



Syllabus for Intro to Educational Research Fall Semester 2019
Austin Kureethara Manuel, Ph.D.
West College of Education
Course Dates: Aug 24, 2019 – Dec 14, 2019
Credit Hours: 3

Contact Information

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Office Hours (Ferguson 101 B)

Tuesdays: 1:00 pm – 5:00 pm

Wednesdays: 1:00 pm – 5:00 pm

Thursdays: 3:00 pm – 5:00 pm

Tentative Class hours: Wednesdays 5:30 pm – 8:20 pm

How to contact me?

Use the email within D2L. This will help us to organize a private email system for our class. You may use my office email in case needed. If you are using my office email, make sure that you start the subject of the email with "EDUC 5053: student first name, last name" so that I will know that the email is from our class, which will promote faster replies. In case you need to talk to me – Yes, sometimes it will help to talk than using emails – please use my office phone number (940)397-4136. Leave a message with your phone number, name, and course number (EDUC 5053) if you end up in a voice message box. Another option is to email me your phone number. In both situations, I will contact you as soon as possible. I am located at 101B, Ferguson Building. If you are anywhere near, you are welcome to schedule an appointment to meet with me.

Goals and Objectives

Primary goals for this course are to provide students the knowledge, skills, and dispositions necessary

1. To read, understand, and appreciate research, and
2. To write a literature review (around 7 pages in length).

Standards

Students will be able to

1. Understand the rationale, purpose and ethical implications of research in educational settings. (CACREP standard a, e and f)
2. Identify types of data and associated appropriate measures of central tendency and descriptive statistics. (CACREP Standard b, c and d)
3. Describe null and directional hypothesis and interpret both from research questions. (CACREP Standard b, c and d)
4. Describe the differing types of reliability and validity and analyze the value of each in research articles. (CACREP Standard b, c and d)
5. Analyze inferences from bivariate correlation statistics (both parametric and nonparametric). (CACREP Standard b, c and d).
6. Interpret written results of parametric tests including; t-tests, ANOVA, and post hoc tests. (CACREP Standard b, c and d)
7. Interpret written results of nonparametric tests including Mann Whitney U, Kruskal Wallis, Chi Square, Fischer, and Wilcoxon.
8. Interpret results of qualitative research including single case, case study, focus groups, ethnography, and content analysis of written documents. (CACREP standard a and e)
9. Analyze quantitative, qualitative, and mixed methods research (CACREP Standard b)
10. Use information from critical analysis of previous research to create a literature review synthesizing multiple resources and contrasting differing points of view.

Catalog Description of the Course

Prerequisite: Score of 3.5 on GRE Analytical Writing Section or 4.0 on the Criterion On-Line Writing Evaluation.

The course, EDUC 5053, fosters an understanding of the role of research in education and acquaints students with research methodologies appropriate to education while preparing them to understand, analyze, synthesize, and critically evaluate contemporary educational research. This course should be taken in the first or second semester of the program.

Required Textbooks & Instructional Materials

1. Huck, S. W. (2011). *Reading Statistics and Research* (6th ed.). Boston: Pearson.
2. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
3. Handouts and copied materials as required through the semester.

Recommended Resources

1. Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (3rd edition). Thousand Oaks, California: Corwin.
2. Online or hard copy journal articles and books as assigned.

Study Hours and Tutoring Assistance

Tutoring and Academic Support Programs (TASP) offers a schedule of selected subjects tutoring assistance. Please visit the [TASP webpage](#) for more information.

Attendance / Participation

Students should participate in all online activities of this course. It is important that students should meet all the deadlines as posted online. In case of any emergency situation (like death or illness in family and so on) it is important that the student should report the same to the professor in a timely manner. It is your course and the primary intention should be to reach the goals and acquire proficiency in the topics discussed in the course. Excessive tardiness or absence (as determined by the professor) might result in instructor-drop, if required.

Instructor-drop

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. Instructor will give the student a verbal or written warning prior to dropping the student from the class. The instructor-drop take precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of this semester. After this period, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Academic Honesty and Intellectual Property

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

By enrolling in this course, the student expressly grants MSU a *limited right* in all intellectual property created by the student for the purpose of this course. The *limited right* shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes. Please check with

the [Student Handbook](#), available from the link provided in the webpage of [the Office of Student Rights and Responsibilities](#).

Discussions on Research: (5 points for each discussion – total 10 points)

This is an inevitable requirement for the successful completion of your research. There are two required discussions at various stages. Each of these discussions can happen through phone conversations, zoom.us (video conferencing), or office visits during office times (see the beginning of the syllabus for office time). You should schedule your time for the discussion with me. In addition, I will hold zoom.us conferences exclusively for our class as per the schedule on page 1 of this syllabus.

Grading

Assignments	Grade points
Understanding the course quiz	4
Discussion/On-line Collaboration (5 times 5) (Rubric provided)	25
Mandatory Discussions on Research (5 times 2)	10
Assignments (25 times 5)	125
Research Topic	5
Lit Review Introduction (Rubric will be provided)	9
Literature Search Report (Rubric will be provided)	5
Research Question (Rubric will be provided)	5
Draft 1 (Rubric will be provided)	8
Draft 1 Peer Review (Rubric will be provided)	14
Final Literature Review (Rubric will be provided)	50
Total	260

Letter Grade Scale (The points obtained will be rounded to the nearest integer)

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

Late submissions: 10% reduction in the grades for each day you are late to submit the assignment.

Course Assignment Descriptions

One of the main purposes of this class is for you to understand the research literature corresponding to your topic. After you review the class power-points and read the assigned chapters, we will discuss various aspects of the corresponding research and research methodology using various on-line tools. There will be several checkpoints to check your understanding of the particular research topic. The first two assignments will measure whether you acquired the finesse of the learning material.

1. Understanding the course quiz (4 points): This quiz will clear several questions you might have regarding the requirements of this course in terms of the assignment submissions, due dates, requirements of the final literature review paper and so on. You can take the quiz any number of times. However, you will not be able to start your week 2 assignments unless you score a 100% on this quiz.
2. Discussion/On-line Collaboration and Activities (5 times 5 = 25 points) – There are five discussions/online collaboration and activities, where you will be asked to reflect on the research related topics. A rubric will be provided to clarify the requirements of this crucial assignment.
3. Mandatory Discussions on Research (2 times with 5 points each): This is an inevitable requirement for the successful completion of your research. There are two required discussions at various stages. Each of these discussions can happen through phone conversations, zoom.us (video conferencing), or office visits (see the beginning of the syllabus for office time). You should schedule your time for the discussion with me. In addition, I will hold zoom.us conferences during Tuesdays, at 5:30 pm – 8:20 pm, exclusively for our class.
4. Unit assignments (5 units) 25 points each (125 points) – Unit assignments will be either quizzes or short questions. These assignments are used to determine your understanding of the research methods and to measure your capabilities to understand, analyze, synthesize, and critically evaluate contemporary educational research, based on your reading of the corresponding chapters and the discussions that we had on them.
5. Research Topic (5 points) – You will decide on a general topic of interest related to your career / practice. Preferably, find a research topic that would benefit or enhance your practices, the topics that can be applied to daily activities.

6. Lit Review Introduction (9 points): Introduction to the literature review is an integral part of the literature review document. Hence, I use the following rubric—which is a part of the final literature review rubric—to assess your literature review introduction separately before you submit your final literature review.
7. Literature Search Report (5 points) – You will write a reflection on (a) how you conducted the literature search, (b) criteria used for the search (c) resources used for the search (d) results of your search (e) any refinement done on the search criteria to produce relevant outcomes, and (f) any other information on the search you conducted. Will discuss the rubric online.
8. Research Question (5 points) – This assignment will help you to develop an introduction to your literature review, aligned with your research question and topic. We will discuss the components of research question in class.
9. Draft 1: Literature review (8 points) – Based upon readings, discussions, lectures, and activities in class, you will develop a draft for your literature review for your research question. You will be provided peer evaluations and professor comments to develop your draft into a well-drafted literature. We will discuss the rubric for the assignment in class.
10. Draft1 Peer Review (14 points): As part of this assignment, you will read and provide feedback to two of your classmates. This assignment will help you to critically analyze your own work based on the rubric(s) provided. This assignment will also help you to get different perspectives on your research. We will discuss the details of the assignment online.
11. Final literature review (50 points) – Mandatory requirements: (1) at least 10 valid references. If you have less than 10 valid references, you will receive a zero for most items in the following rubric). (2) Your final literature review will be checked using Turnitin© for plagiarism. Based on the feedback and comments from your professor and peer review, you will correct, clarify, reorganize, refine, and polish your Draft 1 for your final literature review and will submit a finished literature review. We will discuss the rubric to evaluate your literature review in class.

Desire-to-Learn (D2L)

Extensive use of the Desire2Learn (D2L) program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings including the Clark Student Center (CSC). Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they will be able to help you get connected to our online services.

Disability Support Services

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: (940) 397-4140 or visit their [webpage](#).

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University graduate catalog for the process. The current catalog can be downloaded from the link provided in the webpage for [University Catalogs](#).

University Guideline for Concealed Carry of handguns on Campus

Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more

information regarding campus carry, please refer to the University's webpage at [Campus Carry](#)

File name

Every time you submit your file in D2L, your format for doing so should be exactly in the following format:

Name of the Assignment Your First Name Your Last Name

Example: If your first name is John, the last name is Adams and you are submitting the assignment named "Assignment 1" in dropbox, then the name of your file should be

Assignment 1 John Adams.

Late Submissions in D2L

The *lateness* of the submission, if it happens to any of your assignment, will be determined by D2L. I will not overrun the lateness recorded by D2L. Please understand that D2L does not take into account for holidays or weekends and so do I. For example, if the due date of a particular assignment were 11:30 pm, 8/27/19, and you submitted the assignment at 11:31 pm, 8/27/19, the D2L dropbox will mark your assignment as *one day late*. I will go by the D2L decision and will consider your assignment as *one day late*. To avoid missing the due date by such hairline margins, I advise you to submit the assignment well ahead. One day late will result in 10% drop in your earned grade. Two days late will result in 20% drop in your earned grade and so on.

Blank submissions or submitting wrong files in D2L.

Extreme care should be taken when you submit your final document. If by any chance you submit wrong file, make sure to submit the correct one as early as possible. All the dropboxes are set to accept multiple files. I will evaluate the file that you submitted. If I have to notify you that you submitted the wrong file, and allow you to resubmit it, your grade will be 75% if the resubmission is within the date I would specify in the feedback.

Reading feedback for your assignments.

It is crucial that you read the feedback for your assignments. The feedback will have instructions to improve your understanding of the topics that we discuss in our class, in addition to pointing out the mistakes in the submitted assignments.

Tentative Course Schedule:

Disclaimer Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor to meet the needs of the class appropriately.

Classes	Topics	Action plan this week?	Assignments Due 11:30 PM in D2L
Week 1 8/26 – 9/1	Introduction Course Requirements and Expectations Research Topic	Learn from Video Week 1; Participate in Discussion	Discussion/On-line Collaboration 1 Research Topic
Week 2 9/2 – 9/8	Types of Data Descriptive Statistics Bivariate Correlation	Learn from Video Week 2; Submit Assignment 1	Assignment 1 (Chapters 2, 3, 9)
Week 3 9/9 – 9/15	Picking a research topic Finding information in the electronic library. Writing Reviews Guidelines for writing a first draft Peer review and professor review.	Learn from Video Week 3; Participate in Discussion	Discussion/On-line Collaboration 2
Week 4 9/16 – 9/22	Reliability and Validity Foundations of Inferential Statistics	Learn from Video Week 4; Submit Assignment 2; Submit Research Topic	Assignment 2 (Chapters 4, 5) Research Topic
Week 5 9/23 – 9/29	Estimation Hypothesis Testing NIH IRB training	Learn from Video Week 5; Submit Assignment 3	Assignment 3 (Chapters 6, 7)
Week 6 9/30 – 10/6	Research Designs Quantitative Analysis Qualitative Analysis Mixed Analysis	Learn from Video Week 6; Participate in Discussion	Discussion/On-line Collaboration 3

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Classes	Topics	Action plan this week?	Assignments Due 11:30 PM in D2L
Week 7 10/7 - 10/13	Inferential Statistics concerning of one or two means Tests on three or more means using a one-way ANOVA Post hoc and planned comparison	Learn from Video Week 7; Submit Assignment 4	Assignment 4 (Chapters 10, 11, 12)
Week 8 10/14 – 10/20	Techniques to summarize literature review Synthesizing literature prior to writing Guidelines for developing a coherent essay Guidelines on style, mechanics and language. How to avoid plagiarism	Learn from Video Week 8; Participate in Discussion	Discussion/On-line Collaboration 4 Literature Search Report
Week 9 10/21 – 10/27	Chapters 9 and 12 revisited	Learn from Video Week 9	Assignment 5 (Chapters 12, 9 revisited)
Week 10 10/28 – 11/3	Research and Writing Week.	Learn from Video Week 10 Submit Assignment 5	Discussion/On-line Collaboration 5
Week 11 11/4 – 11/10	Inferences on percentages, proportions, and frequencies Statistical tests on ranks Bivariate, Multiple, and Logistic Regression Work on draft 1	Learn from Video Week 11 Participate in Discussion Submit Draft1	Draft 1 of literature review in drop box

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Classes	Topics	Action plan this week?	Assignments Due 11:30 PM in D2L
Week 12 11/11 – 11/17	Qualitative Designs Content Analysis Time Series Single Case Peer Review of Draft1	Learn from Video Week 12 Peer Review 2 Lit Reviews	Draft1 Peer Review
Week 13 11/18 – 11/24	Introduction to Lit Review. Work individually on developing your final literature review. Make sure that you use peer review, professor review, and the concepts that you learned in this course.	Continue writing your literature review.	Introduction to Lit Review
Thanksgiving week 11/25 – 12/1	Introduction to Lit Review. Work individually on developing your final literature review. Use peer review, professor review, and the concepts that you learned in this course.	Continue writing your literature review. Get your research question ready.	Introduction to Lit Review, Research Question.
Week 14 12/2 -12/6	Develop a research question Final literature review discussions	Get ready to submit the Lit Review	Submit Final Lit Review
Week 15 12/9 – 12/13	Discussions if necessary.	NA	NA

On-line Instruction:

On-line courses are convenient and effective method of learning. However, online courses require organization skills. The following are some recommendations to be successful in this course:

1. Schedule at least 7 to 9 hours a week for this course.
2. Adhere to the due dates. You may turn in assignments early. Seek clarification for any concern in a timely manner.

Wish you all success in this course. Please enjoy the experience of understanding, analyzing, and synthesizing existing research.

References

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Huck, S. W. (2011). *Reading Statistics and Research* (6th ed.). Boston: Pearson.
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (3rd edition). Thousand Oaks, California: Corwin.
- Midwestern State University. (2018). Campus Carry. Retrieved August 24, 2018, from <https://mwsu.edu/campus-carry/>
- National Institutes of Health [NIH]. (2018). Office of Extramural Research, Protecting Human Research Participants tutorial (Developed 3/1/2008; Version 2/4/2011). Retrieved from <https://phrp.nihtraining.com/#> on September 2018.