



EDUC595.01W (CRN 82709)

Research Methods

Course Syllabus/Fall 2016

Meets 11/02/2016 through 12/20/2016

Instructor: Gail D. Caruth, Ed.D.
Office Location: TBD
Office Hours: By appt before or after class

University Email Address: gailcaruth@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Creswell, J. (2014). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. 5th ed. Boston: Pearson.

Optional: Publication manual of the American Psychological Association (5th or 6th ed.). (2001/2009). Washington, DC: APA.

Course Description: This course provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research will be emphasized.

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. The engaged learner will be an active and engaged team member within his/her learning community by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities in order to contribute to and develop a research proposal.
2. The engaged learner will compare and contrast different research designs and distinguish quantitative and qualitative methods.

3. The engaged learner will prepare and execute steps in the process of research in the form of a written formal research proposal. Learning Outcome #3 will be evidenced as follows.
4. The engaged learner will identify and select a problem for research.
5. The engaged learner will examine and analyze the process of collecting relevant empirically-based research to write a literature review.
6. The engaged learner will develop the purpose and research questions to address the research problem.
7. The engaged learner will examine, select and design appropriate research designs to collect data.
8. The engaged learner will properly format and cite research via the APA publication style.
9. The engaged learner will participate in a review and revision process with class members providing constructive and thoughtful feedback to the construction and development of the research proposal.

COURSE REQUIREMENTS

A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that you actively participate in class discussion, activities, and case studies.

Work on your written assignments according to the course schedule and submit these in a Word Document to the relevant Dropbox.

- Discussion Board (100 points/unit x 4 units = 400 points)
- Research Plan (500 points)
- Research Critiques (100 points/2 critiques= 200 points)

ASSIGNMENT TABLE

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Total Points	%
1. Research Plan Total								500	65% (Total)

2.	<i>Statement of the Problem</i>	100							100	10%
3.	<i>Research Questions</i>		100						100	10%
4.	<i>References</i>			100					100	9%
5.	<i>Significance of the Study</i>						100		100	18%
6.	<i>Research Design</i>							100	100	18%
7.	Research Critiques				100	100			200	23%
8.	Discussions	100	100				100	100	400	12%
9.	Post to EduWiki									
10.	Update Portfolio									
Total									1100	100%

GRADING

Grading Scale:

90-100 A

80-89 B

70-79 C

60-69 D

59 and below F

Weekly Assignments

Discussion Participation: Each student will make at least 3 meaningful discussion posts for six of the seven modules interacting with the other students in the class. See the rubric below for the discussion participation grading criteria.

	Does not post or reply	Unsatisfactory	Satisfactory	Exemplary
First Visit: Initial Post (1)	0/50	20/50	35/50	50/50
Quantity and timeliness				
Demonstrates knowledge and understanding of content and applicability to professional practice				
Generates learning within the community				
Grammar and spelling reflects that of graduate student level writing				
2nd and 3rd Visit: Reply to Other Learner(s)	0/25 (x2)	15/25 (x2)	20/25 (x2)	25/25 (x2)

Research Plan:

The core of this course is the development of a research plan. Through the analysis of appropriate research literature, you will identify a problem that you wish to further investigate. This problem needs to be one that is "researchable" and related to an area in education. Throughout the semester, you will conduct a series of activities to assist you in completing a formal research plan.

Research Critiques:

You will complete two research design reports to assess your understanding of research designs.

NOTE: *More detailed directions for the assignments are provided in the lectures within each module. For this reason, I suggest you watch the lectures early in the week.*

Assignments submitted after the due date are dropped one full letter grade if one day late, two full letter grades if two days late, etc., unless prior approval is granted. Use your syllabus as an action plan to complete all work in a timely manner. **The scheduled test may not be made up unless prior approval has been granted. A test missed will receive a grade of zero. There are no extra credit assignments in this course.**

Disclaimer Reserving Right to Change Syllabus:

The instructor reserves the right to amend this syllabus as necessary. It is the student's responsibility to stay up to date and aware of any such changes made once the professor indicates that amendments have been made.

Email Response Policy:

I typically check my emails throughout the day. I will respond to your emails as soon as possible the same day or within twenty-four (24) hours. Please include your name and course number so that I know who you are. Often email addresses don't clearly identify the sender.

Contacting Gail Caruth:

Your success in this class is dependent on your understanding of the material and completion of the assignments. I encourage you to contact me individually if I can be of further help anytime you do not understand the course content or need clarification on the assignments. You may arrange a specific phone appointment by e-mailing me at gailcaruth@tamuc.edu. As an adult learner you are responsible for your learning and I am here to help you complete this course successfully.

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

LEARN Technical Concerns

Please contact the HelpDesk, available 24 hours a day, seven days a week. By clicking on the "Get Help" link at the bottom of any screen within LEARN. Chat, Voice and Self-help tools are all conveniently located on this page for your access.

Course Concerns

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Ask Your Instructor" page, or during office hours.

Other Questions/Concerns:

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized

to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

This schedule incorporates details associated with this course's weeks and associated Modules. Specific assignments for each Module can be found on each Module home page. Plan to revisit this schedule on a regular basis. Your faculty will notify you via the LEARN announcements of any changes to this schedule.

Dates	Module Descriptions
10/31/2016 - 11/6/2016	Module 1 – Using Research for Best Practices
11/7/2016 - 11/13/2016	Module 2 - Research Questions, Hypotheses, and Literature Reviews
11/14/2016 - 11/20/2016	Module 3 - Peer Reviewed Research and Locating and Citing References
11/21/2016 - 11/27/2016	Module 4 - Quantitative Research Design
11/28/2016 - 12/4/2016	Module 5 - Qualitative Research Design
12/6/2016 - 12/11/2016	Module 6 - Significance of the Study and Methods of Procedures
12/12/2016 - 12/18/2016	Module 7 - Procedure and Data Analysis