**1. ERMA 7200 Basic Methods in Education Research**

3 credit hours

**2. Semester Fall 2011**

Instructor: Joni M. Lakin

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**3. Resources**

Fraenkel, J., Wallen, N., & Hyun, H. (2011). *How to Design and Evaluate Research in Education* (8th ed.). New York: McGraw Hill.

*Publication Manual of the American Psychological Association* (any recent edition). Washington D.C.,

American Psychological Association.

**4. Course Description**

Reading, applying, and conducting research are critical components of many counseling and education careers. All of these tasks require an understanding of the scientific research process, basic research methods and designs, and the conventions of scholarly writing. In this course, you will develop a working knowledge of these aspects of research through the course readings, classroom instruction, in-class and at-home activities, and individual research projects. A major focus of the class will be to gain the knowledge, understanding, and application skills needed to inform counseling practice. The specific topics addressed are based on guidelines set forth for the AU counseling students’ exit exam and portfolio as well as licensure exams (national and state).

**5. Course Objectives**

Students will:

* Gain an understanding of different approaches to research
* Identify research-based literature
* Evaluate the quality of existing literature, including the review of the literature, research purpose, methods employed, results, and discussion sections
* Evaluate literature in relation to informing practice
* Design appropriate research

**Note: Check the Blackboard site weekly for announcements and handouts for class.**

**6. Tentative Course Content and Schedule**

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| Week 1 (8/17) | **Research overview** | **Reading Assignment**  Fraenkel et al. Chapter 1 and 2 |
| Week 2 (8/24) | **Searching the literature**  **Library visit** | **Reading Assignment**  Fraenkel et al. Chapter 3  **Homework**  Article summary |
| Week 3 (8/31) | **Parts of research reports and critiquing an article** | **Reading Assignment**  Fraenkel et al. Chapter 5  **Homework**  Critique article |
| Week 4  (9/7) | **Ethical considerations, sampling methods** | **Reading Assignment**  Fraenkel et al. Chapter 4 and 6 |
| Week 5 (9/14) | **Instruments**  ***Quiz over Chapters 1-6*** | **Reading Assignment**  Fraenkel et al. Chapter 7  **Homework**  Read a test critique  **Project—**Explore topics |
| Week 6 (9/21) | **Validity/reliability** | **Reading Assignment**  Fraenkel et al. Chapter 8 and 9 |
| Week 7 (9/28) | **Descriptive statistics**  Time in computer lab  ***Quiz over Chapters 7-9*** | **Reading Assignment**  Fraenkel et al. Chapter 10  **Homework**  Critique article  **Project**—select research question |
| Week 8 (10/5) | **Inferential statistics**  Time in computer lab | **Reading Assignment**  Fraenkel et al. Chapter 11 and 12  **Homework**  Critique article  **Project—s**tart critiquing papers for project (1 per week will get it done) |
| Week 9 (10/12) | **Experimental designs** | **Reading Assignment**  Fraenkel et al. Chapter 13  **Homework**  Critique article |
| Week 10 (10/19) | **Single subject designs**  ***Quiz over Chapters 11-13*** | **Reading Assignment**  Fraenkel et al. Chapter 14  **Homework**  Critique article |
| Week 11 (10/26) | **Correlational, causal comparative** | **Reading Assignment**  Fraenkel et al. Chapter 15 and 16  **Homework**  Critique article  **Project—**Submit at least three completed critiques |
| Week 12 (11/2) | **Survey research, item writing** | **Reading Assignment**  Fraenkel et al. Chapter 17  **Homework**  Critique article |
| Week 13 (11/9) | **Qualitative research**  ***Quiz over Chapters 14-17*** | **Reading Assignment**  Fraenkel et al. Chapter 18 and 19    **Homework**  Critique article  Qualitative coding assignment |
| Week 14 (11/16) | **Continue qualitative, mixed methods**  **Activities**  Groups review coding from homework | **Reading Assignment**  Fraenkel et al. Chapter 23  **Project—**Group critiques for feedback on paper |
| **Thanksgiving Break: No class 11/23** | | |
| Week 15 (11/30) | **Action Research, Program Evaluation**    ***Quiz over Chapters 18, 19, 23, 24***  **Project with six article critiques due midnight 11/30 on Blackboard** | **Reading Assignment**  Fraenkel et al. Chapter 24 |

**7. Course Requirements and Evaluation**

*Learning Methods:* Lectures, discussions, readings, class exercises and assignments.

*Student Assessment*

Quizzes /Tests 60%

Individual Project 20%

In-class Activities and Homework\* 20%

\*You MUST be in class to earn in-class activity points.

*Grading Scale*

A: 90 – 100%

B: 80 – 89%

C: 70 – 79%

D: 60 – 69%

F: below 60%

**8. Class Policy Statements**

*Attendance Policy*

 Excellent attendance is expected. If you miss class, you will need to get notes from another student.

 I will start class on time, so if you are late you will need to get notes from another student.

*Late Assignments Policy*

* Assignments turned in late will receive a 3% reduction in earned points per day. The only exception will be in the case of emergency.
* Except for work requiring calculations, all work must be typed or it will **not** be graded. Late penalty will be applied to work completed in writing and then turned in late in typed format for a grade.

*Incompletes and Withdrawals*

Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin). If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th class day to mid-quarter a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Note that a new incomplete grade (IN) policy is in effect. The new policy requires that students complete a form requesting that an IN grade be assigned. If this form in not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports grades.

*Academic Misconduct*

The Department of EFLT recognizes university policy regarding academic misconduct. Violations include, but are not limited to: plagiarism, unauthorized assistance during examinations, submitting another’s work product as your own, using another’s words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for the current year for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.

*Disability Accommodations*

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes ‑ or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844‑2096.