Syllabus ERMA 7200

Fall 2024

Dr. Ann Gulley

# Course Information

**Course Description:**

This course will provide you with the basic tools you need to engage in educational research competently and ethically. Together we will examine the tenets of several research methodologies and evaluate the strengths and limitations of each approach. A variety of graded assignments will help you engage thoughtfully with the material through a "learning by doing" framework. Assignments are designed to work in concert and help you  build competency in understanding and writing all the individual elements that comprise a mixed methods social science research proposal. These activities will include: reviewing pertinent literature, asking appropriate research questions, and learning how to design a feasible study to answer specific research questions. You will not be conducting the research proposed as a part of this course.

**Class Meetings:**

* Day / Time: Asynchronous Course
* Date Range for Course: August 19 - December 13
* Although we don't have class meetings scheduled, I would be very happy to meet with you over Zoom.  You are welcome to email me and request an appointment. When you reach out, please provide 3 thirty minute time slots over the course of a few days that you are available. Hopefully I will have availability that matches with one of those time slots: **apg0016@auburn.edu**

**Required Text:**

Introduction to Educational Research 3rd ed. by Mertler (2022)  ISBN 978-1-5443-8831-1

* E-book is pre-loaded into this Canvas Course through VitalSource
* Students may Opt-Out of the VitalSource rental if they prefer to buy either a digital or paperback copy of the book on their own

**Recommended Text:**

Publication Manual of the American Psychological Association 7th ed. (2020)   ISBN-13: 978-1433832154

# Course Policies

**Accommodations:**

* Auburn University is committed to providing its students with an accessible campus and equitable learning environment.  If you have a disability that requires academic accommodations, access to assistive technology training, or support services, contact the Office of Accessibility for additional information, 1228 Haley Center; 334-844-2096 (Voice/TT) or visit the [Office of Accessibility website](https://accessibility.auburn.edu/)
* Email me before or during the first week of class so we can schedule a meeting to talk about appropriate accommodations.

**Communication:**

* To ask questions or schedule a meeting, please send me an email. During the week (M-F) I will try to respond to emails within 1-2 days. I generally don’t answer emails over the weekend or on holidays, so please look at assignments early and ask questions before the weekend. apg0016@auburn.edu

**Class Participation:**

* Discussion Assignments will be graded and they are an important part of this class. You are expected to be up to speed with all course content so the contributions you make to the group work is meaningful. Your grades will reflect the quality of your contributions.
* Some Discussion Assignments will be completed in small groups and others will be whole class Discussion Assignments.
* When completing Small Group Discussion Assignments, group members may decide on the tools and platforms that will help them work together effectively (i.e. Google Docs, One Drive, Zoom, Teams, email, etc.)
* For Small Group Discussion Assignments, each student is required to make an individual post describing their contributions to the group's collective effort.
* Whole Class Discussion Assignments require an intial post and then responses to the posts of 3 other students.

**Excused Late Work:**

* Late assignments will be excused as per the [AU Handbook Policy.](https://bulletin.auburn.edu/Policies/Academic/classattendance/)
* Email me immediately if you are unable to complete an Individual Assignment by the due date. If you believe you have an excused absence and I approve the excuse, you will be given an adjusted due date.
* Email me immediately if you are unable to contribute fully to a Small Group Discussion Assignment or a Whole Class Discussion Assignment. If you believe you have an excused absence, and I approve the excuse, you will be given a modified discussion assignment to do independently with an adjusted due date.
* *It is your responsibility to check with the instructor about assignment modifications and adjusted due dates for any excused Individual Assignments or Discussion Assignments.*

**Unexcused Late Work:**

* Individual assignments that are turned in late without an instructor approved excuse will be penalized 10% for each day the assignment is late.
* Small Group Discussion Assignments must be posted on time. If a group does not post by the due date/time, all members will receive a 0. If any member does not post a reply to the group's work describing their individual contributions by the due date/time, that member will receive a 0.
* If you do not contribute to a Small Group or Whole Class Discussion assignment by the due date, and you do not have an approved excuse, you will earn a 0 for that assignment.
* Whole Class Discussion Assignments must be completed on time. Each of these assignments has two due dates. Due Date #1 is when the initial posts are due. Due date #2 is when responses to the posts of others are due. There is only one grade given for each Whole Class Discussion Assignment, even though there is work due at two different due dates. If either the initial post or the responses to other students are late, the student will earn a 0 for that Whole Class Discussion Assignment.

**Academic Honesty:**

* All the assignments you turn in for this class must be your own, original work.
* Unless explicitly stated, generative AI platforms like Chat GPT are not allowed to be used in the completion of writing assignments for this course.
* All ideas, theories, or statements that originate from another source must be properly cited using APA 7th standards.
* Make sure you understand academic honesty by reading the review provided to AU students from the Provost’s Office:  [AU Academic Honesty](https://www.auburn.edu/academic/provost/academic-honesty/)

# Assignment Types and Weights

*Note: The number of assignments in each category may change at the discretion of the instructor.*

**Course Orientation Quizzes**

* ***7 quizzes worth a total of 1%***
* A series of quizzes given in the Week 1 Module will assess your understanding of the course structure, content, approach to learning, and types of assignments.

**Lecture Quizzes**

* ***5 quizzes worth a total of 2.5%***
* These quizzes are designed to help you interact with lecture content and apply it to the proposal writing process.

**Assignment Quizzes**

* ***17 quizzes worth a total of 7.5%***
* These quizzes encourage students to fully understand assignment instructions before beginning their assignments.

**Small Group Discussion Assignments:**

* ***3 assignments worth a total of 7.5%***
* During most weeks of the semester, you will participate in collaborative group discussion assignments. Each "Group Work Discussion Assignment" is designed to give you practical experience working through concepts that are foundational for writing a research proposal.

**Whole Class Discussion Assignments:**

* ***5 assignments worth a total of 12.5%.***
* *Whole Class Discussion #1 is where we introduce ourselves and describe our expectations for the course. Whole Class Discussion #5 is where students showcase their proposal work through a recorded presentation and receive peer review feedback. Whole Class Discussion #s 2, 3, & 4 provide low stakes opportunities for students to build knowledge about the different sections in a research proposal.*

**Reading Reflections:**

* ***14 assignments worth a total of 20%***
* For most of the chapters in the book you will write a 400-word (minimum) response to specific prompts designed to help you connect what you learn in your reading to your chosen topic of interest.

**Pre-Writing Assignments:**

* ***5 assignments worth a total of 20%***
* Four assignments given during the first 12 weeks will provide the scaffolding structure you will need to write a strong Review of Literature.

**Review of Literature:**

* ***1 assignment worth 25%***
* This is the largest individual writing assignment of the semester. You will explore the literature related to your chosen topic of interest and synthesize the literature into a cohesive story that forms the backdrop and justification for the research you are proposing.

**CITI Training:**

* ***1 assignment worth 2%***
* This university provided ethics training is available to AU students at no cost. You will earn a CITI Training certificate after completing this assignment that will remain active for 3 years.

**Proposal Presentation:**

* ***1 assignment worth 2%***
* Toward the end of the semester, you will record and upload a 10-minute presentation based on the research you proposed this semester.

# Success in Writing

**Instructor Recommendation for Course Success:**

*This is a writing intensive course, and the expectation is that assignments related to writing a research proposal will be in proper APA 7 format. All written work is expected to be grammatically correct and to follow the well-established principles of good writing. These include appropriate use of thesis statements, supports, citations, transitions, summary statements, and references. I strongly recommend that each of you schedule an appointment with the Miller Writing Center while developing your Review of Literature as well as other sections of your proposal. Writing center consultants can help you evaluate your paper’s organization, structure, and fidelity to the assignment. Online appointments are available.*

*Visit the* [*University Writing Center*](https://www.auburn.edu/academic/provost/university-writing/miller-writing-center/)*website for appointment instructions.*

# Grading Scale

90.00 – 100.00 = A

80.00 – 89.99 = B

70.00 – 79.99 = C

60.00 – 69.99 = D

00.00 – 59.99 = F

# Course Calendar

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| **Semester Calendar** |
| **WEEK** | **TOPIC** |
| Week 1 Monday 8/19 - Sunday 8/25 | Course Orientation |
| Week 2 Monday 8/26 - Sunday 9/1 | Academic Honesty; Empirical Research; Research Topics |
| Week 3 Monday 9/2 - Sunday 9/8 | APA 7 Basics; Searching the Literature; Planning Research |
| Week 4 Monday 9/9 - Sunday 9/15 | Quantitative Research; Research Questions |
| Week 5 Monday 9/16- Sunday 9/22 | Qualitative Research; Evaluating Articles |
| Week 6 Monday 9/23 - Sunday 9/29 | Mixed Methods Research; Finalizing a Topic |
| Week 7 Monday 9/30 - Sunday 10/6 | Quantitative Data Collection; Organizing Lit Review Ideas |
| Week 8 Monday 10/7 - Sunday 10/13 | Qualitative Data Collection; Annotated Bibliographies |
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| Week 9 Monday 10/14 - Sunday 10/20 | Validity, Lit Review; Creating Quant & Qual Instruments |
| Week 10 Monday 10/21 - Sunday 10/27 | Validating Instruments for their Intended Purpose |
| Week 11 Monday 10/28 - Sunday 11/3 | Data Management; Methods Section of Proposal  |
| Week 12 Monday 11/4 - Sunday 11/10 | Action Research; Methods Section of Proposal |
| Week 13 Monday 11/11 - Sunday 11/17 | Ethics in Research; Discussion Section of Proposal |
| Week 14 Monday 11/18 - Sunday 11/24 | Proposal Presentations; Discussion Section of Proposal |
| Week 15  Monday 12/2 - Sunday 12/10 | Peer Review and Q&A for Proposal Presentations |
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# What About Chat GPT?

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.