**Syllabus**

**Course Number:** ERMA 7200/7206

**Course Title:** Basic Method in Education Research

**Semester:** Fall, 2019

**Credit Hours:** 3 credit hours

**Prerequisites:** None

**Meeting Time:** ERMA 7200 Tuesday 5:00~7:50 pm (Haley 1435)

ERMA 7206 Online (Class Video)

**Instructor:** Chih-hsuan Wang

4032 Haley

334-844-7986

wangchi@auburn.edu

**Office Hour:**  Tuesday 12:00~2:00

**or make an appointment**

**Date Syllabus Prepared:** Aug, 2019

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**Texts:**

Fraenkel, J., Wallen, N., & Hyun, H. (2018). *How to Design and Evaluate Research in Education* (8th ed.). New York: McGraw Hill. ISBN: 978-1260085518

**Recommended Reading:**

American Psychology Association (2009). *Publication Manual of the American Psychological Association* (6th ed.)*.* Washington D.C., American Psychological Association.

Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.

McMillan, J. H. (2012). *Educational Research: Fundamentals for the Consumer* (6th ed.). Boston, MA: Pearson.

# Shannon, D. M. & Davenport M. A. (2000). *Using SPSS to solve statistical problems: A self-instructional Guide*. Merrill Prentice Hall, Upper Saddle River, New Jersey.

**IMPORTANT:**

**All course materials (syllabus, PPTs, assignments, rubrics…etc.) will be available in Canvas. Check the Canvas site weekly for announcements, assignments, and information about the class.**

**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.

**Course Objectives**:

Upon completion of this course, the student will be able to:

* 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

**Course Requirements:**

* Attend all class sessions and participate in class discussions and activities
* Complete all assignments

**Grading and Evaluation Procedures:**

|  |  |
| --- | --- |
| Quizzes (4 \* 30 each) | 120 |
| Assignments (4 \* 30 each) | 120 |
| In-class Activity\* | 60 |
| Total Possible Points | 300 points |

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

You can check your grade for each assignment you submitted in the Canvas. However, I keep the official grades in an Excel file and will calculate your final grade using Excel or SPSS.

**Grading Scale:**

|  |  |
| --- | --- |
| **Grade** | **Points** |
| **A** | **270+** |
| **B** | **240 ~ 269** |
| **C** | **210 ~ 239** |
| **D** | **180 ~ 209** |
| **F** | **< 179** |

**Class Policy Statements**

* ***Email and Communication***
* All communication through emails needs to be via Auburn Tiger Email system. In other words, you need to use your university email address to send me emails, and I will do the same. Emails will be responded within 48 hours excludes weekends and holidays.
* All PPTs and announcements will be posted in the Canvas. You are responsible to check the Canvas before you come to the class.
* All assignments need to be uploaded in the Canvas. I will provide feedback to your assignments in the Canvas. **You can check your grade and my feedback for each assignment in the Canvas as well.** **Remember to click your submitted document to review my feedback. It is inside the document, not under comments.**
* If you need individual help, you can reach me during the office hours, virtual office hours, emails, or make an appointment. **The regular office hours may change due to meetings or oral exams that I need to attend**. I will announce it at the beginning of the week if it happens. Also, **it is hard to find a time that is convenient for everyone. Remember I do accept “make an appointment” option**. In the past, I had virtual meetings with students during evenings or weekends. **If you need individual help, make an effort to reach me,** and I will do my best. During the summer semester, I do not hold regular office hours. Please make an appointment with me.
* ***Class Attendance***

Points are not attached to attendance directly. However, excellent class attendance is expected. If you need to be absent for school or work-related requirements, illness, or an emergency, you are allowed to make up points for no more than two classes. Students are responsible for initiating arrangements for missed work.

* ***Electronic Device Policy***

Cell phones should be turned off or to vibrate during class. Cell phone texting and/or reading are not permitted in class. Laptops and tablets in class could only be used for the purpose of the class.

* ***Assignment Policy***
* Due to the potential incompatibility of word processing programs and formats, and the potential for the transmission of viruses, absolutely **no** work for the course will be accepted as an Email and/or as an Email attachment, or on a disk etc. All graded work must be uploaded in the Canvas.
* All work submitted for the course **must be typed**.
* ***Late Assignments Policy***
* Assignments turned in late will receive a 2% 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.
* Assignments more than 2 weeks overdue will not be accepted.
* ***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 the 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. To be eligible for a grade of IN, the student must have completed and have passed more than half of all class assignments/exams for semester.

* ***Academic Misconduct***

***Academic Honesty***

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.

***Plagiarism***

For more information, see:

<http://www.collegeboard.com/student/plan/college-success/10314.html>

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

* ***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. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. 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, 1228 Haley Center, 844‑2096 (V/TT).

Note:

1. Check the Canvas site weekly for announcements and handouts for class.
2. This is a tentative syllabus. Any changes will be announced in class. Students are responsible for being aware of the changes made.

**Tentative Course Content and Schedule**

| Week | Date | Topic | Reading1 |
| --- | --- | --- | --- |
| 1 | Aug 20 | Syllabus |  |
| 2 | Aug 27 | Introduction | Chap. 1 |
| 3 | Sept 3 | Review of Literature / Library Visit | Chap. 3 |
| 4 | Sept 10 | APA Format  Parts of Research Report | Chap. 1, 2, & 5; Chap. 25 |
| 5 | Sept 17 | Ethical Consideration | Chap. 4 |
| 6 | Sept 24 | Quiz 1 (Chap. 1 ~ 5 & 25)  Methodological Issues—Sampling & Instrument | Chap. 6 & 7 |
| 7 | Oct 1 | Assignment #1 Due—Focus: Summary, APA format & Ethical issues  Methodological Issues—Reliability & Validity | Chap. 8 & 9 |
| 8 | Oct 8 | Descriptive Stats | Chap. 10 |
| 9 | Oct 15 | Quiz 2 (Chap. 6 ~ 10)  Experimental & Quasi-Experimental Design | Chap. 11 ~ 13 |
| 10 | Oct 22 | Assignment #2 Due—Focus: Sampling, instruments/measures, & Validity & Reliability  Correlational & Predictive & Survey Studies | Chap. 15 ~ 17 |
| 11 | Oct 29 | Single-subject Research Design | Chap. 14 |
| 12 | Nov 5 | Quiz 3 (Chap. 11 ~ 17)  Qualitative Studies | Chap. 18 ~ 19 |
| 13 | Nov 12 | Assignment #3 Due—Focus: Research Design  Mixed Methods & Action Research | Chap. 23 ~ 24 |
| 14 | Nov 19 | Quiz 4 (Chap. 18, 19, 23, & 24) |  |
| 15 | Nov 26 | Thanksgiving Break | NO CLASS |
| 16 | Dec 3 | Assignment #4 Due—Focus: Evaluate the strengths and limitations of the article |  |

1 Reading assignments should be completed prior to the class indicated.

**Research Article Summary/Critique Guideline**

* **Requirements of summary/critique**
* **Pick two articles from the five you found from the library on 9/10.**
* **IN YOUR OWN WORDS**

***YOUR WORK MUST BE YOUR OWN—DO NOT WRITE WITH A FRIEND***

* **Use research terms (being professional)**
* **Use your book and notes**
* **Explain your thinking**
* **Typed**

**Assignment #1:**

* What is the purpose of the study?
* Comment on the literature review. Why is the topic important? How did the authors decide on their investigation?
* Any concern about ethical issues? If yes, list all the issues, and provide your suggestions.
* Was it written in APA format? Any APA format issues? If yes, list all of them, and provide the corrections.

**Assignment #2:**

* Identify independent & dependent variables.
* Describe the methods. Who are the participants? Discuss the sampling procedures and the sampling method. Is there any bias present? If so, discuss.
* What measures/instruments were used? Find & discuss evidence concerning reliability and validity of instruments/investigation.
* Comment on internal validity of the study. Identify and explain plausible threats. Comment on the external validity of the study.

**Assignment #3:**

* Identify the type/design of study. Be as specific as you can.
* How was data analyzed? Summarize the findings of the study. Identify a statistical technique used (if any).
* What conclusions do the authors draw? What are the implications of the research?

**Assignment #4:**

* Evaluate the strengths and limitations of the article: Find and discuss three things you believe the authors did well in their research and explain why. Find one flaw in the research and explain why you think it is a problem.
* What is your reaction to the article? How credible, interesting, meaningful, and applicable are the results? Evaluate the contribution of this study to your field.