



HIED 595, 02W Research Methodologies

COURSE SYLLABUS: Fall 2015

Instructor: Dr. David Rankin

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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

Instructional / Methods / Activities Assessments

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. The initial posts and replies are evaluated using a rubric (available for download in Doc Sharing).

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.

Research Methods Report (2 at 100 points each = 200 point total)

Modules 5 and 6 each contain a module where the student will provide scenarios for various types of research methods. Evaluation of each assignment is measured using a rubric (available for download in Doc Sharing).

GRADING

Your final grade will be based on 1,000 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 (Module 5)	100
Research Methods Report II (Module 6)	100
Design Procedure, Data Analysis	100
Final Proposal	250
Discussion Boards (5 at 20 points each)	100

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at:
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see:
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

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.

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

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might

include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: You may contact me through e-college, Virtual Office or the weekly open forum. I maintain regular office hours during the week and check email regularly on the weekends.

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

This instructor will use the university-provided software (i.e., Turnitin) to assist in detecting instances of academic dishonesty. 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
StudentDisabilityServices@tamuc.edu

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*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

Texas A&M University-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 OUTLINE / 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>Module 1</p> <p>Introduction:</p> <p>Aug. 31-Sept. 14</p>	<p>Creswell: 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. 8</p> <p>Discussion Board "Replies" due by Sept. 14</p>
<p>Module 2</p> <p>Problem Statement:</p> <p>Sept. 15-Sept. 28</p>	<p>Creswell: Ch. 2 - Identifying a Research Problem; Ch. 4 - Specifying a Purpose and Research Questions or Hypotheses</p> <p>Assignment Due Sept. 28: Research Proposal Sections: Introduction, Statement of the Problem, Research Questions and/or Hypotheses Statements</p> <p>Discussion Board "Post" due by Sept. 21</p> <p>Discussion Board "Replies" due by Sept. 28</p>
<p>Module 3</p> <p>Review & References:</p> <p>Sept. 29-Oct. 12</p>	<p>Creswell: Ch. 5 - Collecting Quantitative Data; Ch. 10 - Experimental Designs</p> <p>Assignment Due Oct. 12: Research Proposal Sections: Review of Literature, References</p> <p>Discussion Board "Post" due by Oct. 5</p> <p>Discussion Board "Replies" due by Oct. 12</p>
<p>Module 4</p> <p>Significance:</p> <p>Oct. 13-Oct. 26</p>	<p>Creswell: Ch. 6 - Analyzing and Interpreting Quantitative Data; Ch. 8 - Analyzing and Interpreting Qualitative Data</p> <p>Assignment Due Oct. 26: Research Proposal Sections: Significance of Study, Participants, Instrumentation</p> <p>Discussion Board "Post" due by Oct. 19</p> <p>Discussion Board "Replies" due by Oct. 26</p>

<p>Module 5</p> <p>Designs I:</p> <p>Oct. 27-Nov. 9</p>	<p>Creswell: Ch. 11 - Correlational Designs; Ch. 12 - Survey Designs; Ch. 16 - Mixed Methods Designs</p> <p>Assignment Due Nov. 9: Research Methods Report #1</p> <p>No Discussion Board for this module</p>
<p>Module 6</p> <p>Designs II:</p> <p>Nov. 10-Nov. 23</p>	<p>Creswell: Ch. 13 - Grounded Theory Designs; Ch. 14 - Ethnographic Designs; Ch. 15 - Narrative Research Designs; Ch. 17 - Action Research Designs</p> <p>Assignment Due Nov. 23: Research Methods Report #2</p> <p>No Discussion Board for this module</p>
<p>Module 7</p> <p>Research Reports:</p> <p>Nov. 24-Dec.11</p>	<p>Creswell: Ch. 7 - Collecting Qualitative Data; Ch. 9 - Reporting and Evaluating Research</p> <p>Assignment Due Dec. 11: Your complete Research Proposal including design/procedure, data analysis, and final references</p> <p>Discussion Board "Post" due by Nov. 30</p> <p>Discussion Board "Replies" due by Dec. 7</p>