

Syllabus

Course Number: ERMA 7300

Course Title: Design and Analysis in Education I

Semester: Spring, 2014

Credit Hours: 3 credit hours

Prerequisites: ERMA7200 or Equivalent

Meeting Time: Tuesday 12:30~3:20 pm (Haley 0015B)

Instructor: Chih-hsuan Wang
4045Haley
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:

Ross, M. E., & Shannon, D. M. (2011). *Applied Quantitative methods in Education (2nd ed.)*. Dubuque, IA: Kendall/Hunt Publishing Company.

Recommended Reading:

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

Gravetter, F. J. & Wallnau, L. B. (2012). *Statistics for the Behavioral Sciences (9th ed.)*. Belmont, CA: Wadsworth.

Huck. (2012). *Reading research and Statistics (6th ed.)*. Boston, MAS: Pearson Education.

Shannon and Davenport (2001). *Using SPSS to Solve Statistical Problems*. Columbus, OH: Merrill/Prentice Hall.

IMPORTANT:

I will post additional materials on the Canvas. Please check the Canvas before you come to the class, and print out the materials. I am not going to provide hard copies.

Course Description:

Basic methods of descriptive and inferential analysis including chi-square, t-tests, between and within subjects ANOVA, mixed ANOVAs and hierarchical designs as they are utilized in educational research.

Course Objectives:

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

- explain the process of hypothesis testing and apply to research problems
- identify different types of research designs and variables found in published articles
- describe the strengths and limitations of different research designs
- identify applications of a wide variety of statistical procedures
- solve educational research problems using statistical tests of significance
- make accurate interpretations of statistical findings
- use data analysis software (SPSS) to solve statistical problems
- review published research literature to examine the application of measurement, design, and analysis procedures
- prepare a written summary of data analysis results in APA format

Course Requirements:

- Attend all class sessions and participate in class discussions and activities
- Complete all examinations
- Complete all computer exercises
- Review published research literature to examine applications of course content

Grading and Evaluation Procedures:

Attendance/Participation	10%
Examinations	50% (15%, 15%, 20%)
Computer Exercises	15%
Final Project	20%
Presentation	5%

Students missing more than 20% of course meetings will have their final grade reduced by one letter grade.

Any assignment presented or turned in late will be penalized 5% for each day past the assignment deadline. Assignments more than 2 weeks overdue will not be accepted.

Grading Scale:

Grade	Percentage
A	<i>90-100%_of possible points <u>and</u> excellent attendance and participation</i>
B	<i>80-89% of possible points <u>and</u> at least good attendance and participation</i>
C	<i>70~79%</i>
D	<i>60~69%</i>
F	<i><60%</i>

- Class Attendance (10%)

In order to explore topics effectively, attendance and class participation are essential. You are expected to attend class and participate in the group discussion.

- Examinations (50%)

There will be three examinations. These exams will be in class exams. You can have a cheat sheet for the exams.

- Computer Exercises (15%)

Computer exercises are designed to introduce you to the use of SPSS to complete analyses taught in class. Due to time restraints, it is NOT intended to provide you with enough practice to memorize procedures. You should have reference books to help you complete analyses via SPSS when you do are completing analyses on your own. Sometimes the computer exercises will double as an assignment and must be turned in at the end of the class session. In this case, you will need to have the output printed. You can work in pairs on lab assignments and turn in one lab assignment per pair if you wish.

- Final Project (20%)

The following is the outline that will be used for this assignment. You will turn in your paper (4 to 6 pages double spaced excluding cover page and references) and present the research in round table session format. You must use a t-test / ANOVA design taught in this class. If you do not use a t-test / ANOVA design, I will not accept the paper. The paper is to be written in APA style.

Use the following major sections:

Introduction Section of 1 to 1 ½ pages (use title at top of page and DO NOT use "introduction" as a heading, the following information should be included in this major section)

- Argument of worth or purpose of the study
- Literature - Integrated by themes/points made
- Hypothesis or research question - written first but presented at the end of the literature section

Methodology Section (Methodology is the major heading and participants, measures, and procedures are all subheadings - information to include is in parentheses)

- Participants (descriptive statistics)
- Measures (Validity and Reliability important here! - describe scale(s), composite scores, how scores are used in the study)
- Procedures (detailed description of what you did step by step, data processing and analysis - how will you analyze the data and why)?

Results Section (Results is the major heading and no subheadings are needed, the following information should be included in this major section)– If you don't have data, make it up.

- Are **all** appropriate statistics clearly stated in APA style?
- Are tables or graphs appropriately used?

Discussion Section (Discussion is the major heading, the following information should be included in this major section)

- State results in words
- Discuss Limitations, including statistical assumptions

- Presentation (5%)

You have to prepare a one page handout for your presentation.

Class Policy Statements

- ***Class Attendance***

Points are attached to attendance directly. 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 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.

- ***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	01/14	Syllabus & Introduction Introduction to Statistics Reading: Ross and Shannon, Chapter 1~3
2	01/21	Frequency Distribution Central Tendency & Variability Reading: Ross and Shannon, Chapter 1~3
3	01/28	z-score Normal Distribution Probability
4	02/04	Reliability and Validity Hypothesis Testing z-test Reading: Ross and Shannon, Chapter 15
5	02/11	One Sample Tests: z-test and t-test Reading: Ross and Shannon, Chapter 4
6	02/18	Exam I
7	02/25	Two & Related Samples t-Tests Reading: Ross and Shannon, Chapter 5 Assignment Due: Final Project Research Question
8	03/04	One-way ANOVA Reading: Ross and Shannon, Chapter 6

Week	Date	Reading & Class activities
9	03/11	Spring Break
10	03/18	Factorial ANOVA Reading: Ross and Shannon, Chapter 7
11	03/25	Exam II
12	04/01	Within Subjects Designs Reading: Ross and Shannon, Chapter 8
13	04/08	Mixed Design Reading: Ross and Shannon, Chapter 9
14	04/15	Binomial Test & Chi-square Test Assignment Due: Final Project
15	04/22	Exam III
16	04/29	Round Table Presentation

NOTE: This is a tentative syllabus. Any changes will be announced in class. Students are responsible for being aware of the changes made.