

Syllabus

Course Number: ERMA 7200

Course Title: Basic Method in Education Research

Semester: Spring, 2014

Credit Hours: 3 credit hours

Prerequisites: None

Meeting Time: Wednesday 4:00~6:50 pm (Haley 3187)

Instructor: Chih-hsuan Wang
4045 Haley
334-844-7986
wangchi@auburn.edu

Office Hour: Tuesday 10:00~12:00
Wednesday 10:00~12:00 or make an appointment

Date Syllabus Prepared: December, 2013

Texts:

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

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.

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).

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 | 50% |
| Individual Project | 25% |
| In-class Activity* | 25% |

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

Grading Scale:

| Grade | Percentage |
|-------|------------|
| A | 90~100% |
| B | 80~89% |
| C | 70~79% |
| D | 60~69% |
| F | <60% |

- **Individual Project**

Each person in the class will complete a project (research proposal) that includes the following:

1. Introduction
 - Statement of purpose of the study
 - Necessary background information (brief overview of relevant literature)
 - Research or evaluation questions
2. Methods
 - Participants (who will be your participants and how you are going to recruit them)
 - Sampling methods
 - Description of instrument used
 - How value(s) are obtained for analysis.
 - Description of how validity and reliability of scores are established.
 - Research procedures
 - Data analysis
3. Results
 - Description of your expected results.
4. Discussion
 - What are the limitations of your study?
5. Follow APA writing style.

6. The report and instrument must be typed.

Class Policy Statements

- ***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 E-mail and/or as an E-mail attachment, or on a disk etc. All graded work must be printed off by you and delivered to me in hard copy format.
- 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 is 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***

- 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).

Tentative Course Content and Schedule

| Week | Date | Reading & Class activities |
|------|-------|---|
| 1 | 01/08 | Syllabus |
| 2 | 01/15 | Research Overview Reading: Chapter 1, 2, & 5 |
| 3 | 01/22 | APA Format & Parts of Research Report Reading: Chapter 25 |
| 4 | 01/29 | Searching the Literature Library Visit — meet in the 2 nd floor lobby Reading: Chapter 3 |
| 5 | 02/05 | Ethical Considerations, IRB Sampling Reading: Chapter 4 & 6 |
| 6 | 02/12 | Instruments Reading: Chapter 7 Quiz #1: Chapter 1~5 |
| 7 | 02/19 | Validity & Reliability Reading: Chapter 8 & 9 |
| 8 | 02/26 | Descriptive Statistics Reading: Chapter 10 Quiz #2: Chapter 6~9 |
| 9 | 03/05 | Inferential Statistics Reading: Chapter 11 & 12 |
| 10 | 03/12 | Spring Break |
| 11 | 03/19 | Single Subject Designs Reading: Chapter 14 Quiz #3: Chapter 10~12 |
| 12 | 03/26 | Quantitative Studies: Experimental, Quasi-Experimental, & Causal-Comparative Reading: Chapter 13 & 16 |
| 13 | 04/02 | Quantitative Studies: Correlational & Survey Research Reading: Chapter 15 & 17 |
| 14 | 04/09 | Qualitative Studies |

| Week | Date | Reading & Class activities |
|------|-------|--|
| | | Reading: Chapter 18 & 19 Quiz #4: Chapter 13~17 |
| 15 | 04/16 | Mixed-Methods & Action Research Reading: Chapter 23 & 24 |
| 16 | 04/23 | Content Review Quiz #5: Chapter 18, 19, 23, & 24 |

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.