

North Carolina Central University  
School of Education

Syllabus  
EDGR 5920 – OL1  
Procedures in Educational Research  
Fall 2016  
3 Credit Hours

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**Office Hours:** By Appointment via WebEx\*

\* Please make an appointment in advance if you want to meet with me on campus. If you want to coordinate a WebEx or phone meeting then email me to set up an appointment. This will help me to coordinate student visits and/or meetings. Email is the best way to contact me. When contacting me via email your email subject line should be relevant to your email content. Use “EDGR 5920:” and then describe the nature of your email in the subject line. For example, the subject line should be: “EDGR5920-Question about Literature Review.” In addition to your inquiry, you should include your email address, a phone number and several times you are available. If you contact me by phone, leave a CLEAR message regarding the nature of your call. Include your email address, a phone number and several times you are available and allow approximately 48 hours for a response. Note that my response time may be longer Friday through Sunday or over a holiday.

## Introduction

### Catalog Description

**EDGR 5920: Procedures in Educational Research (3)** *Prerequisite: EDGR 5910* Procedures in Educational Research is an introductory course in educational research, is oriented to the methodology of research and investigation in education. The student develops, with guidance, a research outline (research proposal) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of studies in the field of education and their significance for educational practice.

### Course Expectations

This course is predominately an asynchronous online, learning-centered course where each student is expected to be meaningfully involved in their own learning, and the learning of their classmates, by fostering the intellectual climate through deep reflection, scholarly discourse and the timely submission of course requirements that demonstrate the highest level of Eagle Excellence. Most learning opportunities can be completed at your convenience, but some will be at a scheduled time for all students to participate simultaneously. The right to amend the syllabus is reserved. The course is delivered through NCCU’s Blackboard (Bb) system and students are required to log on to the system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). **NOTE: assignments WILL NOT be accepted via email.** See instructions on Bb access at the end of the syllabus. If you have questions about your Bb account, call the IT department at 919-530-7676.

### Required Materials

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.).

Christensen, L. B., Johnson, R. B., Turner, L. A. (2014). *Research methods, design, and analysis* (12<sup>th</sup> Ed.) Pearson. ISBN-10: 0205944566 • ISBN-13: 9780205944569

Additional Readings on Bb.

Films/Lectures: There will be weekly films that are required for this course.

*Suggested Material: Grammar Handbook: Glenn, C. & Gray, L. (2006). Hodges' Harbrace Handbook. (16<sup>th</sup> ed.) Cengage Learning (ISBN-13: 9781413010312)*

**Foliotek Statement & Requirement:** Foliotek is an electronic portfolio adapted by the School of Education. Students should check with their respective department or program for the required assignments to upload.

***Suggestions for improving your writing:***

Research is grounded in writing. It is necessary to clearly present issues, present the means of studying issues, and effective articulation of what “the literature’ or your research findings say about the issue studied. Suggestions for improving your writing skills are:

- 1) Consult the APA manual and a grammar book;
- 2) You may also go to the University’s writing and speaking studio: Phone number contact is 919-530-6035 and for more detailed information go to the web page at [nccu.edu/writingstudio](http://nccu.edu/writingstudio);
- 3) Read peer reviewed journals articles in the mental health field to learn how academic papers should be written;
- 4) Read extensively—bad writing is often the result of not knowing enough about an issue or topic and of having nothing to say.
- 5) Plan for time to put your work away for 48 hours—you will see mistakes in argument and grammar with fresh eyes; and
- 6) Have some read your work and see if they get it.

**Course Overview**

Students will be exposed to the fundamental concepts, principles, procedures, and techniques of research in education. The focus of the course will be on quantitative approaches to research in education. However, qualitative approaches will also be discussed, but in less detail. One major goal of the course is to help students develop competence in critically evaluating published reports of research. A second major goal of the course is to help students gain some understanding of the research proposal process and acquire the skills for preparing a research proposal in education or counseling. The necessity of matching the inquiry method chosen to the type of question being investigated will be emphasized. EDGR 5920 is consistent with professional standards that emphasize the role of data, active inquiry, and careful analysis in decision-making in education (see ELCC, CAEP, the North Carolina Department of Public Instruction Standards and CACREP). This course has multiple learning opportunities—textbook and article lessons, instructional videos, discussion board questions and applied learning assignments. This graduate-level class will be informative, rigorous and **fast-paced**. While you will be expected to take the initiative in your learning journey, I will be there to facilitate your learning through your papers, online discussion and any questions you may have.

**Course Format: *Traditional face-to-face class vs. Online Class***

You have chosen to take EDGR 5920-OL1 Procedures in Educational Research online. Online learning is different from traditional, face-to-face classes. While the material presented for this course fulfills CAEP, CACREP and NCCU’s School of Education standards, the delivery of the material is indeed different from traditional classroom instruction and requires students to be self-motivated participants in their own learning. This means that you will be responsible for keeping up with assignments in a timely manner and you are responsible for completing tasks on time. This course is predominately asynchronous, which means that you can generally schedule the work at anytime during the week that will foster your ability to meet posted deadlines. Note that online classes are not necessarily more difficult than traditional face-to-face classes if you are disciplined and organized.

## Student Learning Outcomes

<b>EDGR 5920-OL1: STUDENT LEARNING OUTCOMES</b> Correspond with CAEP and CACREP Standards (2009) and are listed below with the specific standard in parentheses with each objective. Students will be able to...	<b>METHOD FOR OBTAINING OUTCOME</b>	<b>METHOD FOR EVALUATION OF OUTCOME</b>
1. To demonstrate professional knowledge and skills for other school personnel by using research to improve practice (CAEP Standard 1.5)	Readings, Videos, online peer discussion, completing an IRB application	Critiques, Literature Review, Research Proposal, Peer Discussion Responses, IRB Application
2. To understand research methods in the following ways: (CACREP II.G.8.)		
a. the importance of research in advancing the counseling profession (CACREP II.G.8.a.)	Readings, Videos, online peer discussion, literature search and synthesizing finds for paper.	Peer Discussion Responses, Literature Review Paper
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research(CACREP II.G.8.b.)	Readings, Videos, online peer discussion, completing the Methods and Critique Papers.	Peer Discussion Responses, Methods and Critique Papers
c. statistical methods used in conducting research and program evaluation (CACREP II.G.8.c.)	Readings, Videos, online peer discussion, completing the Methods and Critique Papers.	Peer Discussion Responses, Methods and Critique Papers
d. the use of research to inform evidence-based practice (CACREP II.G.8.e., CEP Objective 10)	Readings, Videos, online peer discussion, literature search and synthesizing finds for paper.	Peer Discussion Responses, Literature Review Paper
e. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CACREP II.G.8.f.)	Readings, Videos, online peer discussion, CITI Training (ethics in research & human subjects training)	Peer Discussion Responses, Successful completion of the CITI training
3. To utilize appropriate assessment tools and procedures (CEP Objective 8)	Readings, Videos, online peer discussion, completing the Methods and Critique Papers.	Peer discussion Responses, Methods and Critique Papers

## Expected Competencies

After completing the course, students should be able to:

1. Understand the characteristics of research in general and in education and counseling in particular.
2. Critically evaluate published research studies retrieved from the literature.
3. Be able to design educational research based on a method of inquiry: quantitative or qualitative methods.
4. Be proficient in searching the library and accessing various Internet resources useful to educational researchers.
5. Collaborate with peers and provide them with constructive feedback to support each other's learning of the research process.

## STUDENT SUPPORT SERVICES

### Student Disability Services

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Please contact the SDS Staff at (919) 530-6325 or email [sds@nccu.edu](mailto:sds@nccu.edu). If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at [www.nccu.edu/sds](http://www.nccu.edu/sds) and clicking on the **Accommodate Link**. Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

### Student Support/Ombudsperson

The Student Ombudsperson is available to assist students in navigating unexpected life events, (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or [bsimmons@nccu.edu](mailto:bsimmons@nccu.edu).

### Student Support Services for Veteran Students

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](mailto:veteransaffairs@nccu.edu).

## Intellectual Truthfulness & Collegial Behavior

### Ethical Standards

Universities are unique communities committed to creating and transmitting knowledge through the freedom individuals have to explore ideas and to further their own capabilities. This freedom depends on the responsible behavior of all the members of the community who must treat each other with respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution's resources. Students are expected to abide by the University academic integrity policy. ***Do not receive or give any assistance on tests or projects unless specified by the instructor.*** For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to <http://www.nccu.edu/catalog2k2/075-092.pdf>

Students are also expected to adhere to the Ethical standards of the American Counseling Association (ACA) and Association of American Educators (AAE). If you have not already, familiarize yourself with ACA or AAE Ethical standards and the University's policies on academic integrity.

AAE Code of Ethics for Educators - <http://www.aeteachers.org/index.php/about-us/aae-code-of-ethics>

ACA Code of Ethics for Counselors - <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

## Plagiarism and Academic Integrity\*

**Plagiarism is the act of taking credit for someone else's work.** In college, this usually involves writing, but other kinds of work can be plagiarized as well, including music, ideas, and artwork. Taking credit for work that someone else created is stealing and is a violation of **intellectual property law**. Therefore plagiarism is more than just a violation of school policies and a professor's trust. It is an illegal activity that is not so different than stealing someone's iPod or wallet.

**What actions are considered plagiarism?** Any time someone uses another author's words or ideas without correctly giving them credit, that's plagiarism. Here are some examples.

**Lack of citation: Failure to put a quote in quotations marks, failing to give proper credit to the information you use in a paper or providing incorrect information about where a source came from.**

1. One doesn't have to steal a whole paper for it to be plagiarism. Sometimes students get lazy and throw in a few paragraphs or sentences from a book or website. If the original author is not credited for the writing, it's plagiarism. Not properly citing a paraphrase is still considered plagiarism.
2. A paraphrase is a rewording of a phrase, sentence, or paragraph that essentially says the same things. Paraphrases of someone else's work need to be cited just as a quote would. It's still someone else's idea, even if the words are changed.

These are sloppy errors that are probably not malicious. But technically they are still plagiarism. Learning how to cite sources correctly is an important skill! If you do not know how to do this well, consult the APA manual or NCCU's writing center in the Taylor Education Building. Be sure to use the APA manual to properly cite your sources/references.

- **Putting one's name on someone else's paper.** This is the most obvious example. Whether it came from one of the many college essay plagiarism websites that buy and sell term papers or from a friend, this is plagiarism.
- **Taking someone else's idea.** This happens in academia sometimes. A graduate student has a great idea, and a professor steals it and writes a paper using the student's idea. Bad bad bad. It doesn't matter that words weren't stolen; it's the stealing of an idea that makes this a violation of intellectual property law.
- **"Recycling" your old material.** Tweaking the contents of one assignment to meet the requirements of another assignment is both plagiarism and against college policies. (And professors talk to each other about their students' work.) There are some cases where a student wants to expand upon an idea from another paper in another class, and that's okay as long as you discuss this with the professor and get permission, and as long as it's truly an original work.

\*Information on plagiarism retrieved from <http://www.plagiarism.org/>.

As a part of this course you will be required to upload your assignments. Several of them will go through **SafeAssign**. **SafeAssign** is a tool used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase. **SafeAssign** is effective as both a deterrent and an educational tool. **SafeAssign** compares submitted assignments against a set of sources to identify areas of overlap between the submitted assignment and existing works. Go to [https://www.youtube.com/watch?v=eIAA\\_YceP-Q](https://www.youtube.com/watch?v=eIAA_YceP-Q) to learn how to read your **SafeAssign** Report. Note: **Any student paper where there is plagiarism is subject to a grade of ZERO or a major reduction in points. A student may also be reported to the administration.** Be sure that you are paraphrasing your work and properly citing all sources by the **APA format 6th edition**. Review these paraphrasing video tutorial to be sure that you are paraphrasing correctly: **Summarizing, Paraphrasing, and Quoting: A Guide to Doing it Right!**: <https://www.youtube.com/watch?v=qoCdhJsS6Bw>

## Guidelines for Class Etiquette, Discussion, and Communication

- At times the instructor will contact students via the email address that the students give for course contact. It is expected that students will check the NCCU email daily. Students should feel free to contact the instructor via email or office phone with any questions or concerns.
- Everyone will respect each other in the class.
- During class discussions/activities you must respect each other by remaining scholarly and collegial in the content and delivery of your remarks. Give careful thought to your comments and assess the “value added” prior to postings.
- Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Be mindful, respectful, and courteous of others as you are listening and speaking in class. It is important that there be thoughtful, respectful and conscientious dialogue in class.

## Adverse Weather

Read <http://web.nccu.edu/publicrelations/EmergencyPlan.pdf> for the University’s policy on adverse weather and follow the instructions as outlined in the University policy. In addition, announcements regarding scheduled delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations. Since travel to class is not necessary, the pace of this course is not likely to be affected by adverse weather.

## Course Requirements

### Attendance & Class Participation

Although this is not a traditional course, it is expected that you actively participate in the discussion platform in Bb. The discussion platform will serve as a means of taking attendance for this course. There is *also* a platform setup for Topic Interest Groups’ (TIGs) activities. You may or may not have a weekly contribution to the TIG but you should actively participate in your group. More information on TIGs is in Bb. All students are expected to “attend class,” which means participate in scholarly dialogue with classmates weekly. Students are expected to be prepared for learning, which will require 10 or more hours of your time per week—depending on your learning history, time management skills, organizational skills, and dedication to learning the course’s content. This course predominately consists of video lecture and discussion board posts in Bb. It is expected that **all students** will engage in respectful intellectual discourse throughout the semester. Bb discussion posts are both a collaborative learning tool and a means of taking attendance. Each week, students will submit an initial post on the week’s topic as directed to the discussion board *and* will post a comment/recommendation to one or more student’s posts. **Failure to post is an absence for the week.** Bb posts will be graded on the following criteria: 1) Demonstrate effective leadership skills; 2) Actively engage in class activities and participate; 3) Contribute to class discussion displaying critical and creative thinking skills; and 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical teaching or counseling role in promoting well-being, healthy relationships, academic success, and career mastery. You will notice that Roundtable sessions have been scheduled at various times during the semester. The sessions serve as a means of checking in with me and your classmates—a virtual class meeting. The sessions will be delivered in real time via WebEx for approximately 30 minutes. You can connect to the sessions either by telephone (landline is best) or by computer. The Roundtable sessions are optional and are offered as a means of supporting your learning journey.

### Weekly Tasks

The Bb posts are a weekly task. Preparation for learning is also a weekly task. All written assignments, discussion board posts, and exams must be completed and uploaded to Bb by 11:30 pm on Sundays in the week the assignment is due, unless otherwise indicated. Good planning would include time for technical difficulties. **Documents sent via email will not be accepted.** *Each student is required to turn in all written assignments using the latest APA style. No exceptions will be made.* This is an advanced level course and points will be deducted for not following APA style. Failure to adhere to APA style and proper grammar will result in a loss of points on the assignment.

- **Obtaining Research Articles:** Many of the materials needed for the course are identified for you. However, some materials you will need to find on your own because they will be associated with your research topic. You

should begin searching for articles **early** in the semester. You will need some to make a case for the research problem and others will be needed for the literature review—both are essential parts of a research proposal/project. Start looking for and acquiring peer-review articles and credible reports immediately to avoid delays in the timely completion of your work. If the NCCU library does not have the journal you need, you can obtain the article through interlibrary loan. It can take up to two weeks to get a requested article. You will need an ILLiad Logon ID. Consult the library for more details: 530-6475 or log on to the NCCU webpage for information: [http://web.nccu.edu/shepardlibrary/borrowing\\_services/inter-library.html](http://web.nccu.edu/shepardlibrary/borrowing_services/inter-library.html)

- **Readings:** Each week you will have required readings from your text and, at times, additional materials found in course documents in Bb. Subsequent activities in the week are based on your readings. Take copious notes as you read.
- **Videos/Lectures:** Throughout the semester you will be required to view short videos; take copious notes as you view each video. There will be various types of videos including lectures from Graham Gibbs on social research that are required during the coming weeks. He has a first degree in math and worked in computing before returning to the University of Kent to earn a Master's degree in Philosophy and a Postgraduate Diploma in Sociology and Social Anthropology. He joined the University in 1979 and his interests include computer assisted learning and the use of computers in the social sciences. He has published on the sociology of the state and computer assisted learning and he has been involved in a number of local environmental projects including Keeping Kirklees Warm. He was director of the co-Mentor research project, which developed software to support the teaching of social theory and philosophy, and of several linked computer assisted learning projects. He has written two books, *Qualitative Data Analysis: Explorations with NVivo*, for the Open University Press and *Analyzing Qualitative Data*, for Sage, and a third is on its way. In 2006 he was made a National Teaching Fellow and is now working on a **HEA** funded project, **REQUALLO**: Reusable Qualitative Learning Objects: Resources to support the learning of methods of qualitative data analysis in the social sciences. He has a series of lectures that can be found on YouTube that may be helpful to your research project. In addition to the videos, there will be lectures to introduce course content and to foster your learning journey.
- **Assignments or Papers** Under the assignment page you will find the link to upload your assignment. This course will run from midnight (12:00am) on Mondays to 11:30pm on Sundays. Most Completed assignments must be submitted no later than Sunday 11:30pm to receive full credit. Any assignment turned in after the Sunday 11:30pm deadline, unless otherwise stated, is considered late. Your initial posts to the discussion board are due by 11:30pm on Wednesdays and your responses to your classmates' posts are due at 11:30pm on Sundays. Late assignments will be marked down 5 of its possible points **for each day** that it is late. (See each assignment in Bb for instructions regarding format, etc.)

## Semester at a Glance

Week	Dates	Topics & Reading Assignments	Film(s)/Lectures to View	Assignments & Quizzes
Week 1	08/15/2016	<p>Chapter 1: Introduction to Scientific Research</p> <p>Chapter 2: Research Approaches and Methods of Data collection</p> <p>Chapter 4: Ethics</p>	<p>Gibbs Lecture (YouTube): <i>The Nature of Social Research</i>  <a href="https://www.youtube.com/watch?v=pQ4RAHXtvSO">https://www.youtube.com/watch?v=pQ4RAHXtvSO</a></p> <p>What is social science? An animated overview  <a href="https://www.youtube.com/watch?v=BiLj35g_cAU">https://www.youtube.com/watch?v=BiLj35g_cAU</a></p> <p>Gibbs Lecture (YouTube): <i>Practical Issues of Social Research Part 1 of 3 on Practical Issues and Ethics</i>  <a href="https://www.youtube.com/watch?v=rKgm1TiQFh0&amp;index=27&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx">https://www.youtube.com/watch?v=rKgm1TiQFh0&amp;index=27&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx</a></p> <p>Picking your topic is research  <a href="http://www.lib.ncsu.edu/tutorials/picking_topic/">http://www.lib.ncsu.edu/tutorials/picking_topic/</a></p> <p>Evaluating Sources for Credibility  <a href="http://www.lib.ncsu.edu/tutorials/evaluating-sources/">http://www.lib.ncsu.edu/tutorials/evaluating-sources/</a></p> <p>Literature Reviews: An Overview for Graduate Students  <a href="http://www.lib.ncsu.edu/tutorials/litreview/">http://www.lib.ncsu.edu/tutorials/litreview/</a></p> <p>Citation: A (Very) Brief Introduction  <a href="http://www.lib.ncsu.edu/tutorials/citation/">http://www.lib.ncsu.edu/tutorials/citation/</a></p> <p>Anatomy of a scholarly article  <a href="http://www.lib.ncsu.edu/tutorials/scholarly-articles/">http://www.lib.ncsu.edu/tutorials/scholarly-articles/</a></p> <p>One Perfect Source  <a href="http://www.lib.ncsu.edu/tutorials/teach-yourself/beginning-research/perfect-">http://www.lib.ncsu.edu/tutorials/teach-yourself/beginning-research/perfect-</a></p>	<ol style="list-style-type: none"> <li>1. Respond to Classroom Café</li> <li>2. Submit Online Preparedness Surveys &amp; Paper</li> <li>3. Discussion Board Post</li> <li>4. Register for the CITI SBE modules  <a href="https://www.citiprogram.org/">https://www.citiprogram.org/</a></li> </ol>



Week	Dates	Topics & Reading Assignments	Film(s)/Lectures to View	Assignments & Quizzes
			<a href="#">source.php</a> <b>Gibbs Lecture (YouTube):</b> <i>The Ethics of Social Research. Part 3 of 3 on Practical Issues and Ethics</i> <a href="https://www.youtube.com/watch?v=BQeUuxIzsfU&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=29">https://www.youtube.com/watch?v=BQeUuxIzsfU&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=29</a>	
Week 2	08/22/2016	Chapter 3: Problem Identification and Hypothesis formation	<b>Research Problem and Purpose Statement</b> <a href="https://www.youtube.com/watch?v=fbwxQBLrkfc">https://www.youtube.com/watch?v=fbwxQBLrkfc</a>  <b>How to Identify a Research Problem</b> <a href="https://www.youtube.com/watch?v=GhXQNxL4VCQ">https://www.youtube.com/watch?v=GhXQNxL4VCQ</a>  <b>How to Write a Critique</b> <a href="https://www.youtube.com/watch?v=e-juLLH8HMM">https://www.youtube.com/watch?v=e-juLLH8HMM</a>	1. Discussion Board Post 2. Join Research TIG and identify research topic
Week 3	08/29/2016	Chapter 5: Measuring Variables and Sampling	<b>Gibbs Lecture (YouTube):</b> <i>Sampling. Part 2 of 2 on Surveys and Sampling.</i> <a href="https://www.youtube.com/watch?v=owN9hLq-Eac&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=6">https://www.youtube.com/watch?v=owN9hLq-Eac&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=6</a>	1. Discussion Board Post 2. CITI SBE Certificates & Reaction Paper Due
Week 4	09/05/2016	Chapter 6: Research Validity	<b>Gibbs Lecture (YouTube):</b> <i>Reliability, validity, generalizability and credibility. Pt .1 of 3: Research Quality</i> <a href="https://www.youtube.com/watch?v=4NQHeI8GD54&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=2">https://www.youtube.com/watch?v=4NQHeI8GD54&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=2</a>	1. Discussion Board Post
Week 5	09/12/2016	Chapter 7: Control Techniques in Experimental Research	<b>Gibbs Lecture (YouTube):</b> <i>Ethnography. Part 1 of 2 on Ethnography and Participant Observation</i> <a href="https://www.youtube.com/watch?v=V8doV3P0us4">https://www.youtube.com/watch?v=V8doV3P0us4</a>	1. Discussion Board Post 2. Roundtable via WebEx 9/13/2016 at 6:00pm

Week	Dates	Topics & Reading Assignments	Film(s)/Lectures to View	Assignments & Quizzes
			<p><b>Gibbs Lecture (YouTube):</b> What to observe in Participant Observation. Part 2 of 2 on Ethnography and Participant Observation</p> <p><a href="https://www.youtube.com/watch?v=JADIR-J9Ht4">https://www.youtube.com/watch?v=JADIR-J9Ht4</a></p>	
Week 6	09/19/2016	<p><b>Chapter 8: Experimental Research Design</b></p>	<p><b>Gibbs Lecture (YouTube):</b> <i>The Experiment. Part 1 of 2 on Experiments and quasi-experiments</i></p> <p><a href="https://www.youtube.com/watch?v=geiKyEvR6Yg&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=10">https://www.youtube.com/watch?v=geiKyEvR6Yg&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=10</a></p>	<p>1. Discussion Board Post</p> <p>2. Literature Critique Due</p>
Week 7	09/26/2016	<p><b>Chapter 9: Procedure for Conducting an Experiment</b></p> <p>Predictors of Phrase and Fluent Speech in Children With Autism and Severe Language Delay: Bb Course Documents or <a href="http://m.pediatrics.aappublications.org/content/early/2013/02/26/peds.2012-2221.full.pdf">http://m.pediatrics.aappublications.org/content/early/2013/02/26/peds.2012-2221.full.pdf</a></p> <p><i>Step-by-step guide to critiquing research. Part 1: quantitative research</i> (<a href="http://www.huttvalleydhb.org.nz/content/3b7c2840-ddb4-4892-9533-57f4ba9d3bc8.cmr">http://www.huttvalleydhb.org.nz/content/3b7c2840-ddb4-4892-9533-57f4ba9d3bc8.cmr</a> )</p>	<p><b>Conducting an Experiment Using the Scientific Method</b></p> <p><a href="https://www.youtube.com/watch?v=Iuzu0OphyDY">https://www.youtube.com/watch?v=Iuzu0OphyDY</a></p>	<p>1. Discussion Board Post</p> <p>2. Midterm Exam Due 10/2/2016 (11:30pm)</p>
Week 8	10/03/2016	<p><b>Chapter 10: Quasi-Experimental Designs</b></p> <p>Full-Day Kindergarten Effects on Later Academic Success: Bb Course Documents or <a href="http://m.sgo.sagepub.com/content/2/1/2158244012442677.full.pdf">http://m.sgo.sagepub.com/content/2/1/2158244012442677.full.pdf</a></p> <p>The Efficacy of Cognitive Behavioral Therapy: A Review of Meta-analyses: Bb Course Documents or <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3584580/pdf/nihms394950.pdf">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3584580/pdf/nihms394950.pdf</a></p>	<p><b>Gibbs Lecture (YouTube):</b> <i>Quasi-experiments. Part 2 of 2 on Experiments and quasi-experiments</i></p> <p><a href="https://www.youtube.com/watch?v=DefSNso8zDU&amp;index=11&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;spfreload=10">https://www.youtube.com/watch?v=DefSNso8zDU&amp;index=11&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;spfreload=10</a></p>	<p>1. Discussion Board Post</p>
Week 9	10/10/2016	<p><b>Chapter 11: Single-Case Research Designs</b></p>	<p><b>Gibbs Lecture (YouTube):</b> <i>Types of Case</i></p>	<p>1. Discussion Board Post</p>

Week	Dates	Topics & Reading Assignments	Film(s)/Lectures to View	Assignments & Quizzes
			<p><i>Study. Part 1 of 3 on Case Studies</i>  <a href="https://www.youtube.com/watch?v=gQfoq7c4UE4&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=7">https://www.youtube.com/watch?v=gQfoq7c4UE4&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=7</a></p> <p><b>Gibbs Lecture (YouTube):</b> <i>Planning a Case Study. Part 2 of 3 on Case Studies</i>  <a href="https://www.youtube.com/watch?v=o1JEtXkFAR4&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=8">https://www.youtube.com/watch?v=o1JEtXkFAR4&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=8</a></p> <p><b>Gibbs Lecture (YouTube):</b> <i>Replication or Single Cases. Part 3 of 3 on Case Studies</i>  <a href="https://www.youtube.com/watch?v=b5CYZRyOlvs&amp;index=9&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx">https://www.youtube.com/watch?v=b5CYZRyOlvs&amp;index=9&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx</a></p>	<p>2. Literature Review Due</p>
Week 10	10/17/2016	Fall Break		1. Discussion Board Post
Week 11	10/24/2016	Chapter 11: Single-Case Research Designs	<p><b>Gibbs Lecture (YouTube):</b> <i>Types of Case Study. Part 1 of 3 on Case Studies</i>  <a href="https://www.youtube.com/watch?v=gQfoq7c4UE4&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=7">https://www.youtube.com/watch?v=gQfoq7c4UE4&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=7</a></p> <p><b>Gibbs Lecture (YouTube):</b> <i>Planning a Case Study. Part 2 of 3 on Case Studies</i>  <a href="https://www.youtube.com/watch?v=o1JEtXkFAR4&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=8">https://www.youtube.com/watch?v=o1JEtXkFAR4&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=8</a></p> <p><b>Gibbs Lecture</b></p>	<p>1. Discussion Board Post</p> <p>2. Roundtable via WebEx 10/25/2016 at 6:00pm</p>

Week	Dates	Topics & Reading Assignments	Film(s)/Lectures to View	Assignments & Quizzes
			<p>(YouTube): <i>Replication or Single Cases. Part 3 of 3 on Case Studies</i></p> <p><a href="https://www.youtube.com/watch?v=b5CYZRyOlvs&amp;index=9&amp;list=PLirEzjoHKvxaX8zZuFUSAi4jdukeexwx">https://www.youtube.com/watch?v=b5CYZRyOlvs&amp;index=9&amp;list=PLirEzjoHKvxaX8zZuFUSAi4jdukeexwx</a></p>	
Week 12	10/31/2016	<p><b>Chapter 12: Survey Research</b></p> <p>Reading from Bb Course Documents: <i>A Statistical Decision Tree for the Helping Professions</i></p>	<p><b>Gibbs Lecture</b> (YouTube): <i>Social Surveys. Part 1 of 2 on Surveys and Sampling</i></p> <p><a href="https://www.youtube.com/watch?v=M-IEVzKyqhQ&amp;list=PLirEzjoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=5">https://www.youtube.com/watch?v=M-IEVzKyqhQ&amp;list=PLirEzjoHKvxaX8zZuFUSAi4jdukeexwx&amp;index=5</a></p>	1. Discussion Board Post
Week 13	11/07/2016	<p><b>Chapter 13: Qualitative and Mixed methods research</b></p>	<p>Telling a Complete Story with Qualitative and Mixed Methods Research - Dr. John W. Creswell <a href="https://www.youtube.com/watch?v=l5e7kVzMIfs">https://www.youtube.com/watch?v=l5e7kVzMIfs</a></p> <p><b>Gibbs Lecture</b> (YouTube): The Quality of Qualitative Research. Part 2 of 3 on Research Quality and the Research Process <a href="https://www.youtube.com/watch?v=dGeh_foiwu0">https://www.youtube.com/watch?v=dGeh_foiwu0</a></p> <p><b>Gibbs Lecture</b> (YouTube): <i>Coding Part 1: Alan Bryman's 4 Stages of qualitative analysis</i> <a href="https://www.youtube.com/watch?v=7X7VuQxPfpk">https://www.youtube.com/watch?v=7X7VuQxPfpk</a></p> <p><b>Gibbs Lecture</b> (YouTube): <i>Coding Part 2: Thematic coding</i> <a href="https://www.youtube.com/watch?v=B_YXR9kp1_o&amp;list=PL14E49EDF20613008&amp;index=2">https://www.youtube.com/watch?v=B_YXR9kp1_o&amp;list=PL14E49EDF20613008&amp;index=2</a></p> <p><b>Gibbs Lecture</b> (YouTube): <i>Coding Part 3: What can codes be about</i></p>	<p>1. Discussion Board Post</p> <p><b>Roundtable via WebEx 11/07/2016 at 6:00pm</b></p>

Week	Dates	Topics & Reading Assignments	Film(s)/Lectures to View	Assignments & Quizzes
			<a href="https://www.youtube.com/watch?v=3oo8ZcBJIEY&amp;list=PL14E49EDF20613008&amp;index=3">https://www.youtube.com/watch?v=3oo8ZcBJIEY&amp;list=PL14E49EDF20613008&amp;index=3</a>	
Week 14	11/14/2016	Chapter 14: Descriptive Statistics	<p><b>Gibbs Lecture (YouTube): Coding Part 4: What is coding for?</b>  <a href="https://www.youtube.com/watch?v=5xM-9yuBhMc&amp;list=PL14E49EDF20613008&amp;index=4">https://www.youtube.com/watch?v=5xM-9yuBhMc&amp;list=PL14E49EDF20613008&amp;index=4</a></p> <p><b>Gibbs Lecture (YouTube): Coding Part 5: The code list or code hierarchy</b>  <a href="https://www.youtube.com/watch?v=DVpkuTdkZvA&amp;index=5&amp;list=PL14E49EDF20613008">https://www.youtube.com/watch?v=DVpkuTdkZvA&amp;index=5&amp;list=PL14E49EDF20613008</a></p> <p><i>Descriptive Statistics, Part 1</i>  <a href="https://www.youtube.com/watch?v=8IkIj-lf1fY">https://www.youtube.com/watch?v=8IkIj-lf1fY</a></p> <p><i>Descriptive Statistics, Part 2</i>  <a href="https://www.youtube.com/watch?v=ZkejYloGR IE">https://www.youtube.com/watch?v=ZkejYloGR IE</a></p>	<ol style="list-style-type: none"> <li>1. Discussion Board Post</li> <li>2. Exam</li> </ol>
Week 15	11/21/2016	Chapter 15: Inferential Statistics	<p><i>Inferential Tests, Alpha Probabilities and Critical Values</i>  <a href="https://www.youtube.com/watch?v=rOieHrBBcz8">https://www.youtube.com/watch?v=rOieHrBBcz8</a></p>	<ol style="list-style-type: none"> <li>1. Discussion Board Post</li> <li>2. <b>Methods Section due</b></li> </ol>
Week 16	11/28/2016  Last day of class 11/28/2016	Chapter 16: Preparing the Research Report for Presentation or Publication	<p><b>Gibbs Lecture (YouTube): Writing Up Social Research Part 2 of 3 on Practical Issues and Ethics</b>  <a href="https://www.youtube.com/watch?v=RevqZE6T8Es&amp;index=28&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx">https://www.youtube.com/watch?v=RevqZE6T8Es&amp;index=28&amp;list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx</a></p> <p><b>Gibbs Lecture (YouTube): Writing-up Qualitative Research</b>  <a href="https://www.youtube.com/watch?v=1Fj2ucSP2jc&amp;spfreload=10">https://www.youtube.com/watch?v=1Fj2ucSP2jc&amp;spfreload=10</a></p>	<ol style="list-style-type: none"> <li>1. <b>Research Proposal and final Critique Due 11/30/16 (11:30pm)</b></li> </ol>

## ASSIGNMENTS

### Online Preparedness Scores and Paper

It is important that you understand the differences between online and traditional college settings. Take a moment to read the two articles and take the three assessments. Write a two page reaction to the readings (using APA format 6th Edition which means you have a title page and reference page along with the content of your paper); include your scores, your understanding of the uniqueness of online learning, and also include the answers to the following questions in your reaction:

- Have you taken an online course before?
- Have you taken “online preparedness” assessments before?
- What are the differences between online and traditional college (face-to-face) settings?
- What is unique about online learning?
- What are your exact scores per assessment (be sure to list the assessment)?

Discuss the scores and ratings. Is this an accurate rating of your preparedness for an online class? If so, further explain and if not, explain further.

#### *Instructions for the assignment*

You should first read each of the following items and reflect on the content: 1. Skills Requirements For Online Classes: <http://www.mnsu.edu/ext/online/skills.html> and 2. 10 Notable Differences Between Online and Traditional College Settings: <http://top5onlinecolleges.org/differences-between-online-and-traditional-college-settings/> Following the readings, complete the self-assessment in the following order: 1. Are You Ready to Learn Online? Take both the Student and Technical Skills Quizzes. <http://web.crc.losrios.edu/dems/ready2learn/>; 2. Online Learning Readiness Questionnaire: <http://www.unc.edu/tlim/ser/>; 3. Demographic Questionnaire found at <http://www.surveygizmo.com/s3/2149347/Online-Preparedness>. The final task in this assignment is to write a short paper regarding your assessment of the extent to which you are prepared to successfully engage in learning in an online environment. See details regarding format requirements in the assignment section in Bb.

### Collaborative Institutional Training Initiative (CITI) & Reflection Paper (100 pts successful completion of CITI & Reflection)

CITI Program's Human Subjects Research (HSR) content includes two tracks, one with a biomedical focus, and another designed for the social, behavioral, and educational disciplines (SBE) each of which covers the historical development of human subjects' protections as well as current information on regulatory and ethical issues. For the purposes of this course you are to complete the CITI Program's **Social-Behavioral-Educational (SBE) Modules**.

#### *Instructions for the assignment*

The first task in this assignment is to complete **all** of the SBE modules. (Be sure to select SBE). CITI estimates that it will take between 4 to 6 hours and of course this estimate may vary person to person. Upon completing the training you will receive a certificate of completion where you have **passed all sections**. You must pass all sections to complete this assignment. Upload a .pdf copy of your completion certificate. See Instructions for CITI learners at <https://www.citiprogram.org/citidocuments/citiinstructions.htm> and then go to <https://www.citiprogram.org/Default.asp?> to register for the training. The second part of this assignment is to reflect on the training's content and what you now know about being a social science researcher. Then write a short paper on the training and what you learned. The paper should be a 2 to 3 page reaction, in which you discuss the three most salient points that you have learned and how those three points might impact you in your chosen career. (This must be in APA format.) The following questions can guide the organization of your paper: 1. What were the 2 to 3 things did you learn by completing the CITI training? and 2. How do you believe that this information will **specifically** relate to your field? See details regarding format requirements in the assignment section in Bb.

## Literature Critique

The first task for this assignment is to select a peer-reviewed article or a credible report that addresses your research topic. The second task is to read and reflect on the article Step-by-step guide to critiquing research. Part 1: quantitative research, found at (<http://www.huttvalleydhb.org.nz/content/3b7c2840-ddb4-4892-9533-57f4ba9d3bc8.cmr>). The third task is to reflect on both the selected document (i.e. article or report) and article on critiquing research. Use Table 1 on page 659 to for guidelines for critiquing a quantitative research study as a guide for developing the critique of the article you selected using all of the questions listed in the table. The final task is to post a short summary of your critique on your TIG's discussion board. See details regarding format requirements in the assignment section in Bb.

## Literature Review including Identification of the Problem, Rationale & Research Question(s)/ Hypotheses

The first task is to identify something that you want to investigate, based on your program (i.e., education or counseling). Select key words that are identifiers associated with your research topic. Ultimately you will be writing a document with two major sections, each with subsections as appropriate for your work. The first section is the introduction, problem statement, and rationale for the research. To accomplish this task you must read, read, and then read more. Reflection in the reading process is essential because you are using the literature as data to find patterns in what is already known about your topic in published research. This section orients the reader to your topic in general and leads the reader to a focused, micro topic. Pay close attention to the materials on how to construct a research problem. The second task, after your problem is developed, is to select more literature related to your problem. This task is a deeper, narrower dive into the literature on your research topic. Still using the literature as data, you should be looking for patterns that will emerge as variables. Think of your problem as a dependent variable and see what the research identifies as contributors or influences (independent variables) to the problem. The literature review should be a synthesis of many high quality documents—it should not be an annotated listing of individual publications. From the literature you review, research questions/hypotheses should emerge. You should also be able to develop a conceptual framework figure that represents your research problem and your conceptualization of it. Your work should be done in APA style, including APA headings (REQUIRED). See details regarding guiding questions and format requirements in the assignment section in Bb.

## Methods (including statistical procedures and instruments), Consent Form and Exhibits:

The methods section is the roadmap that presents the direction for studying the problem you identified, based on seminal research on your topic. You will present the design, sampling methods, the instruments that will be used to collect data, and the statistical analyses that will be used to test hypotheses and answer the research questions you posed. It will also include essential appendices. The first task is to 1. Review course materials regarding research design and the analysis of data, 2. Review APA manual 6<sup>th</sup> edition when writing your method section and 3. See a short article on the Method Sections at <http://www.rit.edu/cla/gssp400/lectures/e8.html> and see <http://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf>. The second task is to reflect on all that you have read (literature on your research topic, discussion board posts, learning materials on conducting research, etc.)—do not short yourself on the reflection process because you must have clarity first before you can write for someone else to get it. The third task is to organize your thoughts and commit to a direction for the research. The final task is to write the methodology section for your research. See details regarding appendices and format requirements in the assignment section in Bb.

## Research Proposal and Final Critique

Assemble your research proposal (problem, literature, methods) and reflect on your work. Critique your proposal and indicate the strong points are and identify what you would do differently if you had it to do over again.

## Exams

There will be two exams administered during the semester. Each exam will consist of 25 items, worth 4 points each for a total of 100 points per exam. The exams will be objective, requiring thought but no narrative.

## Discussion Board Post

Discussion board post can be found by week under the 'Discussion Board Tab' in the menu to the left or under Weeks 1 through 16 on the menu. The Discussion Board rubric can be found in Course Documents. You are to post your main response (with in-text citations and a reference section) by 11:30pm on Wednesdays. Then respond to **two** colleagues' post by 11:30pm on Sundays. The posts will be worth 32 points total. Your posts include your post (16 points) and your response to a colleague (8 points for each colleague). You must complete them the week they are assigned for credit. **Active participation** in discussion board is very important! (Completing a post does not guarantee an "A." See Course Documents in Bb for specifics on grading criteria/rubrics for weekly posts.) See details regarding active participation and format requirements in the assignment section in Bb.

**Extra Credit:** Through the next 16 weeks you should take *copious* notes on the readings and videos. For 10 points you may submit your typed notes from ALL reading material and videos. Notes can be single spaced. You **must** use headers to indicate chapters and video titles. Include a title page. APA formatting is waived here but you must reference to the articles, chapters and videos by name then abbreviation. Type a reference page of your text, articles and the videos, etc. The extra credit assignment is due at 11:30pm on Wednesday, November 30, 2016. **No extra credit papers will be accepted late or incomplete.** You must complete the assignment in full and according to specification for credit. **No partial credit will be given.**

## Assessments

Assignment	Points
Class participation, disposition, scholarly discourse and professionalism. (including Introduction in Class Café and TIG posts)	210
Preparedness for Online Learning	50
CITI Training <b>and</b> reflection	100
Literature Critique	100
Integrated Literature Review	300
Methods	500
Exams	200
Bb Discussion Board Posts & Responses (32 pts/week)	512
Research Proposal & Final Critique	200
<b>Total Points</b>	<b>2172</b>



## Grading

All written assignments, discussion board posts, and exams must be completed and uploaded to Bb. **Documents sent via email will not be accepted.** Each student is required to turn in all written assignments using the latest APA style. No exceptions will be made. This is an advanced level course and failure to adhere to APA style and proper grammar will result in a loss of points on the assignment. Late submission of assignments will also result in a loss of points. This course will be graded using an A to F-system as follows:

90% and above	A
80 - 89	B
70 - 79	C
69 and below	F

Students must submit work when required. Makeup assignments/exams and incomplete grades are not automatic and will not take the place of proper planning. Makeups and incompletes will be *considered* only with timely notice AND proper supporting documentation for University recognized reasons (e.g. religious holiday, death in family, excused absence due to illness, participation in University related athletic event, military duty). Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments/exams are NOT University recognized excuses. Note that an incomplete can only be considered if the majority of the course requirements are completed.

## Grammar and formatting

In addition to grading your content, your grammar and format and level at which you address the CAEP and CACREP standards will also account for your grade. Students should adhere to the following:

1. **APA STYLE:** Each student is required to turn in all assignments using the latest APA style. No exceptions will be made. This is an advanced level course and points will be deducted for not following APA style.
2. **TITLE:** You must have a title page: In addition to the required components in the APA manual you are to include the course [EDGR 5920 Procedures in Education Research (Fall 2016) and the date you submitted the paper.] You also should have an appropriate running head as well.
3. **HEADERS:** You must utilize headers in all papers. Headers help to organize your paper and thoughts. See page 62 in the APA 6<sup>th</sup> edition manual for a written explanation as well as pages 41-51 for examples.
4. **IN-TEXT REFERENCES:** Several of your assignments require that you have references. Each paragraph should have at least one in-text citation to support the points you make in each paragraph. Parenthetical notation looks like this: (Author's last name, year). You may cite more references as you need to support your points. Please see pages 174-179 in the APA 6<sup>th</sup> edition manual for further details. Should you use a direct quote you must include the location (page number or paragraph number for websites with no page numbers). Note the rules for quotes under 40 words and for 40 or more words are different.
5. **PARAPHRASE & SUMMARY:** "To paraphrase means to restate someone else's ideas in your own language at roughly the same level of detail. To summarize means to reduce the most essential points of someone else's work into a shorter form. Along with quotation, paraphrase and summary provide the main tools for integrating your sources into your papers." (University of Toronto, n.d., p. 1). You must also completely alter the sentence structure. Be sure you use citations for all paraphrased and quoted material. (See <http://www.uc.utoronto.ca/sites/default/files/uploads/paraphrase.pdf> for more on how to paraphrase and summarize your work.)
6. **PLAGIARISM:** Plagiarism, in my mind, is the highest form of theft in the academy and the most egregious form of dishonesty that a student can commit—intentionally or unintentionally. See the types of plagiarism (e.g. self-stealer) on <https://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml> and a glossary of terms t <http://www.plagiarism.org/plagiarism-101/glossary/>,

<https://www.chapman.edu/wilkinson/english/files/wc-plagiarism.pdf>, and

<http://www1.chapman.edu/~babbie/plag00.html> so that you understand the breath of what plagiarism is and what it is not. You should also visit NCCU's Writing Studio for help in avoiding plagiarism.

7. **REFERENCE PAGE:** The references should match the sources listed in the in-text citations. There should not be any references that were not listed in the body of the document as well as none missing that were used in the body of the document. One way to ensure that the in-text citations are in the reference page is to add the references to the reference page as you cite in the text. Remember, the word "Reference" should be on the first line of page used for the reference. It should be centered and bold as well. See pages 180-224 in the APA 6<sup>th</sup> edition manual for extensive details on how to make a reference page.
8. **COMMON GRAMMATICAL & TYPOGRAPHICAL ERRORS:**
  - (a) Periods and commas always go inside quotation marks, even inside single quotes. For example: *The sign changed from "Walk," to "Don't Walk," to "Walk" again within 30 seconds.* OR *Mary said, "He said, 'We'll have pizza.'"*  
For more information: <http://www.grammarbook.com/punctuation/quotes.asp> ;
  - (b) Be careful about your Subject Verb agreement. Remember singular subjects need singular verbs; plural subjects need plural verbs. For example, this is sentence is incorrect: "They was arguing so much that it was affecting their children." This is the corrected sentence: "They were arguing so much that it was affecting their children." A link for more information on this topic is located here: [http://grammar.ccc.commnet.edu/grammar/sv\\_agr.htm](http://grammar.ccc.commnet.edu/grammar/sv_agr.htm) ;
  - (c) Avoid contractions. Rather than "don't" use "do not";
  - (d) Spell out abbreviations when first used. For example "The American Counseling Association (ACA) includes a number of specialty divisions." After you spell out the abbreviation you can then use the abbreviation throughout the text. For example "I am a member of ACA.";
  - (e) In order to reduce bias in language the APA manual states that "Racial and Ethnic groups are designated by proper nouns and are capitalized. Therefore, use *Black* and *White* instead of *black* and *white* (colors to refer to other human groups are considered pejorative and should not be used; *Publication Manual of the American Psychological Association*, 2009, p. 75)"; and
  - (f) Remember that the word "your" indicates possession, as in your counselor. "You're" is a contraction for "you are."

## Grading Rubric for Weekly Discussions and Papers

When writing your papers and your discussion board posts, keep the following grading rubric in mind.

**WEEKLY DISCUSSIONS:** The questions I will have in mind when I am reading your weekly discussions (16 points for Original Post + 16 points for your Response Posts = 32 points)

- 1) **RESPONSIVENESS:** *Did the student answer the Discussion questions and respond to other students based on the Discussion Instructions or response prompt? (4 pts)*
- 2) **CONTENT KNOWLEDGE:** *Does the posting and responses show that the student learned and integrated/applied the information presented? Is the student's demonstration of knowledge and skill attainment accurately conveyed? (4 pts)*
- 3) **QUALITY OF WRITING:** *Does the student demonstrate graduate-level writing in postings and responses? (Adherence to APA 6<sup>th</sup> edition.) (4 pts)*
- 4) **CONTRIBUTION TO THE DISCUSSION:** *Does the student's participation forward the discussion and make a difference in the discussion? (4 pts)*

**PAPERS:** The questions I will have in mind when I am reading your papers:

(a) *Responsiveness - Did the student respond adequately to the paper or writing assignment? Does the student respond to the assigned or selected topic; demonstrates insight a meaningful way? Is the student's paper substantive and evidence-based; demonstrates that the student has read, viewed, and considered the learning resources in the course?*

*(b) Content Knowledge - Does the content in the paper or writing assignment demonstrate an understanding of the important knowledge the paper/assignment is intended to demonstrate? How well did the student incorporate the text and peer-reviewed literature into the paper to address the main purpose of the paper?*

*(c) Quality of Writing - Does the student demonstrate graduate-level writing in papers and written assignments? Is the paper free from grammatical and spelling errors? Did the student organize his/her thoughts well? Did the student adhere to APA format (6<sup>th</sup> edition)?*

## **Blackboard Access Instructions**

**Effective Spring 2007**

Your Blackboard username and password will be the same as your NCCU e-mail account login. To look up your username and password:

- Go to <http://mail.nccu.edu>
- Scroll down to PASSWORD MANAGEMENT
- Select 'Click here for PASSWORD MANAGEMENT'
- Select 'Lookup Account'
- Enter your 820 number and your last name
- Your email address, username, and password should appear.

\*If your email account information does not appear, contact the ITS department at 530-7676.

\*(If you have registered recently, your account may not yet have been activated. Accounts will be available approximately 24 hours after you are REGISTERED COMPLETELY and have NO HOLDS on your account. You may also confirm the creation of your email account within Banner by clicking the Email addresses link under personal information. If you are a registered student and still cannot find your account information, call the ITS Technical Support at 919.530.7676 for further assistance.)