**Syllabus**

**Course Number:** EPSY 8540

**Course Title:** Educational Psychology Research Apprenticeship

**Semester:** Summer, 2023

**Credit Hours:** 3 credit hours

**Prerequisites:** N/A

**Meeting Time:** TBA

**Instructor:** Chih-Hsuan Wang

 4010 Haley

 wangchi@auburn.edu

**Office Hours:**  Email to make an appointment.

**Date Syllabus Prepared:** May 2023

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**Texts:**

There is no required textbook.

**Recommended:**

American Psychology Association (2019)*. Publication Manual of the American Psychological Association (7th ed.)*. Washington D.C., American Psychological Association. (ISBN: 978-1433832161)

Booth, W. C., Colomb, G. C., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press. (ISBN: 978-0226239736)

Silvia, P. J. (2018). *How to write a lot: A practical guide to academic writing* (2nd edition)*.* American Psychological Association.(ISBN: 978-1433829734)

# COURSE DESCRIPTION:

A structured context for students to begin applying what they have learned from their research methods and statistic courses. Students will design and conduct research that contributes to the educational psychological knowledge base.

# COURSE OVERVIEW:

This professional seminar will focus on the process of doing research and of becoming a researcher. The course will focus on the mechanics of producing a research manuscript ready for presentation or publication, conducting and writing up empirical work, and establishing and maintaining a line of inquiry. However, it will also focus on becoming a researcher, identifying ones place in the field, how one fits in the history of research, and how ones theoretical perspectives fit with and contribute to educational psychology as a discipline. So, the course is about both the production of research as an activity and the establishment of an identity as a scholar.

# LEARNING OBJECTIVES:

1. Students will understand and apply the principles of APA style in writing a manuscript.
2. Students will refine and demonstrate their research skills through the production of a finished research manuscript.
3. Students will explore and articulate their historical and theoretical context in the field of educational psychology.
4. Students will explore and articulate their mentors/influences and how those are situated in sociohistorical context.
5. Students will critique others’ research, including in peer-review processes.

Additionally, this course aligns with the following educational psychology program student learning outcomes:

1) Educational Psychology graduates will analyze and evaluate educational psychology theories and research to generate and examine a set of research questions.

2) Educational Psychology graduates will plan and apply appropriate research methods to questions, issues, and problems in educational psychology, in accordance with professional and ethical standards.

4) Educational Psychology graduates will communicate educational psychology theory and research to professional audiences of researchers and/or practitioners, in a manner consistent with professional and ethical standards.

**Course Requirements:**

* Actively participate in all class and group sessions and activities.
* Contribute to the group project.
* Complete group project.
* Complete one blind review for other group projects.

**Grading and Evaluation Procedures:**

Group Project 150 points

 Peer Review 50 points

 Total possible points 200 points

**Grading Scale:**

|  |  |
| --- | --- |
| **Grade** | **Percentage** |
| **A** | ***180 points and above, and excellent attendance and participation*** |
| **B** | ***160~179 points and at least good attendance and participation*** |
| **C** | **140~159 points** |
| **D** | **120~139 points** |
| **F** | **<120 points** |

**Course Project**

You will complete a semester-long project, the end product of which is an APA-style manuscript suitable for submission to a professional conference and/or peer-reviewed journal. Because our course occurs in the Spring semester, you might consider AERA as a potential target for your paper. But you can also choose to identify a peer-reviewed publication to which you wish to submit your manuscript. You will use data either provided by the instructor, or from an IRB-approved project on which you have participated. If using your own IRB-approved data, you will need permission of the PI for that project, and documentation of IRB approval. You may complete your project in small groups (2-3 people) or alone. If you choose to work in a group, all group members will receive the same grade on all project parts, and groups are expected to self-manage their contributions and commitments. The project is completed in phases as described in the separate Project Assignment document. This project is worth up to 150 points total, split between the various project parts as specified in the Project Assignment.

**Class Policy Statements**

* ***Email and Communication***
1. All communication through emails needs to be via the 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 to **within 48 hours** **excludes weekends and holidays.**
2. All PPTs and announcements will be posted in the Canvas at the beginning of each week. You are responsible to check the Canvas every week.
3. All assignments need to be uploaded in the Canvas. I will grade your assignments in the Canvas. **You can check your grade and my feedback for each assignment in the Canvas as well.** However, I keep your official grades in my Excel file.
4. If you need individual help, you can reach me during office hours, email me, or make an appointment (request a Zoom meeting).
* ***Class Attendance***

Points are not attached to attendance directly. However, in order to explore topics effectively, attendance and class participation are essential. Excellent class attendance is required to earn an A and to earn lab or other PPT activity points. 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.

* ***Assignment Policy***
1. Assignments need to be submitted/uploaded on Canvas in Word or PDF format.
2. All work submitted for the course must be typed.
3. 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 uploaded onto Canvas.
* ***Late Assignments Policy***
1. Assignments turned in late will receive a 5% reduction in earned points per day. The only exception will be in the case of an emergency.
2. Assignments more than 2 weeks overdue will not be accepted.
3. Except for work requiring calculations, all work must be typed or it will **not** be graded. A 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 coursework or withdrawal from class will be assigned in strict conformity with 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. To be eligible for a grade of IN, the student must have completed and passed more than half of all class assignments/exams for the semester.

* ***Academic Misconduct***
1. **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, and 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.

1. **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**

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| --- | --- | --- |
| **Date** | **Topic(s)** | **Due** |
| Week 1 (5/17) | Introduction |  |
| Week 2 (5/22) | Research literature | Research Questions |
| Week 3 (5/29) | Research literature |  |
| Week 4 (6/05) | Research literature |  |
| Week 5 (6/12) | Research literature | LiteratureDue on Sunday, 6/18 |
| Week 6 (6/19) | Methods |  |
| Week 7 (6/26) | Methods | Method & IRBDue on Sunday, 7/02 |
| Week 8 (7/03) | Data analysis and interpretation |  |
| Week 9 (7/10) | Data analysis and interpretation | Results Due on Sunday, 7/16 |
| Week 10 (7/17) | Discussion | Project PaperDue on Sunday, 7/23 |
| Week 11 (7/24) | Peer review | Peer review Due on Sunday, 7/30 |

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