

North Carolina Central University

School of Education

Syllabus EDGR 5920 – OL1 Procedures in Educational Research Fall 2017 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 meeting by WebEx or phone then email your meeting request to me, including preferred days/times for an appointment. This will help me to coordinate student visits/meetings. When contacting me via email put "EDGR 5920:" and then describe the nature of your email in the subject line. For example, the subject line should be: "EDGR5920-Question about Final Paper." Your message should include your inquiry, your email address, your preferred phone number and several times you are available. If you contact me by phone, leave a CLEAR message regarding the nature of your call, your preferred phone number and several times you are available for me to return you call. 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.**

This course has multiple learning opportunities—textbook and article lessons, instructional videos, discussion board questions and applied learning assignments. You have chosen to take EDGR 5920-OL1 Procedures in Educational Research online. Online learning is different from traditional, face-to-face classes. The delivery of the material is 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 any time during the week that will foster your ability to meet posted deadlines. Some assignments will be due on a specific day/time. Online classes are not necessarily more difficult than traditional face-to-face classes if you are disciplined and organized.

This graduate-level course 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. The course is delivered through NCCU's Blackboard (Bb) system and students are required to log on to the system to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). **Note: assignments WILL NOT be accepted via email.** If you have questions about your Bb account, call the IT department at 919-530-7676.

Course Materials

There are two required texts, one recommended text, and additional required supplemental materials. One required text, *Research Methods for the Behavioral Sciences* (5th ed.), will guide your learning journey regarding research methods. These materials include an electronic version of the book's chapters (printable) and supplemental learning materials (PowerPoint slides, tutorials, etc.) and quizzes. **You must register your access code with Cengage within two-weeks of the first day of class.** You will be able to access these material through Bb after you register your access code. Communication is essential if research is to be used and there is an expected writing style for educational and social science researchers. Therefore, one required text and one recommended text will help you to effectively communicate with social scientists and others who will read your work.

Required

Author: American Psychological Association (APA)
Title: Publication Manual of the American Psychological Association
ISBN: 9781433805615

Authors: Frederick J. Gravetter, & Lori-Ann B. Forzano
Title: *Research Methods for the Behavioral Sciences* 5th ed. MindLink Access Code
ISBN: 9781305576032

Additional Readings: Additional readings will be posted on Bb.

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

Recommended

Author: Cheryl Glenn, Loretta Gray
Title: *Hodges Harbrace Handbook* (w/out Access Code)
ISBN: 9781111346706

Course Outcomes

Students will study procedures and techniques used in scholarly research in social science research. The course will primarily focus on quantitative methods; qualitative methods will be discussed, but in less detail. One major goal of the course is to help students develop competence in identifying and critically evaluating published research and reports. 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.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
1. Demonstrate professional knowledge and skills for other school personnel by using research to improve practice.	Readings, Videos, online peer discussion, completing an IRB application	Chapters 1, 2 & 3, Research Proposal, Discussion Posts, IRB Application
2. Demonstrate an understanding of research methods in the following ways:		
a. the importance of research in advancing social	Readings, Videos,	Discussion Posts,

science disciplines	online peer discussion, literature search and synthesizing findings for research proposal's background and integrated literature review	Literature Review Paper
b. research quantitative and qualitative research methods	Readings, Videos, online peer discussion, completing the Methods section of research Proposal	Discussion Posts, Methods and Critique Papers
c. statistical methods used in conducting research and program evaluation	Readings, Videos, online peer discussion, completing the Methods section of research Proposal	Discussion Posts, Methods and Critique Papers
d. the use of research to inform evidence-based practice	Readings, Videos, online peer discussion, literature search and synthesizing findings for research proposal	Discussion Posts, Research Proposal's Background/research problem statement and Integrated Literature Review
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)	Discussion Posts, Successful completion of the CITI training
3. Demonstrate the ability to use appropriate assessment tools and procedures	Readings, Videos, online peer discussion, completing all parts of the Research Proposal	Discussion Posts, Research Proposal, IRB Application

Expected Competencies

After completing the course, students should be able to:

1. Understand the characteristics of social science research.
2. Critically evaluate published research studies and reports retrieved from the literature.
3. 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 peer learning in the research process.

NCCU's Policies & Student Support Services

Statement of Inclusion/Non-Discrimination

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

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. Students who are new to SDS or who are requesting new accommodations should contact SDS at (919)530-6325 or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already with SDS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into *Eagle Accommodate*. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester, however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses are prohibited under NCCU's Sexual Misconduct Policy (POL 80.07.1). NCCU faculty and instructors are considered to be *responsible employees* and are required to report information regarding sexual misconduct to the University Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/polices/regrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919)530-6334 or TitleIX@nccu.edu, or submitting the online form through <http://www.nccu.edu/administration/dhr/titleix/index.cfm>.

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.

Class Attendance Policy

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed

class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

The Incomplete (I) Grade Policy

The Grade of "I" is assigned at the discretion of the instructor when a student who is otherwise passing (completed 75% of course work) has not, *due to circumstances beyond his/her control*, completed all the work in the course. The missing work must be completed according to the written and signed agreement between the instructor and the student within the deadline set by the instructor, not to exceed one year from the end of the semester in which the "I" was assigned. The signed written agreement must be filed in the office of the department chair or dean and a copy must also be placed in the instructor's file at the same time that final grades are due. If the "I" is not removed during the specified time, it will automatically turn into an F or NP.

Academic Integrity

As a center of learning, teaching, and research, North Carolina Central University charges its members including students to maintain patterns of behavior that enable these essential functions.

Academic Dishonesty Defined

Academic dishonesty is defined as any conduct that is intended by the student to obtain for him/her or for others an unfair or false evaluation in connection with any examination or other work for academic credit. Cheating, fabrication, plagiarism, and complicity are examples of conduct that is academically dishonest.

Cheating is the unauthorized use of materials in connection with an examination or other work for academic credit, including, but not limited to:

- The use of books, notes, outlines, etc. during an examination where the instructor has not authorized use of such materials or information;
- Seeking unauthorized materials or information from others in connection with an examination;
- Giving or attempting to give unauthorized assistance to another person in connection with an examination;
- Obtaining or attempting to obtain unauthorized copies of examinations;
- Copying or attempting to copy from the work of another student during an examination;
- Bringing to an examination, or attempting to use during an examination, unauthorized answers which have been prepared prior to the examination; and
- Submitting for evaluation in a course, part or the whole of a work for which credit has been given previously.

Fabrication is the invention, counterfeiting and/or alteration of quoted passages, data, procedures, experiments, sources or other information in connection with any academic exercise.

Plagiarism is the use of the ideas, words, or works of another without attribution when the information provided is not common knowledge either in content or form and includes, but is not limited to:

- Quoting from the published or unpublished work of another without appropriate attribution;
- Paraphrasing or summarizing in one's own work any portion of the published or unpublished materials of another without attribution; and
- Borrowing from another's work, data, and facts which are not in the domain of common knowledge.

Complicity is the giving of assistance or the attempt to give assistance to another for the purpose of perpetrating academic dishonesty.

Adverse Weather

Read <http://www.nccu.edu/health-safety/emergency/adverseweather.cfm> 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.

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=eIAAYceP-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 as specified by APA guidelines.

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.

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. 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. 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.** Roundtable sessions have been scheduled at various times during the semester and these sessions serve as a means of checking in with me and your classmates in 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 and ultimately will be included in your research proposal. 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. 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. Consult the Shepard Library for more details: 530-6475 or log on to the NCCU webpage at 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 to facilitate your understanding of materials.
- **Videos/Lectures:** Throughout the semester you will be required to view short videos; take copious notes as you view each video to facilitate your understanding of materials. There will be various videos on topics relating to social science research. 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 most of your assignments. 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. Some assignments will be due at a different day/time as indicated in the Semester at a Glance section of this syllabus. **Any assignment turned in after the posted deadline 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 points.

ASSIGNMENTS

Quizzes

There will be quizzes administered during the semester based on the chapters. Each chapter has sections with specific lessons and the quizzes are tied to the chapters' sections. Each quiz is objective, requiring scholarly thinking for accurate responses.

Collaborative Institutional Training Initiative (CITI) & Reflection Paper

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** 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 completion of 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 certificates. 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 reflection paper must be in APA format.) The following questions can guide the organization of your paper:

1. What 2 or 3 things did you learn by completing the CITI training?
2. How do you believe that this information will **specifically** relate to your field?
3. How will this training guide you as a social science researcher?

Research Proposal

You will develop a *proposal* to conduct research that relates to your academic program. The research proposal is a semester-long project that will be submitted in sections as scheduled. Note that you **will not** collect or analyze any data in this class but you will describe data collecting procedures in detail. The proposal will consist of three major sections (Chapter 1, Chapter 2, and Chapter 3) and appendices as (a.) specified and (b.) are appropriate for your proposed research. The first task is to identify something that you want to investigate, based on your program (i.e., education, counseling, communication disorders, etc.). Select key words that are identifiers associated with your research topic. The first chapter 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. Chapter 1 orients the reader to your topic in general and leads the reader to a focused, micro topic and a specific research problem related to that topic. Pay close attention to the materials on how to construct a research problem.

The second task (Chapter 2), 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 specific research topic. Still using the literature as data, you should be looking for patterns that will emerge as variables. Think of your research 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.

The third chapter presents the specifics of the research methods that you propose to use to study the research problem and to address the research questions. Chapter 3 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. The tasks involved in developing Chapter 3 are:

1. Review course materials regarding research design and the analysis of data.
2. Review APA manual writing your chapters. The following links might be helpful: <http://www.rit.edu/cla/gssp400/lectures/e8.html> and see <http://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf>.
3. 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 understand what you are proposing to do.
4. Organize your thoughts and commit to a direction for the research.
5. Write the methodology section for your research.

Following the chapters, you will have list of the references that were cited throughout the proposal—use APA guidelines for references in text and for the list of references. Following the references there will be a section on appendices. See details regarding appendices and format requirements in the assignment section in Bb in the coming weeks.

Research Proposal and Final Critique

Your proposal should be revised based on your learning and on-going search of the literature over the semester. Assemble your final research proposal (problem, literature, methods, references, appendices) and reflect on your work. Your proposal chapters, collectively should not exceed 20 double-spaced pages, one-inch margins, 12-point Times New Roman font, APA style. The reference and appendices can have unlimited pages, one-inch margins, 12-point Times New Roman font (as appropriate), APA style.

Critique your proposal (3-page maximum) and indicate the strong points are and identify what you would do differently if you had it to do over again.

Discussion Board Post

Discussion board posts serve two purposes. Discussion board posts serve as a means of promoting collaborative learning among your colleagues in the course. Additionally, discussion board posts document your weekly presence in or absence from the class. 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 20 points total. Your posts include your post (10 points) and your response to a colleague (5 points for each colleague). You must complete them the week they are assigned for credit.

Assessments

Assignment	Points
CITI Training and Reflection	100
Chapter 1	100
Chapter 2	100
Chapter 3	100
Full Proposal and Reflection	125
Quizzes (100 points per quiz)	1600
Bb Discussion Board Posts & Responses (20 pts/week)	320
Total Points	2172

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. 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. No exceptions will be made. 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 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 guidelines. No exceptions will be made. This is an advanced level course and points will be deducted for not following APA guidelines.
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 2017) and the date you submitted the paper.] You 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 APA guidelines.
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. 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 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 at <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 APA guidelines regarding 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 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 ;

(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.”

Semester at a Glance

Week	Topics & Reading Assignments	Film(s)/Lectures to View	Deliverables due by 11:30pm Sunday unless otherwise noted
Course Phase 1: Content Knowledge Acquisition			
Week 1 08/14/17	<p>Chapter 1: Introduction, Acquiring Knowledge, and the Scientific Method</p> <p>Chapter 4: Ethics in Research</p> <p>Chapter 16: Writing an APA-Style Research Reports</p>	<p>The Nature of Social Research https://www.youtube.com/watch?v=pQ4RAHXtvS0</p> <p>What is social science? An animated overview https://www.youtube.com/watch?v=BiLj35g_cAU</p> <p>Practical Issues of Social Research Part 1 of 3 on Practical Issues and Ethics https://www.youtube.com/watch?v=rKgm1TiQFh0&index=27&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx</p> <p>Picking your topic is research http://www.lib.ncsu.edu/tutorials/picking_to_pic/</p> <p>Evaluating Sources for Credibility http://www.lib.ncsu.edu/tutorials/evaluating-sources/</p> <p>Literature Reviews: An Overview for Graduate Students http://www.lib.ncsu.edu/tutorials/litreview/</p> <p>Citation: A (Very) Brief Introduction http://www.lib.ncsu.edu/tutorials/citation/</p> <p>Anatomy of a scholarly article http://www.lib.ncsu.edu/tutorials/scholarly-articles/</p> <p>One Perfect Source http://www.lib.ncsu.edu/tutorials/teach-yourself/beginning-research/perfect-source.php</p> <p>The Ethics of Social Research. Part 3 of 3 on Practical Issues and Ethics https://www.youtube.com/watch?v=BQeUuxIzsfU&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=29</p>	<p>Discussion Board Post</p> <p>Register for the CITI SBE modules https://www.citiprogram.org/</p> <p>Quizzes</p>
Week 2 08/21/17	<p>Chapter 2: Research Ideas & Hypotheses</p>	<p>Research Problem and Purpose Statement</p>	<p>Discussion Board Post</p>

Week	Topics & Reading Assignments	Film(s)/Lectures to View	Deliverables due by 11:30pm Sunday unless otherwise noted
	<p>Chapter 3: Defining and Measuring Variables</p> <p>Chapter 5: Selecting Research Participants</p>	<p>https://www.youtube.com/watch?v=fbwxQBLrkfc</p> <p>How to Identify a Research Problem https://www.youtube.com/watch?v=GhXQ NxL4VCQ</p> <p>Social Surveys. Part 1 of 2 on Surveys and Sampling https://www.youtube.com/watch?v=M-IEVzKyqhQ&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=5</p> <p>Sampling. Part 2 of 2 on Surveys and Sampling . https://www.youtube.com/watch?v=owN9hLq-Eac&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=6</p>	<p>Quizzes</p>
<p>Week 3 08/28/17</p>	<p>Chapter 6: Research Strategies & Validity</p>	<p>Reliability, validity, generalizability and credibility. Pt .1 of 3: Research Quality https://www.youtube.com/watch?v=4NQHeI8GD54&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=2</p>	<p>Discussion Board Post</p> <p>Quizzes</p> <p>CITI SBE Certificates & Reaction Paper Due</p> <p>Roundtable via WebEx 08/29/17 at 5:30pm-6:00pm</p>
<p>Week 4 09/04/17</p>	<p>Chapter 7: The Experimental Research Strategy</p>	<p>The Experiment. Part 1 of 2 on Experiments and quasi-experiments https://www.youtube.com/watch?v=geiKyEvR6Yg&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=10</p> <p>The Experiment. Part 1 of 2 on Experiments and quasi-experiments https://www.youtube.com/watch?v=geiKyEvR6Yg&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=10</p> <p>Conducting an Experiment Using the Scientific Method https://www.youtube.com/watch?v=Iuzu0OphyDY</p> <p>The Scientific Method: Steps, Terms and Examples https://www.youtube.com/watch?v=BVfI1wat2v8</p> <p>The Scientific Method https://www.youtube.com/watch?v=N6IAzl</p>	<p>Discussion Board Post</p> <p>Quizzes</p>

Week	Topics & Reading Assignments	Film(s)/Lectures to View	Deliverables due by 11:30pm Sunday unless otherwise noted
		ugWw0 Experimental Method https://www.youtube.com/watch?v=ay1o8XjoMVk	
Week 5 09/11/17	Chapter 8: Experimental Designs: Between-Subjects Design Chapter 9: Experimental Designs: Within-Subjects Design	The Experiment. Part 1 of 2 on Experiments and quasi-experiments https://www.youtube.com/watch?v=geiKyEvR6Yg&list=PLirEzjoHKvxaX8zZuFUSAi4jdukeexwx&index=10	Discussion Board Post Quizzes Chapter One due
Week 6 09/18/17	Chapter 10: The Nonexperimental & Quasi-Experimental Strategies: Nonequivalent Group, Pre-Post, & Developmental Designs	Quasi-experiments. Part 2 of 2 on Experiments and quasi-experiments https://www.youtube.com/watch?v=DefSNso8zDU&index=11&list=PLirEzjoHKvxaX8zZuFUSAi4jdukeexwx&spfreload=10 Ethnography. Part 1 of 2 on Ethnography and Participant Observation https://www.youtube.com/watch?v=V8doV3P0us4 What to observe in Participant Observation. Part 2 of 2 on Ethnography and Participant Observation https://www.youtube.com/watch?v=JADIR-I9Ht4	Discussion Board Post Quizzes
Week 7 09/25/17	Chapter 11: Factorial Designs	Factorial Designs Online 1: Introduction https://www.youtube.com/watch?v=4JjWWQen_uU Factorial Research Design - An Example https://www.youtube.com/watch?v=EgVmfrYCAkU	1. Discussion Board Post Quizzes Roundtable via WebEx 09/25/2016 at 6:00pm-6:30pm
Week 8 10/02/17	Chapter 12: The Correlational Research Strategy Chapter 13: The Descriptive Research Strategy	What Is Correlation? https://www.youtube.com/watch?v=Ypgo4qUBt5o Correlational Research Design https://www.youtube.com/watch?v=rssUIHB7k0I Correlational Research https://www.youtube.com/watch?v=uiyc20GfclU	Discussion Board Post Quizzes Chapter 2 due
Week 9 10/09/17	Chapter 14: Single Subject Research Design	Telling a Complete Story with Qualitative and Mixed Methods Research - Dr. John W. Creswell	Discussion Board Post Quizzes

Week	Topics & Reading Assignments	Film(s)/Lectures to View	Deliverables due by 11:30pm Sunday unless otherwise noted
	Chapter15: Statistical Evaluation of Data	<p>https://www.youtube.com/watch?v=I5e7kVzMIfs</p> <p>Quantitative Research Designs: Descriptive non-experimental, Quasi-experimental or Experimental? https://www.youtube.com/watch?v=10nMNH3RMp0</p> <p>Types of Case Study. Part 1 of 3 on Case Studies https://www.youtube.com/watch?v=gQfoq7c4UE4&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=7</p> <p>Planning a Case Study. Part 2 of 3 on Case Studies https://www.youtube.com/watch?v=o1JEtXkFAR4&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=8</p> <p>Replication or Single Cases. Part 3 of 3 on Case Studies https://www.youtube.com/watch?v=b5CYZRyOlys&index=9&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx</p> <p>Coding Part 4: What is coding for? https://www.youtube.com/watch?v=5xM-9yuBhMc&list=PL14E49EDF20613008&index=4</p> <p>Coding Part 5: The code list or code hierarchy https://www.youtube.com/watch?v=DVpkuTdkZvA&index=5&list=PL14E49EDF20613008</p> <p>Descriptive Statistics, Part 1 https://www.youtube.com/watch?v=8Ikj-If1fY</p> <p>Descriptive Statistics, Part 2 https://www.youtube.com/watch?v=ZkejYIoGRIE</p> <p>Inferential Tests, Alpha Probabilities and Critical Values https://www.youtube.com/watch?v=rOieHrBBcz8</p>	
Week 10 10/16/17		Fall Break (October 16-17, 2017)	

Week	Topics & Reading Assignments	Film(s)/Lectures to View	Deliverables due by 11:30pm Sunday unless otherwise noted
Course Phase 2: Content Knowledge Application			
Week 11 10/23/17		Re-review prior lessons to develop research proposal. Writing Up Social Research Part 2 of 3 on Practical Issues and Ethics https://www.youtube.com/watch?v=ReyqZE6T8Es&index=28&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx Writing-up Qualitative Research https://www.youtube.com/watch?v=1Fj2ucSP2jc&spfreload=10	Discussion Board Post
Week 12 10/30/17		Re-review prior lessons to develop research proposal.	Discussion Board Post Chapter 3 due Roundtable via WebEx 11/01/2017 at 6:30pm-7:00pm
Week 13 11/06/17		Re-review prior lessons to revise research proposal. Revise Chapter 1 Prepare all appendices, including IRB application.	Discussion Board Post
Week 14 11/13/17		Re-review prior lessons to revise research proposal. Revise Chapter 2 Prepare all appendices, including IRB application.	Discussion Board Post
Week 15 11/20/17		Re-review prior lessons to revise research proposal. Revise Chapter 3 Prepare all appendices, including IRB application.	Discussion Board Post
Week 16 11/27/17		Final revisions on research proposal.	Research Proposal and final Critique Due 11/30/16 (11:30pm)