North Carolina Central University

*"Communicating to Succeed."*

School of Education

*"Preparing Educators for Diverse Cultural Contexts for the 21st Century."*

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| **Instructor**: | Wynetta Lee, Ed.D. |
| **Office**: | 2025 H.M. Michaux Building |
| **Phone**: | 919.530.6358 |
| **Email**: | leew@nccu.edu **(_Email is the best way to contact me with_** EDGR 5920 **_in subject._)** |
| **Office Hours**: | By Appointment |

\* If you want to meet with me on campus, please make an appointment in advance. Or if you want to coordinate a phone meeting please email me at leew@nccu.edu to set up an appointment. This will help me to coordinate student visits and/or meetings.

## Required Text

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th Edition).

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

Additional Readings on Blackboard.

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

## Other Suggested Text & Readings:

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

Synopsis: Continuously evolving to address the needs of students, the Hodges' Harbrace Handbook, Sixteenth Edition, guides student writers in developing their understanding of the rhetorical situation. Through this understanding, they learn how to write effectively-how to choose the most effective information, how to arrange it effectively, and how to decide on the most appropriate language to use when writing for any audience. This grammar-first handbook comprehensively covers grammar, style, punctuation, and mechanics as situated around rhetorical concerns-the writer, reader, message, context, and exigence (the reason for writing).

**Three suggestions for improving your writing:**
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; *and*
3) *Read peer reviewed journals articles in the mental health field to learn how academic papers should be written.*

**Foliotek Statement & Requirement:**

Foliotek is an electronic portfolio adapted by the School of Education. Please check with your department or program for the required assignments to upload.

**Website**: This class will be online and utilize the campus "Blackboard" system. Every candidate/student will be set up with a username and password (if you don't already have one). You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account please call Bb or the IT department **first** at 530-7676. Please see the last page of the syllabus for instructions on Bb Access instructions.

**Email Correspondence:** When contacting me via email your email subject line should be relevant to your email content. Please use "EDGR 5920:" and then describe the nature of your email. **Email is the BEST way to contact me.** Please allow approximately 48 hours for a response. Response time may be longer Friday through Sunday.

## 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 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. 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, NCATE, the North Carolina Department of Public Instruction Standards and CACREP).

## 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 NCATE, 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 active participants in their own learning. Here are a few perspectives on the difference:

"***The most important thing to realize is that you must take much more responsibility for learning.*** You need to log in, stick to your plan, and take the initiative to ask questions when you don't understand. [Your professor will] respond… to an e-mail, but you need to keep working. For some students, this means looking up information on YouTube or the Web, or re-reading the instruction that is in the class to figure it out for yourself. You need to check your grades, participate in online chats, and often there are projects to complete."§

"When students are asked why they chose to take an online class, the most prevalent answer would probably be "convenience." This response is not surprising considering that the primary reason for online education is to serve students who are unable or find it difficult to attend on-campus classrooms. **Online courses accommodate students by allowing them the flexibility to attend school at a time and location that is convenient for them**…Student and teacher interaction is primarily text-based and the learning environment is independent" of a location…**Online education requires students to be self-disciplined.** With online education, the instructor delivers the content, but **students must take greater initiative to access, learn, and understand the material**. In addition, students have to actively seek help.**

*"Some people think online classes will be easier than campus classes, but that's not true. An online class takes at least as much time as a class on-campus because most of your activities and assignments will involve reading, writing and*

§ http://www.lesd.k12.or.us/techserv/instructional-technology/online-learning/online-differences.html
** The author, Arleen R. Bejerano, is a doctoral student in Communication Studies at the University of Nebraska, Lincoln. http://www.natcom.org/CommCurrentsArticle.aspx?id=884

*working problems. If a campus class meets for four hours a week and requires an additional eight hours of outside preparation, you should allow at least that much time for the equivalent online class. The only difference is that you get to choose when you put in the time. Online classes are more flexible, not easier. If you are prepared to manage your time and take responsibility for getting your assignments turned in by their deadlines, you will be successful in an online environment…Online classes assume that you can read the assignments and due date schedules and make sure you turn them in on-time. Generally speaking, you will not have somebody standing over you reminding you to do your homework. It is the student's responsibility and will need to be done on a weekly basis."††*

I have designed this course with multiple learning opportunities namely assignments and experiments—textbook and article lessons, instructional videos, discussion board questions, weekly quizzes and a final exam. Furthermore this course is designed similarly to an accredited online program. This graduate-level class will be informative, rigorous and fast-paced. While you will be expected to take "greater initiative to access, learn, and understand the material," I will be interacting with you through your papers, online discussion and with any questions you may have.

## Student Learning Outcomes

| EDGR 5920-OL1: STUDENT LEARNING OUTCOMES Correspond with NCATE and CACREP Standards (2009) and are listed below with the specific standard in parentheses with each objective. Students will be able to… | METHOD FOR OBTAINING OUTCOME | METHOD FOR EVALUATION OF OUTCOME |
|---|---|---|
| 1. To demonstrate professional knowledge and skills for other school personnel by using research to improve practice (NCATE Standard 1.5) | Readings, Videos, online peer discussion, completing an IRB application | Test scores, 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. | Test scores, 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. | Test scores, 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. | Test scores, Peer discussion Responses, Literature Review Paper |

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†† http://www.national-college.edu/online/overview/enough-time-to-study/

| 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, completing the CITI Training (ethics in research & human subjects training) | Test scores, 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. | Test scores, Peer discussion Responses, Methods and Critique Papers |

## Expected Competencies

After completing the course, the student should be able to:
1. Understand the characteristics of research in particular in areas of education and counseling.
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

## Students with Disabilities
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.  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 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.

## 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.

## 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.aaeteachers.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 this website to learn about how to read your **SafeAssign** Report:
https://www.youtube.com/watch?v=eIAA_YceP-Q

**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.**

**Please be sure that you are paraphrasing your work and properly citing all sources by the APA format 6th edition.**

Review these paraphrasing links to be sure that you are paraphrasing correctly:
https://owl.english.purdue.edu/owl/resource/619/1/

Here is a video tutorial on **Summarizing, Paraphrasing, and Quoting: A Guide to Doing it Right!:**
https://www.youtube.com/watch?v=qoCdhJsS6Bw

**Attendance**

Although this is not a traditional course, it is expected that you have active participation in the discussion platform in BlackBoard. The discussion platform will serve as a means of taking attendance for this course.

**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. Should students have any questions or concerns please feel free to contact the instructor via email or office phone.
➢ Everyone will respect each other in the classroom.
➢ During class discussions please respect each other by remaining scholarly and collegial in 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. Please 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**

Please read http://web.nccu.edu/publicrelations/EmergencyPlan.pdf for the University's policy on adverse weather. Please 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.

## Class participation

All students are expected to "attend class," which means participate in scholarly dialogue with classmates weekly. This course will be part video lecture and mainly discussion via BlackBoard. It is expected that **all students** engage in respectful intellectual discourse throughout the semester.

*Please Note*: Within attendance and participation within BlackBoard discussions as well as interactions with students and the instructor, students are graded regarding 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.

## Description of Tasks per Week

All readings, assignments, discussion board posts, quizzes and exams must be completed and uploaded to Blackboard. **Documents sent via email will not be accepted.**

*Note:* *Each student is* <u>required</u> *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.* <u>**Adherence to APA style and proper grammar will account for 10% of each of your written assignments.**</u>

- **Obtaining Research Articles:** You should begin searching for articles **early** in the semester. 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. Please 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
- <u>**Readings:**</u> Each week you will have required readings from your text and, at times, additional materials found in course documents. Subsequent activities in the week are based on your readings. Please take copious notes as you read.
- <u>**Films/Lectures;**</u> Throughout the semester you will be required to view short videos. Please take copious notes as you view each video. There will be various types of films 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 **<u>HEA</u>** funded project, **<u>REQUALLO</u>**: 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.

- **Weekly quizzes:** There may be weekly quizzes based on readings and films.

- <u>**Assignments or Papers**</u> Under the assignment page you will find the link to upload your assignment. Most Completed assignments must be submitted no later than Sunday 11:59PM to receive full credit. Any assignment turned in after the Sunday 11:59PM deadline, unless otherwise stated, is considered late.  Late

assignments will be marked down one letter grade *for everyday* that it is late. (See the particular assignment or paper for instructions.)

## Semester at a Glance

| Week | Dates | Topics & Reading Assignments | Film(s)/Lectures to View | Assignments & Quizzes |
|------|-------|------------------------------|--------------------------|------------------------|
| **Week 1** | **January 11-17** | **Chapter 1: Introduction to Scientific Research** | **Gibbs Lecture (YouTube): *The Nature of Social Research* https://www.youtube.com/watch?v=pQ4RAHXtvS0**<br><br>**What is social science? An animated overview**<br><br>https://www.youtube.com/watch?v=BiLj35g_cAU | 1. Respond to Classroom Café<br>2. Submit Online Preparedness Surveys & Paper<br>3. Quiz<br>4. Discussion Board Post<br>5. Register for the CITI SBE modules https://www.citiprogram.org/ |
| **Week 2** | **January 18-24** | **Chapter 2: Research Approaches and Methods of Data collection** | **Gibbs Lecture (YouTube):** *Practical Issues of Social Research Part 1 of 3 on Practical Issues and Ethics*<br><br>**https://www.youtube.com/watch?v=rKgm1TiQFh0&index=27&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx**<br><br>**Picking your topic is research http://www.lib.ncsu.edu/tutorials/picking_topic/**<br><br>**How to Find the Best Research Paper Topics**<br><br>**http://www.lib.ncsu.edu/tutorials/picking_topic/** | 1. Quiz<br>2. Discussion Board Post |

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| **Week 3** | **January 25-31** | **Chapter 3: Problem Identification and Hypothesis formation** | **Research Problem and Purpose Statement**<br><br>**https://www.youtube.com/watch?v=fbwxQBLrkfc** | 1. Quiz<br>2. Discussion Board Post<br>3. **General Research Topic(s) of Interest** (Submitted in Discussion Post) |
| **Week 4** | **February 1-7** | **Chapter 4: Ethics** | **Gibbs Lecture (YouTube):** *The Ethics of Social Research. Part 3 of 3 on Practical Issues and Ethics*<br>https://www.youtube.com/watch?v=BQeUuxIzsfU&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=29 | 1. Quiz<br>2. Discussion Board Post<br>3. **CITI Certificate & Reaction Paper** |
| **Week 5** | **February 8-14** | **Chapter 5: Measuring Variables and Sampling** | **Gibbs Lecture (YouTube):** *Sampling. Part 2 of 2 on Surveys and Sampling.*<br><br>**https://www.youtube.com/watch?v=owN9hLq-Eac&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=6** | 1. Quiz<br>2. Discussion Board Post |
| **Week 6** | **February 15-21** | **Chapter 6: Research Validity** | **Gibbs Lecture (YouTube):** *Reliability, validity, generalizability and credibility. Pt .1 of 3: Research Quality*<br>https://www.youtube.com/watch?v=4NQHeI8GD54&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=2 | 1. Quiz<br>2. Discussion Board Post |
| **Week 7** | **February 22-28** | **Chapter 7: Control Techniques in Experimental Research** | **Gibbs Lecture (YouTube):** Ethnography. Part 1 of 2 on Ethnography and Participant Observation<br>https://www.youtube.c | 1. Quiz<br>2. Discussion Board Post |

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| | | | om/watch?v=V8doV3P0us4 <br><br>**Gibbs Lecture (YouTube):** What to observe in Participant Observation. Part 2 of 2 on Ethnography and Participant Observation <br><br>https://www.youtube.com/watch?v=JADIR-J9Ht4 | |
| **Week 8** | **February 29-March 6** | **Chapter 8: Experimental Research Design** | **Gibbs Lecture (YouTube):** *The Experiment. Part 1 of 2 on Experiments and quasi-experiments* <br><br>https://www.youtube.com/watch?v=geiKyEvR6Yg&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=10 | 1. Quiz <br> 2. Discussion Board Post <br> 3. **Literature Review including the formulation of the research problem or hypotheses** |
| **Week 9** | **March 7-13** <br> **March 9th last day to withdraw (WC). Student must contact Registrar.** | **Chapter 9: Procedure for Conducting an Experiment** <br><br> Predictors of Phrase and Fluent Speech in Children With Autism and Severe Language Delay: Bb Course Documents or **http://m.pediatrics.aappublications.org/content/early/2013/02/26/peds.2012-2221.full.pdf** <br><br> ***Step-by-step guide to critiquing research. Part 1: quantitative research*** <br> (http://www.huttvalleydhb.org.nz/content/3b7c2840-ddb4-4892-9533-57f4ba9d3bc8.cmr ) | **Conducting an Experiment Using the Scientific Method** <br><br> **https://www.youtube.com/watch?v=Iuzu0OphyDY** | 1. Quiz <br> 2. Discussion Board Post |
| **Week 10** | **March 14-20** <br> **Spring Break** | **Chapter 10: Quasi-Experimental Designs** <br><br> Full-Day Kindergarten Effects on Later Academic Success: Bb Course Documents or http://m.sgo.sagepub.com/content/2/1/2158244012442677.full.pdf | **Gibbs Lecture (YouTube):** *Quasi-experiments. Part 2 of 2 on Experiments and quasi-experiments* <br> https://www.youtube.c | 1. Quiz <br> 2. Discussion Board Post |

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| | | The Efficacy of Cognitive Behavioral Therapy: A Review of Meta-analyses: Bb Course Documents or http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3584580/pdf/nihms394950.pdf | om/watch?v=DefSNso8zDU&index=11&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&spfreload=10 | |
| **Week 11** | **March 21-27** | **Chapter 11: Single-Case Research Designs** | **Gibbs Lecture (YouTube):** *Types of Case Study. Part 1 of 3 on Case Studies* **https://www.youtube.com/watch?v=gQfoq7c4UE4&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=7** **Gibbs Lecture (YouTube):** *Planning a Case Study. Part 2 of 3 on Case Studies* https://www.youtube.com/watch?v=o1JEtXkFAr4&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=8 **Gibbs Lecture (YouTube):** *Replication or Single Cases. Part 3 of 3 on Case Studies* https://www.youtube.com/watch?v=b5CYZRyOlys&index=9&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx | 1. Quiz 2. Discussion Board Post 3. **Literature Critique** |
| **Week 12** | **March 28-April 3** | **Chapter 12: Survey Research** Reading from Bb Course Documents: *A Statistical Decision Tree for the Helping Professions* | **Gibbs Lecture (YouTube):** *Social Surveys. Part 1 of 2 on Surveys and Sampling* **https://www.youtube.com/watch?v=M-lEVzKyqhQ&list=PLirEzjzoHKvxaX8zZuF** | 1. Quiz 2. Discussion Board Post |

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| **Week 13** | **April 4-10** | **Chapter 13: Qualitative and Mixed methods research** | Telling a Complete Story with Qualitative and Mixed Methods Research - Dr. John W. Creswell<br><br>**https://www.youtube.com/watch?v=l5e7kVzMIfs**<br><br>**Gibbs Lecture (YouTube):** The Quality of Qualitative Research. Part 2 of 3 on Research Quality and the Research Process<br><br>**https://www.youtube.com/watch?v=dGeh_foiwu0**<br><br>**Gibbs Lecture (YouTube):** *Coding Part 1: Alan Bryman's 4 Stages of qualitative analysis* **https://www.youtube.com/watch?v=7X7VuQxPfpk**<br><br>**Gibbs Lecture (YouTube):** *Coding Part 2: Thematic coding*<br><br>https://www.youtube.com/watch?v=B_YXR9kp1_o&list=PL14E49EDF20613008&index=2<br><br>**Gibbs Lecture (YouTube):** *Coding Part 3: What can codes be about*<br><br>https://www.youtube.com/watch?v=3oo8ZcBJIEY&list=PL14E49EDF20613008&index=3 | 1. Quiz<br>2. Discussion Board Post |

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| **Week 14** | **April 11-17** | **Chapter 14: Descriptive Statistics** | **Gibbs Lecture (YouTube):** *Coding Part 4: What is coding for?*<br><br>https://www.youtube.com/watch?v=5xM-9yuBhMc&list=PL14E49EDF20613008&index=4<br><br>**Gibbs Lecture (YouTube):** *Coding Part 5: The code list or code hierarchy*<br><br>https://www.youtube.com/watch?v=DVpkuTdkZvA&index=5&list=PL14E49EDF20613008<br><br>*Descriptive Statistics, Part 1* https://www.youtube.com/watch?v=8Iklj-lf1fY<br><br>*Descriptive Statistics, Part 2* https://www.youtube.com/watch?v=ZkEjYloGRIE | 1. Quiz<br>2. Discussion Board Post<br>3. **Methods Section including Statistical procedure, Consent form & Exhibits** |
| **Week 15** | **April 18-24** | **Chapter 15: Inferential Statistics** | *Inferential Tests, Alpha Probabilities and Critical Values*<br><br>https://www.youtube.com/watch?v=rOieHrBBcz8 | 1. Quiz<br>2. Discussion Board Post |
| **Week 16** | **April 25-May 1** | **Chapter 16: Preparing the Research Report for Presentation or Publication** | **Gibbs Lecture (YouTube):** Writing Up Social Research Part 2 of 3 on Practical Issues and Ethics<br><br>**https://www.youtube.com/watch?v=ReyqZE6T8Es&index=28&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexw** | 1. Quiz<br>2. Discussion Board Post |

| | | | **x**<br><br>**Gibbs Lecture (YouTube):** *Writing-up Qualitative Research*<br><br>https://www.youtube.com/watch?v=lFj2ucSP2jc&spfreload=10 | |
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# 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:

- o Have you taken an online course before?
- o Have you taken "online preparedness" assessments before?
- o What are the differences between online and traditional college (face-to-face) settings?
- o What is unique about online learning?
- o 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.

Readings
1. Skills Requirements For Online Classes: http://www.mnsu.edu/ext/online/skills.html
2. 10 Notable Differences Between Online and Traditional College
Settings: http://top5onlinecolleges.org/differences-between-online-and-traditional-college-settings/

Self-Assessments (Please complete in this 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 http://www.surveygizmo.com/s3/2149347/Online-Preparedness

## Format Requirements for Online Preparedness Paper

- o **Written Communication:** Written communication is free of errors so that the overall message is clear.
- o **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on your adherence to APA format.
- o **Structure of Paper:** Include a title page (references and appendices if applicable). Utilize headings before the discussion of each one of the main points. ]

- o **In-text Citations & References:** You must use at least 7 peer-reviewed articles. (All of them should be published in the last 5-10 years). Use "pop" literature (i.e. Wikapedia or Psychology Today) or websites from non-scholarly sites very sparingly or not at all as it is usually not peer-reviewed.
- o **Length of Paper:** No more than 8 typed double-spaced pages in the body of work (not counting the title page, references, or appendices). 1" X 1" margins.
- o **Font and Font Size:** Times New Roman, 12 point.

## CITI (Collaborative Institutional Training Initiative) & 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.

### Human Subjects Research –Social-Behavioral-Educational (SBE) Modules

For the purposes of this course you are to complete the CITI Program's Human Subjects Research modules.

**INSTRUCTIONS FOR THE ASSIGNMENT:** You are to complete all the SBE modules. (Be sure to select SBE). CITI estimate it will take between 4 to 6 hours. (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 .jpg or .pdf copy of your completion certificate. Also upload a 2 to 3 page reaction with APA title page 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 should be in APA format.)

Instructions for CITI learners: https://www.citiprogram.org/citidocuments/citiinstructions.htm
To register for CITI training go to: https://www.citiprogram.org/Default.asp?

After completing the CITI training write a 2 page reaction paper and address the following:
1) What were the 2 to 3 things did you learn by completing the CITI training?
2) How do you believe that this information will **specifically** relate to your field?

## Format Requirements for CITI Training and Reflection

- o **Title page, In-text citations & References:** Even though this is a reflection paper, you need to include a title page, in-text citations and reference the film according to the APA format as well as any other scholarly references that you use to support your reflections.
- o **Written Communication:** Written communication is free of errors so that the overall message is clear.
- o **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on your adherence to APA format.
- o **Structure of Paper:** Include a title page (references and appendices if applicable). Utilize headings before the discussion of each one of the main points. Examples of appropriate heading: "Method," "Procedure," "Sample," "Measures," etc.
- o **In-text Citations & References:** You may use peer-reviewed articles as needed.
- o **Length of Paper:** No more than 8 typed double-spaced pages in the body of work (not counting the title page, references, or appendices). 1" X 1" margins.
- o **Font and Font Size:** Times New Roman, 12 point.

**Literature Review including Identification of the Problem, Rationale & Research Question(s)/Hypotheses**
Based on your program, education or counseling, identify something that you want to investigate. Select key words and research topic.

*Literature Review:* Write a literature review. Consult pages of your textbook as well as the article "Writing a Literature Review." I would encourage you to examine peer reviewed articles of interest and emulate the style of how they formulate their literature section. The literature section should flow right into the research question(s) or hypotheses. **Use APA style and APA headers (REQUIRED).**

1. What is the research problem? (Research problem is defined as *"an interrogative sentence that states the relationship between two variables"* Christensen, Johnson & Turner, 2011, p. 87).
2. What is/are your research questions OR what is/are your research and null hypothesis? This should be a unique query that has not yet been researched or research in the way you desire.
3. General overview of the literature: What does the existing literature and research say about your research topic or question? (You should identify key words that relate to your topic & question. This will help you in your search.)
4. What relevance does this topic have to you? (This is a personal reflection.)
5. What relevance does this topic have to your field—counseling or education or speech pathology? (This is both a personal reflection and one that you should use peer reviewed articles.)
6. Which journal would you submit your research findings to and give justification why your research fits this journal's focus? (Review journals per your field and topic. Select at least one. Be sure to note the journals requirements for submission.)
7. You must include the research problem(s) or hypotheses
8. You must submit your paper to 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.)

## Format Requirements for Literature Review

o **Written Communication:** Written communication is free of errors so that the overall message is clear.
o **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on your adherence to APA format.
o **Structure of Paper:** Include a title page (references and appendices if applicable). Utilize headings before the discussion of each one of the main points. Examples of appropriate heading: "Literature Review," "Identification of the problem, ""Rationale for Research," "Research Question(s)" or "Hypothesis," "References."
o **In-text Citations & References:** You must use at least 7 peer-reviewed articles. (All of them should be published in the last 5-10 years). Use "pop" literature (i.e. Wikapedia or Psychology Today) or websites from non-scholarly sites very sparingly or not at all as it is usually not peer-reviewed.
o **Length of Paper:** No more than 8 typed double-spaced pages in the body of work (not counting the title page, references, or appendices). 1" X 1" margins.
o **Font and Font Size:** Times New Roman, 12 point.

**Literature Critique:** Select one of the three following articles to critique:

- ***Predictors of Phrase and Fluent Speech in Children with Autism and Severe Language Delay:*** Bb Course Documents or
  **http://m.pediatrics.aappublications.org/content/early/2013/02/26/peds.2012-2221.full.pdf**

- ***Full-Day Kindergarten Effects on Later Academic Success***: Bb Course Documents or
  http://m.sgo.sagepub.com/content/2/1/2158244012442677.full.pdf

- ***The Efficacy of Cognitive Behavioral Therapy: A Review of Meta-analyses:*** Bb Course Documents or
  http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3584580/pdf/nihms394950.pdf

Read the article ***Step-by-step guide to critiquing research. Part 1: quantitative research***
(http://www.huttvalleydhb.org.nz/content/3b7c2840-ddb4-4892-9533-57f4ba9d3bc8.cmr ) and use Table 1 on
page 659 to for guidelines for critiquing a quantitative research study. Using all of the questions listed in the
table please critique the article you select.

## Format Requirements for Literature Critique

- **Written Communication:** Written communication is free of errors so that the overall message is clear.
- **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and
  citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on
  your adherence to APA format.
- **Structure of Paper:** Include a title page (references and appendices if applicable). Utilize headings before
  the discussion of each one of the main points. Examples of appropriate heading: "Writing Style,"
  "Identification of the problem, ""Rationale for Research," "Research Question(s)" or "Hypothesis,"
  "References."
- **In-text Citations & References:** You must use at least seven (7) peer-reviewed articles. (All of them
  should be published in the last 5-10 years). Use "pop" literature (i.e. Wikapedia or Psychology Today) or
  websites from non-scholarly sites very sparingly or not at all as it is usually not peer-reviewed. These
  sources will not count toward the seven (7) article minimum that is required for this assignment.
- **Length of Paper:** No more than 8 typed double-spaced pages in the body of work (not counting the title
  page, references, or appendices). 1" X 1" margins.
- **Font and Font Size:** Times New Roman, 12 point.

**Methods (including statistical procedures and instruments), Consent Form and Exhibits:**
For the ***method section*** please follow the APA manual 6th edition when writing your method section
(http://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf ) as well as a short article on Method
Sections: http://www.rit.edu/cla/gssp400/lectures/e8.html.

For the ***consent form*** follow the instructions in the IRB application, you are to complete a consent form based on
your proposed study. You are also to include any exhibits that would support your efforts. ***Exhibits*** would include
your consent forms, recruitment materials (e.g. colorful flyers with graphics), emails to participants, any measures used
(e.g. IQ test or Beck's Depression Inventory or Cross' Racial Identity Scale), demographic questionnaire, quick field
screener (helps determine eligibility for study), etc. **Please see course documents for examples from my
research.** Exhibits should not be thrown together. They should resemble the quality of my exhibits. They should be
IRB submission ready.

## Format Requirements for Consent Form and Exhibits

- **Written Communication:** Written communication is free of errors so that the overall message is clear.

- **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on your adherence to APA format.
- **Structure of Paper:** Include a title page (references and appendices if applicable). Follow the instructions of the IRB application explicitly.
- **Length of Paper:** Three typed pages maximum, double spaced
- **Font and Font Size:** Times New Roman, 12 point.

**<span style="color:red">Discussion board post</span>** 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. Discussion Board rubric and examples can be found in Course Documents.

You are to post your main response (with in-text citations and a reference section) by the Thursday 11:59 PM. Then respond to **two** colleagues' post by Sunday, 11:59 PM.  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." For specifics on grading criteria/rubrics for weekly posts please see Course Documents.)

*What is active participation?* Active participation requires that you develop a substantive initial posting for each of the discussion topics. In addition, you should also respond to the postings of at least **two** of your fellow classmates for each discussion question. These responses to other colleagues need to be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Read the discussion instructions on BlackBoard per week.

Respond by Sunday at 11:59pm to at least two of your colleagues' postings in one or more of the following ways:

• Ask a probing question.
• Share an insight from having read your colleague's posting.
• Offer and support an opinion.
• Validate an idea with your own experience.
• Make a suggestion.
• Expand on your colleague's posting.

## Format Requirements for Discussion Board Posts

- **Written Communication:** Written communication is free of errors so that the overall message is clear. Can be written in first-person. All questions must be answered in full according to the instructions for that week. The content must be of graduate quality.
- **APA Formatting:** Discussion Posts are formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on your adherence to APA format. *All* papers should use headings throughout. All papers should have a title page.
- **In-text citations and References:** Be sure to support your postings and responses with specific references to the Learning Resources. *You should include the references at the end of your post and use APA in-text citations throughout your posts.* You MUST use in-text citations and references from at least your text-book.  Students who desire to earn an "A" should add additional information from scholarly peer reviewed articles (All of them should be published in the last 5 – 7 years).

- o **Structure of Post:** Indicate that it is your first post, for example: Main Post - Temuera Morrison. Utilize headings throughout your post according to the questions asked. (Please see APA manual 6th edition for correct format.) You should be sure to rephrase the question in your response. I am not only interested in the answer you found in the literature, but I am interested in your scholarly thoughts and ideas. In your responses, think of how you can apply what you are learning about research to your own journey as a practitioner as well as your own research interest. When responding to your colleagues please indicate the number of the response as well as the person that you are responding to: "Response #1 – Jasmita Singh (Response to Kwesi Tsonga)" and then "Response #2 – Maria Ortiz" (Response to Temuera Morrison)." Indicate in your post what you are responding to about his/her post.
- o **Length of Post:** Each initial response (your main post) to a discussion must be a **_minimum_** of 350 words but a **_maximum_** of 550 words, not including references and citations. Please include the number of words you used in the last line of your posting. Each response to your peer must be written using a minimum of 175 words, not including any references and in text citations.
- o **Font and Font Size:** Times New Roman, 12 point.

> *\*\*Make-ups are not given unless you have a documented, University recognized excuse (e.g. religious holiday, death in the family, medically excused absence due to illness, inclement weather, or participation in a University related athletic event). Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not University recognized excuses.*

## Grading Rubric for Weekly Discussions and Papers

When writing your papers and your discussion board posts, please 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 6th 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 (6th edition)?*

**Extra Credit:** Through the next 16 weeks I will ask you to take **_copious_** notes on the readings and films. For 20 points you may submit your typed notes from <u>ALL reading material and films</u>. Notes can be single spaced. You **_must_** use headers to indicate chapters and film titles.  Please include a title page. APA formatting is waived here but I do want you to make reference to the articles, chapters and films by name then abbreviation. Type reference page of your text, articles and the films. Extra Credit due Sunday, May 1st  by 11:59PM via email. **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**.

Students will be evaluated as follows:

| Assignment | Points | % of grade* |
|---|---|---|
| Class participation, disposition, scholarly discourse and professionalism. (including Introduction in Class Café) | 50 | 4% |
| Weekly Quizzes | 80 | 6% |
| Literature Review | 150 | 12% |
| Literature Critique | 100 | 8% |
| Bb Discussion Board Posts & Responses (32 pts/week) | 512 | 41% |
| Preparedness for Online Learning | 50 | 4% |
| CITI Training and reflection | 100 | 8% |
| Methods (including statistical procedures and instruments), Consent Form and Exhibits | 200 | 16% |
| **Total Points** | **1242 pts** | |

*Percentages are approximations.

**Grading**

This course will be graded using an A to F-system as follows:

| | | |
|---|---|---|
| 90 and above | 1111 -1242 pts | A |
| 80 - 89 | 987-1110 pts | B |
| 70 - 79 | 863 - 986 pts | C |
| 69 and below | 0-862 points | F |

**Grammar and formatting:** In addition to grading your content, your grammar and format and level at which you address the NCATE and CACREP standards will also account for your grade. Please 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 [CON 5360: Multicultural and Gender Issues in Counseling (Summer 2011) and the date you submitted the paper.] You also should have an appropriate Running head as well. Please see http://www.youtube.com/watch?v=5W2cfrJ6FCY for instructions on how to incorporate a Running head.

3. **HEADERS:** You must utilize headers in all your paper. Headers help to organize your paper and thoughts. Please page 62-62 in the APA 6th edition manual for a written explanation as well as pages 41-51 for visual 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 6th 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 40 or more words.

5. **PARAPHRASE:  "**To paraphrase means to express someone else's ideas or research in your own words. The paraphrase must be entirely in your own words. You must do more than merely substitute phrases here and there." (University of Toronto, 2002, p. 1).  You must also completely alter the sentence structure. Be sure you use citations for all paraphrased and quoted material. (See for http://www.utoronto.ca/ucwriting/pdf/paraphrase.pdf for more on how to paraphrase.)

6. **PLAGIARISM: "**Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren't aware of or don't know how to follow. Many of these rules have to do with research and proper citation. Gaining a familiarity of these rules, however, is critically important, as inadvertent mistakes can lead to charges of **plagiarism**, which is the uncredited use (both intentional and unintentional) of somebody else's words or ideas.

   "While some cultures may not insist so heavily on documenting sources of words, ideas, images, sounds, etc., American culture does. A charge of plagiarism can have severe consequences, including expulsion from a university or loss of a job, not to mention a writer's loss of credibility and professional standing" (Stolley & Brizee, 2011). (Please see http://owl.english.purdue.edu/owl/resource/589/01/)

   Also please read the types of plagiarism (e.g. self-stealer) on http://www.plagiarism.org/plag_article_types_of_plagiarism.html so that you understand the breath of what plagiarism is and what it is not.

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.  Please see pages 180-224 in the APA 6th 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." Here is a link for more information on this topic: http://grammar.ccc.commnet.edu/grammar/sv_agr.htm  ;

(c) Please 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 designates 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."
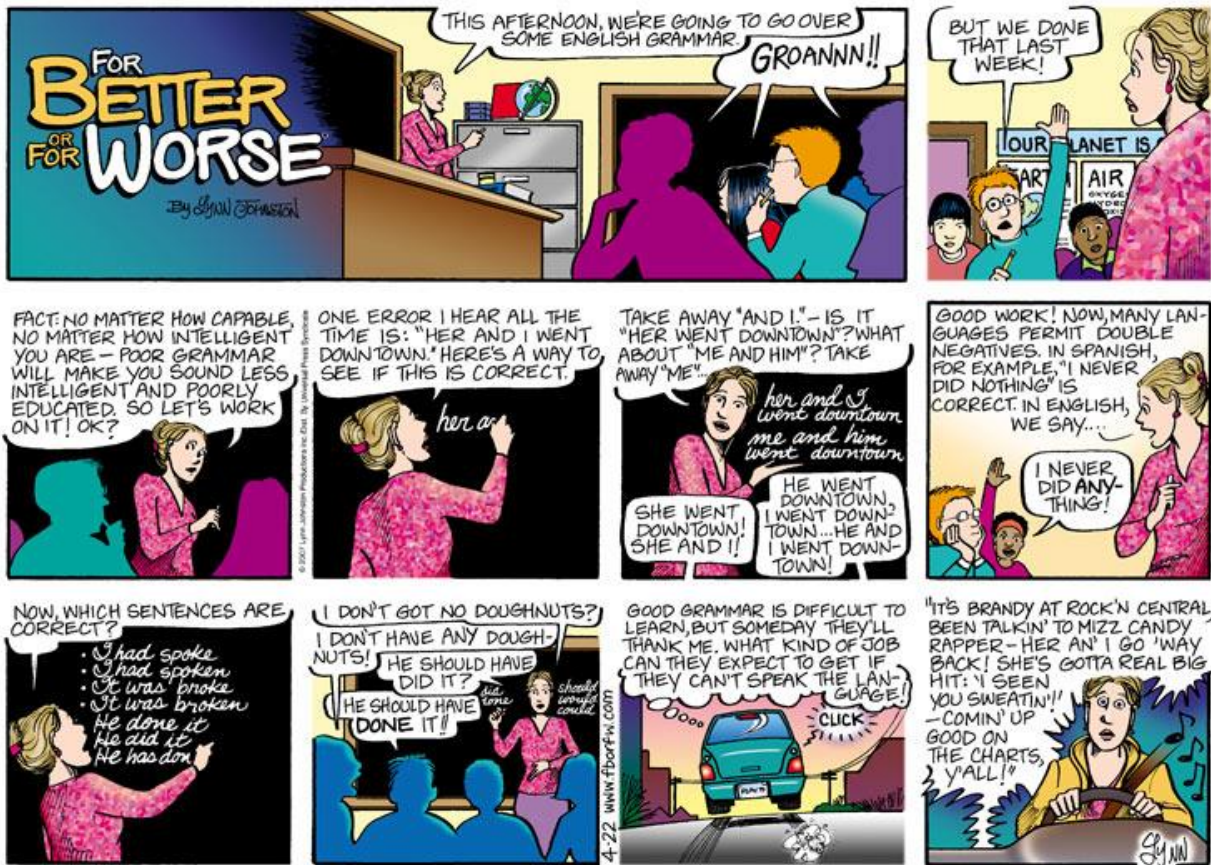
# Blackboard Access Instructions

## 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, please 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 please call the ITS Technical Support at 919.530.7676 for further assistance.)