**Syllabus**

**Course Number:** EPSY 8540

**Course Title:** Educational Psychology Research Apprenticeship

**Semester:** Summer, 2025

**Credit Hours:** 3 credit hours

**Prerequisites:** N/A

**Meeting Time:** TBA

**Instructor:** Chih-Hsuan Wang

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

**Date Syllabus Prepared:** May 2025

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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 is designed to support doctoral students in understanding both the process of conducting research and the development of a scholarly identity. The course emphasizes the practical aspects of research, including designing and executing empirical studies, writing research manuscripts suitable for conference presentation or journal publication, and cultivating a sustained line of scholarly inquiry.

# 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**

Over the course of the semester, you will complete a comprehensive research project culminating in an APA-style manuscript suitable for submission to a professional conference and/or a peer-reviewed journal. Given that this course takes place during the Summer semester, you may wish to consider the Mid-South Educational Research Association (MSERA, due on 6/30), the American Educational Research Association (AERA, usually due in July), the American Psychology Association Conventions (APA, usually due in November), and/or the Eastern Educational Research Association (EERA, usually due in November) Annual Meetings as potential venues for your work. Alternatively, you are welcome to identify another appropriate peer-reviewed outlet for submission.

You will use either an existing dataset (approved by the instructor) or data from an Institutional Review Board (IRB)-approved study in which you are currently or were previously involved. If you choose to use your own data, you must obtain permission from the Principal Investigator (PI) of that project and provide documentation of IRB approval.

You may choose to complete this project independently or collaboratively in a small group of 2–3 students. Group members will receive the same grade for all components of the project, and are expected to manage their contributions and responsibilities collaboratively and equitably.

The project will be completed in multiple phases, as outlined in the separate Project Assignment document. The total value of the project is 150 points, distributed across the various components as specified in that document.

**Class Policy Statements**

***Email and Communication***

1. **Email Communication**: All email correspondence must be conducted through the Auburn University TigerMail system. Please use your official university email address when contacting me, and I will do the same. I will respond to emails within 48 hours, excluding weekends and holidays.
2. **Course Materials and Announcements**: PowerPoint slides and announcements will be posted on Canvas at the beginning of each week. You are responsible for checking Canvas regularly to stay updated on course materials and deadlines.
3. **Assignment Submission and Grading**: All assignments must be submitted via Canvas. I will provide grades and feedback through Canvas; however, please note that official grades are also maintained in a secure record outside the platform.
4. **Individual Support**: If you need additional help, you are welcome to visit during office hours, contact me by email, or request a Zoom appointment.

***Class Attendance***

While points are not attached to attendance directly, active participantion and consistent attendance are essential for meaningful engagement with course topics. Strong attendance is expected in order to earn an A in the course and to receive credit for class activities or other in-class participation-based tasks. Students may make up missed participation points for up to two class sessions in the event of school- or work-related obligations, illness, or emergencies. It is the student’s responsibility to communicate with the instructor and make appropriate arrangement to complete any missed work.

***Assignment Policy***

1. All assignments must be submitted/uploaded to Canvas in either Word (.doc/.docx) or PDF format.
2. All coursework must be typed; handwritten submissions will not be accepted.
3. To ensure compatibility and maintain security, assignments will **not** be accepted via email, email attachments, flash drives, or any other external media. **All graded work must be submitted through Canvas.**

***Late Assignments Policy***

1. Late assignments will incur a 5% deduction in earned points for each day past the deadline. Exceptions will only be considered in cases of documented emergencies.
2. Assignments submitted more than two weeks after the due date will not be accepted.
3. Except for assignments that specifically require handwritten calculations, all work must be typed. Handwritten submissions will not be graded. If an assignment is initially submitted in handwritten form and later re-submitted in typed format, a late penalty will apply based on the date the typed version is received.

***Incompletes and Withdrawals***

Grades related to incomplete coursework or withdrawal from the course will be assigned in strict accordance with Auburn University policies, as outlined in the Auburn University Bulletin. Students who wish to drop the course may do so without a grade assignment by the 10th class day. Withdrawals occurring between the 10th class day and mid-semester will result in a grade of **W** (Withdrawn–Passing) on the transcript. After this period, withdrawal will be granted only under exceptional circumstances and must be approved by the Dean of the College of Education.

Please note that the University’s **Incomplete (IN)** grade policy is in effect. To request an IN grade, students must complete and submit the official form to the instructor **prior to final grade submission**. If this form is not submitted, a final grade will be calculated with a score of zero (0) for any missing coursework. To be eligible for an IN grade, a student must have completed and passed more than half of all assigned coursework and/or exams for the semester.

* ***Academic Misconduct***
1. **Academic Honesty**

The Department of Educational Foundations, Leadership, and Technology (EFLT) adheres to Auburn University’s policies on academic integrity and misconduct. Academic misconduct includes, but is not limited to: plagiarism; receiving or providing unauthorized assistance during examinations; submitting another individual's work as your own; using another’s words or ideas without proper citation; sharing unauthorized materials containing examination questions or answers; and altering or attempting to alter assigned grades.

In accordance with the University’s Student Academic Honesty Code, students found in violation may be subject to a range of sanctions. For detailed information regarding academic misconduct and students’ rights and responsibilities, please refer to the current edition of the Tiger Cub.

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***
1. Students requiring special accommodations in accordance with the Americans with Disabilities Act (ADA) are encouraged to arrange a confidential meeting with the instructor during office hours within the first week of classes—or as soon as possible if accommodations are needed immediately. If you are unable to attend during regular office hours, alternative meeting times can be arranged.
2. To schedule a meeting, please contact me via email. Please bring a copy of your Accommodation Memo and the Instructor Verification Form to this meeting.
3. If you have not yet obtained these documents but require accommodations, please contact the Program for Students with Disabilities located in 1228 Haley Center at 844-2096 (V/TT) to make an appointment.

**Tentative Course Content and Schedule**

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| --- | --- | --- |
| **Date** | **Topic(s)** | **Due** |
| Week 1 (5/19) | Introduction to research |  |
| Week 2 (5/26) | How to generate research questions | Research Questions |
| Week 3 (6/02) | How to generate theory-based hypothesis |  |
| Week 4 (6/09) | Research literature (no meeting, work with your group) | LiteratureDue on Sunday, 6/15 |
| Week 5 (6/16) | How to design studies / Sampling / Measures |  |
| Week 6 (6/23) | Methods (no meeting, work with your group) | Method & IRBDue on Sunday, 6/29 |
| Week 7 (6/30) | Data analysis and interpretation (Quantitative) |  |
| Week 8 (7/07) | Data analysis and interpretation (Qualitative) |  |
| Week 9 (7/14) | Data Collection / Data analysis and interpretation (No meeting, work with your group) |  |
| Week 10 (7/21) | Data analysis and interpretation / Discussion (Individual group meeting) | Results & DiscussionDue on Sunday, 7/27 |
| Week 11 (7/28) | Peer review (No meeting) | Project Paper & Peer review Due on Sunday, 8/03 |

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