



**PSY 595/SPED 595 Research Literature and Techniques
COURSE SYLLABUS: Spring 2024; Online – Web-Based
01/29/24 through 05/10/24**

INSTRUCTOR INFORMATION

Instructor: Dr. Katherine Pang, Licensed Psychologist, MSc Clinical Psychopharmacology

Office Location: Virtual

Office Hours: By appointment

University Email Address: katherine.pang@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours, with the exception of weekends and holidays, in which case communication will occur the next day the university is open. Dr. Pang responds rapidly, if you have not heard back in a few hours, feel free to send another email.

IMPORTANT COURSE FORMAT:

Your course is delivered to you fully online, using the D2L instructional system that is available to you through Texas A&M University-Commerce. There are no on-campus meetings of this class. Content delivery will be completely online and asynchronous. You will be expected to work through course modules that will be posted on D2L. If you have problems accessing the system, immediately contact the system administrator through the help screens provided. The content in this course builds on itself; therefore, it is critical that you work through the course in a sequential way and stay current on deadlines.

All of the course assignments are in D2L with any supplemental course materials. The required textbooks are your primary source of information.

The syllabus/schedule are subject to change.

COURSE INFORMATION

Required Textbooks:

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association*. (7th Ed.). Washington, D.C.

McMillan, J. H. (2016). *Fundamentals of educational research (7th ed.)*. Upper Saddle River, NJ: Pearson Education.

***Additional required readings will be provided on Desire2Learn

Other resources. Texas A&M University—Commerce’s Gee Library provides access to thousands of online journals. Of particular interest to this class are resources found in the ERIC and PsychInfo databases. You may access these resources on campus or from home by using your CWID and password at <http://www.tamuc.edu/library>

Course Description:

Emphasizes research in the student’s major field, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

Student Learning Outcomes:

The student will demonstrate an understanding of:

- the importance of research, opportunities, and difficulties in conducting research in the psychology, counseling, and special education professions
- research methods such as qualitative, quantitative, single-case design, action research, and outcome-based research
- technological competence and computer literacy
- principles, models, and applications of needs assessment, program evaluation, and use of findings to affect program modifications
- use of research to improve program effectiveness
- ethical and legal considerations related to research and program evaluation

Professional Standards

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGIST STANDARDS:

Data Based Decision Making and Accountability (1)

Consultation and Collaboration (2)

Interventions and Instructional Support to Develop Academic Skills (3)

Interventions and Mental Health Services to Develop Social and Life Skills (4)

Research and Program Evaluation (9)

Legal, Ethical, and Professional Practice (10)

TEXAS SPECIAL EDUCATION TEACHING STANDARDS:

Domain I Standard V- The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Domain III Standard XI- The special education teacher promotes students’ performance in English language arts and reading.

Domain III Standard XII- The special education teacher promotes students’ performance in mathematics.

TEXAS EDUCATIONAL DIAGNOSTIC STANDARDS:

Educational Diagnostician Standard IV- The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decisionmaking.

Educational Diagnostician Standard IX- The educational diagnostician addresses students' behavioral and social intervention skills through appropriate assessments, evaluations, planning and instructional strategies.

COURSE REQUIREMENTS

Minimal Technical Skills Needed:

Students will the ability to use word processing programs to complete course successfully.

Instructional Methods:

A variety of teaching strategies will be used in this class, including lecture, discussion, and review of media in various formats. For students to benefit from these teaching strategies, it is critical that they keep pace with readings assigned in class. Additionally, students will take part in role-plays demonstrating the application of cognitive-behavioral interventions. Students will note that some of the material presented in class will be consistent with their readings in their text. Other information will not be found in the text but provided from resources used by the instructor.

Student Responsibilities or Tips for Success in the Course:

To be successful in this course, log into the course on D2L regularly and follow the course modules. Other ways to be successful in this course include: (a) getting the contact information of one of your classmates (in the event you missed a class or just need clarification), (b) contacting a librarian at TAMUC (you can do this over the phone), and (c) e-mailing me with any questions.

GRADING:

The instructor reserves the right to make subjective judgments about the quality of student participation and products. In other words, quantity does not equate to quality nor does effort equate to quality. Moreover, a grade of A will be reserved for only the highest achieving students. If you need to receive an A in this course, I suggest you work hard to submit stellar products. Please do not wait until the semester is over to discuss grades. In both undergraduate and graduate school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the product upon which grades are based.

Final grades are assigned as follows using a weighted percentage points earned scale:

GRADING AND ASSESSMENTS

Final grades in this course will be based on the following scale:

Grades of A are reserved for students whose products are consistently exemplary and commensurate with the work of an accomplished graduate student. A work provides clarity of thoughts and ideas with no grammatical, structural, or spelling errors.

Grades of B are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors. □

Grades of C are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors. Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Percentage toward Final Grade	Assignment/Activity
35%	Module Assignments
25%	Quizzes
10%	Peer Review Activities
25%	Research Proposal
5%	Professionalism and Good Conduct

Course Specific Procedures/Policies

1. Professionalism: It is expected that you demonstrate professionalism. For the purposes of this course, professionalism will be exhibited by the student: (a) completing all assigned readings, (b) submitting assignments by the deadline, and (c) adhering to the university student code of conduct (e.g., plagiarism, cheating).

2. Writing Assignments: Prepare all written assignments according to the APA Publications Manual (6th ed.), as appropriate. You can access information regarding basic APA style at <http://owl.english.purdue.edu> or the Learning Center located on the main floor of the library.

a. ***ALL WRITTEN WORK WILL BE SUBMITTED TO TURNITIN TO CHECK FOR PLAGIARISM (Turnitin will provide a score of the percentage of the paper that has been directly lifted from other sources). SCORES OF 30% OR MORE WILL BE IMMEDIATELY RETURNED TO THE STUDENT FOR REVISIONS. AFTER SECOND SUBMISSION, IF

THE SCORE REMAINS 30% OR MORE, THE PAPER WILL AUTOMATICALLY RECEIVE A ZERO. The BEST way to avoid any potential confusion is to get very good at stating things in multiple ways--but most importantly, in a way that is different than the original source(s). Papers in this class will likely not require direct quotes. We will discuss when it is appropriate to use direct quotes in a paper (and it isn't very often).

b. I STRONGLY encourage you take advantage of the student resources TAMUC offers you. I will reward students with bonus points if you can provide documentation that you have utilized the Writing Center to help you improve the quality of your written work. Here is a link to the Online Writing Lab:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx>

Specific Requirements:

1. Use of Person-First Language: You are expected to use Person-First language at all times when referring to individuals with a disability (e.g., a child with autism or a student with behavioral problems).
2. Module Assignments: Each module will consist of required readings and follow-up assignments.
3. Peer Review Activities: Each week, you will have to upload one of your assignments to the Discussion Board to be reviewed by a peer. You will also have to review the work of a peer and provide constructive feedback with justification (e.g., refer them to the page in the APA manual where you are getting your suggestion). You will be evaluated on your feedback!
4. Quizzes: After you complete your weekly readings, you will take a quiz based on the readings. You may refer to your readings as you take your quiz, but it is best if you have read and taken notes over the assigned reading prior to starting your quiz.
5. Research Proposal: You will complete a mini-research proposal, and this will be the majority of your semester grade. Many assignments throughout the course will lead to and inform your final research proposal paper. It is approximated that this paper will be 10-15 pages exclusive of references.

TECHNOLOGY REQUIREMENTS LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES Course Specific Procedures/Policies

NO LATE ASSIGNMENTS WILL BE ACCEPTED

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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.

Campus 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&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

CLASS SCHEDULE

Week	Topic	Read	Assignment
Week 1 (1/1/29-2/4)	Introduction to Syllabus and Course Requirements	Review Course and Syllabus Carefully	
Week 2 (2/5-11)	Research in Education	See Readings in Module in D2L	In-Text Citations Intro to Research in Education Quiz

Week 3 (2/12/-18)	Ethical Issues, Principles, and Practices	See Readings in Module in D2L	CITI Modules and Plagiarism Definitions and Manuscript Template Ethical Issues, Principles, and Practices Quiz
Week 4 (2/19-25) and 5 (2/26/3)	Research Problems and Questions		Pan Chapters 1 and 2 Assignments and Peer Review Activities and PD Education and Exercises for Approaching your Literature Review Research Problems and Questions Quiz
Week 6 (3/4-10) and 7 (3/11/17)	Locating and Reviewing Related Literature	See Readings in Module in D2L	Pan Chapter 3 And Creating a Coding Protocol Locating and Reviewing Related Literature Quiz
Week 8 (3/18-24)	Participants and Sampling	See Readings in Module in D2L	Article Coding and Synthesizing Literature and Reference List for Coded Articles Participants and Sampling Quiz
Week 9 (3/25-31)	Foundations of Educational Measurement Quiz	Foundations of Educational Measurement Quiz	Foundations of Educational Measurement Quiz
Week 10 (4/1-7)	Quantitative Data Collection Technique	See Readings in Module in D2L	Your Additional Background Knowledge and Implicit Bias Tests And Instrument Data Collection Measure Quiz Chapter 7
Week 11 (4/8-14)	Nonexperimental Quantitative Research	See Readings in Module in D2L	Quiz Chapter 8
Week 12 (4/15-4/21) Week 13 (4/22-28)	Research Design	See Readings in Module in D2L	Coded Articles: Fidelity of Implementation and Threats to Validity and Identifying the Research Design and Threats to Internal Validity
Week 14 (4/17-4/23)	Research Design	See Readings in Module in D2L	Chapter 9: Experimental Research Design
Week 14 (4/29-5/5)	Understanding Statistical Inferences	See Readings in Module in D2L	Chapter 10 Quiz
Week 15(5/6- 5/10)	The Finish Line!		

