Course Syllabus

Course Description
3 hours. Overview of the process of conducting research, from formulating research questions to sampling, data collection, analysis and drawing inferences. The main focus is on being able to understand, evaluate and utilize published research, both qualitative and quantitative. Final product is a detailed critique of published research.

Pre-requisites
None.

Course Objectives
Upon completion of this course, students will be able to:
1. Describe and evaluate various quantitative, qualitative, and mixed research methods.
2. Explain the importance of research in informing practice and policy.
3. Describe research designs used to evaluate interventions and programs.
4. Apply basic statistical methods commonly encountered in published research.
5. Explain ethical considerations for approving, conducting, and reporting research.
6. Develop a quality critique of quantitative and qualitative research.

Required Materials

Textbook Companion Site – Optional Resource
This [student resource site](http://www.adobe.com/uk/products/acrobat/readstep2.html) is intended to supplement your understanding of the text and includes concept maps, outlines, practice questions, flashcards, and video and multimedia links for each chapter. Please note that the materials on this site are especially geared toward maximizing the potential for you to learn and enhancing your educational experience. However, do NOT rely on this site as a replacement for the Power Point lectures or for the text itself.

Other supplemental readings will also be required but will be available online at no cost.

Technology Requirements
- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.

Course Requirements
Module 1 begins at midnight the morning of the first day of classes. Module 8 ends 11:59 pm on Friday of the last week of class.
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<td><strong>WEEK 1</strong></td>
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| **Module 1: Overview of Educational Research** | Ch. 1: Introduction to Educational Research  
Ch. 2: Quantitative, Qualitative, and Mixed Research  
Ch. 6: Research Ethics  
3 PowerPoints | 1. Module 1 Discussion  
   - Initial responses due Friday at 11:59 PM  
   - Replies due Sunday at 8:00 AM  
2. Quiz 1  
   Due: Sunday at 8:00AM  
3. Statistics Pre-Assessment  
   Due: Sunday 8:00AM | 50     |
| **Module 2: The Process of Scientific Inquiry, APA, and Basic Statistical Concepts** | Ch. 4: How to Review the Literature and Develop Research Questions  
Ch. 21: How to Prepare a Research Report and Use APA Style Guidelines (skim based on Module Objectives)  
Ch. 18: Descriptive Statistics (pp. 496-518)  
Ch. 19: Inferential Statistics (pp.528-534)  
2 PowerPoints  
Ch. 7: Standardized Measurement and Assessment (pp. 156-177)  
Ch. 9: Methods of Data Collection (skim; know the six methods, broadly)  
Ch. 10: Sampling in Quantitative, Qualitative, and Mixed Research  
4 PowerPoints | 1. Module 2 Discussion  
   - Initial responses due Friday at 11:59 PM  
   - Replies due Sunday at 8:00 AM  
2. Quiz 2  
   Due: Sunday at 8:00AM  
3. Quantitative Article Selection  
   Due: Sunday at 8:00AM  
4. Module 3 Discussion  
   - Initial responses due Friday at 11:59 PM  
   - Replies due Sunday at 8:00 AM  
5. Quiz 3  
   Due: Sunday at 8:00 AM | 50     |
| **Module 3: Data Collection and Sampling** |                                                                                                 |                                                                                             |        |
| **WEEK 2**                    |                                                                                                 |                                                                                             |        |
| **Module 4: Study Validity and Critiquing Journal Articles** | Ch. 11a: Validity of Research Results in Quantitative Research (pp. 281-298)  
4 PowerPoints  
Ch. 12: Experimental Research: Weak and Strong Designs  
Ch. 13: Experimental Research: Quasi and Single-Case Designs  
7 PowerPoints | 1. Quiz 4  
   Due: Sunday at 8:00 AM  
2. Quantitative Summary  
   Due: Sunday at 8:00 AM  
3. Module 5 Discussion  
   - Initial responses due Friday at 11:59 PM  
   - Replies due Sunday at 8:00 AM  
4. Quiz 5  
   Due: Sunday at 8:00 AM | 42     |
| **Module 5: Experimental and Quasi-Experimental Research** |                                                                                                 |                                                                                             |        |
**Course Syllabus**

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<td>Ch. 14: Nonexperimental Quantitative Research</td>
<td>Ch. 11c: Validity of Research Results in Mixed Research (pp. 306-311)</td>
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<td>3 PowerPoints</td>
<td>Ch. 17: Mixed Research</td>
<td>Due: Sunday at 8:00 AM</td>
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<tr>
<td>Ch. 11b: Validity of Research Results in Qualitative Research (pp. 298-306)</td>
<td>2. Quantitative Evaluation</td>
<td>2. Qualitative Critique (Summary and Evaluation)</td>
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<td>Ch. 15b: Case Study Research (pp. 433-437)</td>
<td>Due: Sunday at 8:00 AM</td>
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<td>Ch. 16: Phenomenology, Ethnography, and Grounded Theory</td>
<td>3. Module 7 Discussion</td>
<td>3. Module 7 Discussion</td>
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<td>2 PowerPoints</td>
<td>• Initial responses due Friday at 11:59 PM</td>
<td>• Initial responses due Friday at 11:59 PM</td>
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<td>• Replies due Sunday at 8:00 AM</td>
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<td>4. Quiz 7</td>
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<td>Due: Sunday at 8:00 AM</td>
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<td>5. Qualitative Article Selection</td>
<td>5. Qualitative Article Selection</td>
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<td>Due: Sunday at 8:00 AM</td>
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|  |  |  |  |
| Total points Possible | 1000 |

*Note: For specific due dates for each Assignment and Assessment, please refer to Module Assignment/Assessment details.*

**Course Expectations**

As the instructor in this course, I am responsible for
- providing course materials that will assist and enhance your achievement of the stated course goals, guidance,
- providing timely and helpful feedback within the stated guidelines, and
- assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for
- reading and completing all requirements of the course in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students, and
- assisting in maintaining a positive learning environment for everyone.

**Assigned Readings**

Readings will be assigned for each module. The readings will come from the required text for the course, but they will also be supplemented with other texts posted on Canvas. The readings form the foundation of your learning in the course. All readings are important and relevant for assignments and quizzes, but students should pay particular attention to those parts of the text...
that relate to the Power Point lectures and/or are included in the Module Objectives (see “Overview” page of each module).

Power Point Video Lectures
The primary means of content delivery in this course is through narrated Power Point lectures. These lectures are divided into modules, which are then divided into lessons. Note that the lesson titles and numbers are not intended to match the book chapters, assignments, or anything else. The necessary Power Point lessons for each module are embedded as videos on that module's "Materials" page, along with the video transcript and a pdf of the slides.

Statistics Pre-assessment
You must complete the statistics pre-assessment to gain access to Module 2. Although not the primary focus of this course, a basic understanding of descriptive and inferential statistics is essential for interpreting and critiquing research articles. Because students enter this course with varying levels of prior exposure to statistics, this pre-assessment is intended to help you assess your own understanding of the statistics concepts that are important for this class.

Discussion Assignments
Post your original comments and insights (NOT summary) pertaining to the reading as a direct reply to the prompt. Your post should be between 200-300 words. Provide thoughtful replies to at least two of your peers. Although two replies are the minimum requirement for full credit, the point of these discussions is to engage deeply with these topics, so please keep the conversation going! (Note: You will not be able to see other students' posts until you have submitted your own.)

Quizzes
Each module includes a 14-question multiple choice quiz. The quiz will be open for the last 24 hours of the module (8:00 am Saturday to 8:00 am Sunday for Modules 1-7 and 11:59 pm Thursday to 11:59 pm Friday for Module 8). You are able to use your course materials, though most questions require you to apply the course concepts to different research scenarios.

Article Critique Assignments
There are two Article Critique Assignments for this course. The first is over a quantitative research article and is submitted in two pieces (Summary, then Evaluation) to help you work through the process. The second is over a qualitative research article and both pieces are submitted together (Summary and Evaluation).

1. Quantitative Article Selection (must be approved!)
2. Quantitative Article Summary
3. Quantitative Article Evaluation
4. Qualitative Article Selection (must be approved!)
5. Qualitative Article Summary and Evaluation

Note: The articles you select to critique MUST BE APPROVED before you begin your critique.

Late Work and Make-Ups
No late work will be accepted and no make-up assignments will be provided.

Grading
Final course grades will be based on the following scale:
Course Syllabus

EPSY 5050

A = 900 – 1000 pts.
B = 800 – 899 pts.
C = 700 – 799 pts.
D = 600 – 699 pts.
F = less than 600 pts.

Technical Support
It is unlikely I will be able to help with issues related to technical support. Ultimately, you are responsible for technical issues on your end, but please contact the Student Helpdesk for assistance when technical issues arise:

UNT Helpdesk
Sage Hall 130
940-565-2324
helpdesk@unt.edu

Technical Skill Requirements
To be successful in this course, you will need the following technical skills:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

Academic Integrity

Academic integrity policies at UNT clearly state expectations for original and honest work to be submitted in all courses. UNT has a zero tolerance policy towards plagiarism.

The Department of Educational Psychology values academic integrity and supports the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, dual submission of a paper/project, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Cases of Academic Dishonesty will be handled in accordance with UNT policies and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations, including dismissal from the university. A link to the UNT Academic Policy on Student Standards for Academic Integrity is available on the “Academic Integrity and Netiquette” page in the Start Here Module for this class.

Netiquette

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and your instructor. Students engaging in unacceptable behavior may be referred to the UNT Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. UNT’s expectations for student conduct apply to all instructional forums, including electronic classroom, labs, discussion groups, etc. Please remember to remain respectful of your instructor and fellow classmates. Links to information re: netiquette
and the UNT Code of Student Conduct can be found on the “Academic Integrity and Netiquette” page in the Start Here Module for this class.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your accommodations. For additional information see the Office of Disability Access website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at “Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)” and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPETEXT

The paragraph reads:
(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.