

**University of North Texas**

**College of Education-Programs in Special Education Reading and Understanding Research**

**EPSY 3013 Course Syllabus Spring 2024**

Instructor: Nduka Boika

Office: Matthews Hall 313

Office Phone: 940-565-4414 Email:[Nduka.Boika@unt.edu](mailto:Nduka.Boika@unt.edu)

Office Hours: Tuesdays 2 PM to 5 PM

Zoom Link: (<https://unt.zoom.us/j/5175586983>).

# Course Description

Students learn how to identify and critique elements of quantitative, qualitative, and mixed-methods research designs as well as recognize and interpret basic measurements and statistics commonly reported in educational and psychological research.

# Competency Goal Statements

*Upon completion of this course students will*:

* 1. Find the differences between qualitative, quantitative, and mixed – methods research designs,
  2. Describe appropriate techniques for various research questions,
  3. Identify threats to validity and reliability,
  4. Describe the various sampling procedures,
  5. Identify measurements used in the study,
  6. Interpret basic statistical results, and
  7. Critique articles from academic journals and publications.

# Class Materials and Attendance

### Attendance:

This is an online course and students are expected to meet all requirements for assignment and discussion board submissions. There are no in-person meetings for this class.

### Lectures:

Asynchronous sessions in this course have been recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes.

Students may not post or otherwise share the recordings outside the class, or outside the Canvas

Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

### Readings:

Babbie, E. (2017). *The basics of social research* (7th ed.) Cengage.

### Recommended Texts:

American Psychological Association. (2014). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

### Other Materials:

Technology such as smart phones, iPads, or laptops may are required to complete class activities. In addition, resources to complete this class successfully require access to Canvas.

# Assignments

All assignments must be submitted electronically using **Canvas** as a MICROSOFT WORD document. An assigned drop box for each assignment will be included for the course. **Each assignment is due on Sundays at 11:59pm**. unless otherwise noted. For some assignments, you will be provided with opportunities to revise work and submit the revisions electronically. This policy is grounded in professional practice.

### APA Guidelines

As a professional disposition for teachers, educational researchers, and other educators, our field follows the American Psychological Association (APA) guidelines for writing and publishing in the social and behavioral sciences. Therefore, it is a requirement of this class for you to use APA style when writing for any assignment. The APA guidelines can be found in the APA manual 6th or 7th edition [(http://www.apastyle.org).](http://www.apastyle.org/) All assignments will be graded with these guidelines in mind.

### Discussion Board

To continue building a professional community, discussion postings and online activities will be available for all students in the class to participate. With the belief that each person’s experiences and backgrounds are rich in nature and contribute towards the curricula of the course (Gay, 2018), it is key that we converse through the many topics that are presented in the course.

Students will be required to complete a discussion board activity for each module. Discussion boards will center on the topic for the module and require students to critically analyze and respond to the question prompts. Following your initial post, you will have to respond to at least two peers for all discussion board assignments. **Initial post for discussion boards is due the Wednesday of the Module week at 11:59pm, with peer responses due the Sunday at 11:59pm**.

### Module Quizzes & Final Exam

Each module requires you to complete a short quiz that assesses your grasp of concepts discussed. **The quizzes are due on Sunday of the module week at 11:59pm.** There are 12 quizzes total for the entire semester. There will be a comprehensive Final Exam that will assess knowledge acquired in this course all semester.

### Research Problem Assignment

Four assignments spread throughout the course will assess your implementation of knowledge acquired. The four assignments will collectively require you to identify a problem/issue in your area of interest, identify and review research articles related to your problem of interest, and critique a research article from your pool of articles on the selected problem/issue. Please review the detailed description of each assignment in Canvas.

### Final Practice/Policy Paper

You will prepare a 7–9-page policy/practice recommendation paper based on your research.

This paper should be targeted at an audience relevant to your topic (e.g. for a paper on teaching methods

- the audience could be teachers, a school district, etc.). The goal here is to put the information you learned in this course into action. Consider the information discussed throughout the course, paying particular attention to the Evaluation and Utility modules. Please review detailed guidelines and rubric on Canvas.

### Confirmation Quiz

An initial confirmation quiz is required for all students at the start of the semester to check on attendance of the course on Canvas.

# Grading scale

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| --- | --- |
| **Assignments** | **Points** |
| Discussion Board (12 total) | 110 pts |
| Module Quizzes (12 total) | 204 pts |
| Research Problem Assignments (4 total) | 330 pts |
| Final Practice/Policy Paper | 220 pts |
| Final: Research Exam | 220 pts |
| Confirmation Quiz | 1 pts |
| Total Points | 1085 pts |

90-100 percent = A 80-89.99 percent = B 70-70.99 percent = C 60-60.99 percent = D

59.99 percent and below = F

## SUCCEED AT UNT

UNT endeavors to offer you a high‐quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go [http://success.unt.edu/.](http://success.unt.edu/)

## ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam and an Admissions, Retention, & Review form will be completed and submitted to the College of Education.

Additionally, the incident will be reported to the Dean of Students, who May impose further penalty.

According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

## ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor May refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu.](http://deanofstudents.unt.edu/)

## ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at [http://www.my.unt.edu.](http://www.my.unt.edu/) All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e‐mail: <http://eagleconnect.unt.edu/>

## ADA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking 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 an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You May request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website at [http://disability.unt.edu.](http://disability.unt.edu/) You May also contact them by phone at (940) 565‐4323.

## EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [http://www.my.unt.edu.](http://www.my.unt.edu/) Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

## RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>

## STUDENT EVALUATION OF TEACHING

It is mandatory that all students evaluate the course through the Student Perceptions of Teaching (SPOT) evaluation instrument when it is opened near the end of the semester.

## OTHER RESOURCES

As part of the support system at UNT, here are some additional resources that are mostly FREE of charge. If you have any questions, feel free to reach out to me at any time. Thank you.

**Counseling Center:** [**https://studentaffairs.unt.edu/student-counseling**](https://studentaffairs.unt.edu/student-counseling) **UNT Well:** [**https://hps.unt.edu/rhs/untwell**](https://hps.unt.edu/rhs/untwell)

**Food Pantry:** [**https://studentaffairs.unt.edu/food-pantry**](https://studentaffairs.unt.edu/food-pantry)

**Substance Abuse Center:** [**https://studentaffairs.unt.edu/rise/programs/sure-program**](https://studentaffairs.unt.edu/rise/programs/sure-program)

**Student Health and Wellness Center:** [**https://studentaffairs.unt.edu/student-health-and-wellness-**](https://studentaffairs.unt.edu/student-health-and-wellness-center)[**center**](https://studentaffairs.unt.edu/student-health-and-wellness-center)

**COVID-19 Information:** [**https://healthalerts.unt.edu/**](https://healthalerts.unt.edu/)

**Money Management Center:** [**https://studentaffairs.unt.edu/student-money-management-center**](https://studentaffairs.unt.edu/student-money-management-center) **Legal Services:** [**https://studentaffairs.unt.edu/student-legal-services**](https://studentaffairs.unt.edu/student-legal-services)

**Career Center:** [**https://careercenter.unt.edu/**](https://careercenter.unt.edu/)

**UNT Pride Alliance:** [**https://ied.unt.edu/pridealliance**](https://ied.unt.edu/pridealliance)

**EPSY 3013 Course Schedule**

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| **Week** | **Module** | **Topic** | **Assignments** |
| Week 1  Aug. 18–24 | Start Here | Review Syllabus and Course Requirements | Confirmation Quiz & Introduce Yourself  **Due Aug. 20** |
| Week 2  Aug. 25–31 | Module 1 | Why do we do research? | Discussion Board Module 1 Quiz Assignment One  Due **Aug. 31** |
| Week 3  Sept. 1–7 | Module 2 | What is different about social research? | Discussion Board Module 2 Quiz Assignment Two  Due **Sept. 7** |
| Week 4  Sept. 8–14 | Module 3 | What is social research? | Discussion Board  Module 3 Quiz Due **Sept. 14** |
| Week 5  Sept. 15–21 | Module 4 | Who is involved in social research? | Discussion Board Module 4 Quiz  Due **Sept. 21** |
| Week 6  Sept. 22–28 | Module 5 | What does social research look like? | Discussion Board Module 5 Quiz  Due **Sept. 28** |
| Week 7  Sept. 29–Oct. 5 | Module 6 | How do you do social research? | Discussion Board Module 6 Quiz  Due **Oct. 5** |
| Week 8  Oct. 6–12 | Module 7 | What data do you collect in social research? | Discussion Board Module 7 Quiz  Due **Oct. 12** |
| Week 9  Oct. 13–19 | Module 8 | How do you make sense out of the data? | Discussion Board Module 8a Quiz Module 8b Quiz  Due **Oct. 19** |
| Week 10  Oct. 20–26 | Module 9 | How good are the answers? | Discussion Board Module 9 Quiz Assignment Three  Due **Oct. 26** |
| Week 11  Oct. 27–Nov. 2 | Module 10 | How do you find good research? | Discussion Board Module 10 Quiz Assignment Four  Due **Nov. 2** |
| Week 12  Nov. 3–9 | Module 11 | So what now, how do you use social research? | Discussion Board Module 11 Quiz  Due **Nov. 9** |
| Week 13  Nov. 10–16 | Module 12 | Final Practice/Policy Paper | Final Practice/Policy Paper  Due **Nov. 16** |
| Week 14  Nov. 17–23 | **REVIEW WEEK** | **REVIEW WEEK** | **REVIEW WEEK** |
| Week 15  Nov. 24–30 | **Thanksgiving Break** | **Thanksgiving Break** | **No Classes** |
| Week 16  Dec. 1–7 | Module 13 | Final: Research Exam | Final: Research Exam  Due **Dec. 7** |
| Week 16 |  |  |  |

*NOTE:* This schedule is subject to change given unusual circumstances and professor discretion. Readings, assignments, discussion postings, and other course information is included on Canvas.