: There is one discussion bridging the entire course.
   It begins with a basic topic and each week will branch into additional areas. It begins Monday, July 6th and ends Thursday, August 6th. It is important that you engage in the discussion every week. The discussion assignment is worth up to 10% of your grade, you will engage in discussions every week. Additional and specific instructions regarding online discussion will be posted in our Blackboard site.

2. **Weekly Test (4)**
   10 questions from textbook

3. **Final Research Paper Critique.**
   - A written report (1-10) of the analysis will be due August 4th, 2015
   - Materials and additional instructions will be provided during sessions.

**General Requirements Related to Assignments**

- All written material should be double spaced, in Times New Roman 12 point font, 1 inch margins all around, with left justification only.
- Please use APA style of citation and references in your papers.

**X. Course Expectations and Policies:**

1. **Participation**: This class requires you to invest time for preparation, assignments, and application of critical concepts in politics of education. You will need to stay on top of things in order to perform well. While you might be an independent learner, and perhaps a strong performer, the research is consistent on the value of social learning and reviewing difficult concepts. Your respectful and meaningful participation in discussions will be required for your final grade.
2. **Competencies:** There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   a. Ability to proof read your work before submitting
   b. Ability to use APA style to write and cite references when making general and/or specific statements that are not entirely your own
   c. Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   d. Ability to connect to the Internet, download required materials, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. Therefore, plan ahead and have back up plans in place should something go wrong.

3. **Courtesy to Peers:** I see us as professional scholars and therefore we should treat our learning environment with professional respect. There will be no exceptions. I will NOT negotiate participation at the end of the semester. Make sure you communicate with me if you have any extenuating circumstances.

4. **Special Accommodations:** It is the policy of the Texas A & M Corpus Christi’s to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course with a letter from Disability Services in Driftwood 101 (361-825-5816). I will not be able to make accommodations without a letter from disability services. Texas A & M Corpus Christi does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty is required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

5. **Professional Conduct and Academic Honesty:** Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism. Cheating, plagiarism and other forms of academic dishonesty will result in disciplinary actions.
   All written work submitted must be the student’s original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from
the course with a failing grade, and may result in other more serious sanctions by the College of Education and the University.

6. **Diversity Statement:** The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

7. **End of Semester Negotiations:** I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will not entertain any end of semester negotiations about grades, and your grade in the course is a direct reflection of your engagement in your own learning process.

8. **Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Please understand that, despite the strict expectations and policies outlined above, I do care about you as an individual and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. I encourage you to get in touch with me if you want a conference to explain your circumstances. Do not wait until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.
## XI. Course Schedule

**OL = Online—Blackboard**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1 – July 7</td>
<td>Overview: • Syllabus / Goals / Objectives • Discuss deliverables, &amp; required texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part A – Introduction to Research Methods</td>
<td>OL – Instructor facilitate session</td>
</tr>
<tr>
<td>WK 2 – July 14</td>
<td>Part B – Reviewing Literature Part C – In-Test Citations and Reference Lists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OL – Class facilitation Familiarize yourself with APA Manual Acquire &amp; Install EndNote TEST 1</td>
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</tr>
<tr>
<td>WK 3 – July 21</td>
<td>Part D - Sampling Part E - Measurement</td>
<td>OL – Class facilitation TEST 2</td>
</tr>
<tr>
<td></td>
<td>OL – Class facilitation TEST 3</td>
<td></td>
</tr>
<tr>
<td>WK 5 – August 4</td>
<td>Part J – Preparing Research Reports</td>
<td>OL – Instructor facilitate session TEST 4 By August 5th due Final Paper</td>
</tr>
</tbody>
</table>

*Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.*