



# Course Syllabus

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## *HIED 595-01W: Research Methodologies*

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## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### **Textbook(s) Required:**

Creswell, J. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Boston, MA: Pearson.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

#### **Recommended:**

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. R. (2014). *An easy guide to APA style* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

### Course Description

Provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research, will be emphasized. The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem.

### Student Learning Outcomes

At the end of the course students will be able to:

1. Participate in collaborative learning as a member of a learning community working together to analyze, evaluate, and apply information presented in the textbook to the preparation of individual research proposals.

2. Be able to compare and contrast different research designs and distinguish quantitative and qualitative methods.
3. Appreciate the relationship between theory, research and practice and to use this appreciation to become a practitioner-scholar and consumer of research
4. Prepare and execute the steps in the process of research in the form of a written formal research proposal utilizing American Psychological Association (APA) format (6th edition). This learning outcome will be demonstrated as follows:
  - Identify and select a problem for research.
  - Collect and analyze relevant empirical research and write a literature review.
  - Develop the purpose and research questions to address the research problem.
  - Examine, select and explain the appropriate research design to collect data.
  - Evaluate research data from pilot study and report results.
  - Format and cite research in text and references in correct APA style.

## **COURSE REQUIREMENTS**

This is an online class. All instruction and assignments will be delivered via the eCollege learning media platform.

**Announcements:** Please review regularly updated announcements within the HIED 595 eCollege course home page for updated information.

**Module Q&A:** To minimize confusion and repetition, each of the seven modules within the HIED 595 course shell will have a “Module Q&A” where you can post questions and review responses about the course. Prior to asking a question, please review previous responses within a particular “Module Q&A” forum as your question may already have been addressed.

### **Instructional/Methods/Activities Assessments:**

For every module, there will be assigned readings, PowerPoint slides summarizing the readings, class notes that you can retrieve from the PowerPoint, and a written assignment over that content. You are encouraged to read the chapters and review the slides early. When you have questions, use the “Module Q&A” forum.

### **Research Proposal:**

Throughout the course, we will use a standard template for your research proposal submissions. The template is posted in Doc Sharing and you should plan to “build it out” as we proceed through the course.

Segments of the ultimate research proposal will be submitted separately to the Dropbox, graded, and returned to you in a timely manner. Evaluation of each segment is completed using a rubric

(available for download in Doc Sharing). American Psychological Association (APA) formatting is required for all segments of the research proposal submitted to the Dropbox for grading.

**Discussion Boards (5 at 20 points each = 100 points total):**

Each discussion thread topic will require a “post” and at least two “replies” to fellow classmate’s posts.

**Initial Post:** Student provides thoughtful and thorough response to each topic for discussion. Students will need to complete an initial “post” to each discussion board by due date stated on Syllabus “Course Calendar”. Review “post” content for correct grammar and spelling.

**Replies:** Student provides constructive comments to a fellow classmate’s post. Reply content must relate to discussion topic. Review “reply” content for correct grammar and spelling. Review “reply” content for correct grammar and spelling. Follow the “Course Calendar” due dates for each Discussion Board.

## Grading

Your final grade will be based on 1000 points earned over your submissions during the duration of the course:

Activity	Points
Introduction, Statement of the Problem, Research Questions/Hypotheses	100
Review of Related Literature and References	150
Significance of Study, Participants, Instrumentation	100
Research Methods Report I	100
Research Methods Report II	100
Design Procedure, Data Analysis	100
Final Proposal	250
Discussion Boards (5 at 20 points each)	100

A = 90 and up; B = 80-89; C = 70-79

## TECHNOLOGY REQUIREMENTS

The information contained in this section has been provided to assist you in preparing to use technology in your online course.

The following technology is required to be successful in this course.

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2007 or 2010)
- Access to University Library site
- Access to an email

Required Software:

- Microsoft Word, Excel, and PowerPoint
- Adobe Reader
- Adobe Flash Player

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (7.0, 8.0, or 9.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

## ACCESS AND NAVIGATION

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/Login.aspx> or <http://www.online.tamuc.org>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

### Student Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- Chat Support: Click on “Live Support” on the tool bar within your course to chat with an eCollege Representative.
- Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions etc.).

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Scholarly Expectations**

All works submitted for credit must be original and created uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

### **Academic Honesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In all instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Please see the Texas A&M University-Commerce (TAMUC) Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material" (Texas A&M University-Commerce, Graduate Catalog).

### **Attendance Policy**

Students are expected to "attend class" and actively participate. The professor will monitor student participation/activity.

### **APA Citation Format Policy**

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

### **Late Work**

I do not accept late work and do not believe in allowing students to turn in work after the due date. However, I do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments, such as jury duty, hospitalization, or death of a family member. In these instances, a student is expected to notify the instructor before the assignment deadline.

### **Drop Course Policy**

Students should take responsibility for dropping themselves from the course according to University policy should it become necessary.

## **University Specific Procedures**

### **ADA Statement -Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library- Room 132**

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

**Fax (903) 468-8148**

Go to the following email address: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

Go to the following link: [Student Disability Resources & Services](#)

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Code of Student Conduct from Student Guide Handbook).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## COURSE CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University email and in announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you will complete and turn in your assignments on time.

<p><b>Module 1</b></p> <p><b>Introduction:</b></p> <p><b>Aug. 31-Sept. 8</b></p>	<p><b>Creswell:</b> Ch. 1 - The Process of Conducting Research Using Quantitative and Qualitative Approaches; Ch. 3 - Reviewing the Literature</p> <p>Discussion Board "Post" due by Sept. 4</p> <p>Discussion Board "Replies" due by Sept. 8</p>
<p><b>Module 2</b></p> <p><b>Problem Statement:</b></p> <p><b>Sept. 9-Sept. 21</b></p>	<p><b>Creswell:</b> Ch. 2 - Identifying a Research Problem; Ch. 4 - Specifying a Purpose and Research Questions or Hypotheses</p> <p><b>Assignment Due Sept. 21:</b> Research Proposal Sections: Introduction, Statement of the Problem, Research Questions and/or Hypotheses</p>

	<p>Statements</p> <p>Discussion Board “Post” due by Sept. 18 Discussion Board “Replies” due by Sept. 21</p>
<p><b>Module 3</b></p> <p><b>Review &amp; References:</b></p> <p><b>Sept. 22-Oct. 5</b></p>	<p><b>Creswell:</b> Ch. 5 - Collecting Quantitative Data; Ch. 10 - Experimental Designs</p> <p><b>Assignment Due Oct. 5:</b> Research Proposal Sections: Review of Literature, References</p> <p>Discussion Board “Post” due by Oct. 2 Discussion Board “Replies” due by Oct. 5</p>
<p><b>Module 4</b></p> <p><b>Significance:</b></p> <p><b>Oct. 6-Oct. 19</b></p>	<p><b>Creswell:</b> Ch. 6 - Analyzing and Interpreting Quantitative Data; Ch. 8 - Analyzing and Interpreting Qualitative Data</p> <p><b>Assignment Due Oct. 19:</b> Research Proposal Sections: Significance of Study, Participants, Instrumentation</p> <p>Discussion Board “Post” due by Oct. 16 Discussion Board “Replies” due by Oct. 19</p>
<p><b>Module 5</b></p> <p><b>Designs I:</b></p> <p><b>Oct. 20-Nov. 2</b></p>	<p><b>Creswell:</b> Ch. 11 - Correlational Designs; Ch. 12 - Survey Designs; Ch. 16 - Mixed Methods Designs</p> <p><b>Assignment Due Nov. 2:</b> Research Methods Report #1</p> <p>No Discussion Board for this module</p>
<p><b>Module 6</b></p> <p><b>Designs II:</b></p> <p><b>Nov. 3-Nov. 16</b></p>	<p><b>Creswell:</b> Ch. 13 - Grounded Theory Designs; Ch. 14 - Ethnographic Designs; Ch. 15 - Narrative Research Designs; Ch. 17 - Action Research Designs</p> <p><b>Assignment Due Nov. 16:</b> Research Methods Report #2</p> <p>No Discussion Board for this module</p>
<p><b>Module 7</b></p> <p><b>Research Reports:</b></p> <p><b>Nov. 17-Dec. 11</b></p>	<p><b>Creswell:</b> Ch. 7 - Collecting Qualitative Data; Ch. 9 - Reporting and Evaluating Research</p> <p><b>Assignment Due Dec. 11:</b> Your complete Research Proposal including design/procedure, data analysis, and final references</p> <p>Discussion Board “Post” due by Nov. 24 Discussion Board “Replies” due by Dec. 1</p>