

Course Syllabus: Introduction to Research

College of Education
EDUC 5053 X12/DX3
Fall 2022

Contact Information

Instructor: Matthew Capps

Office: BH 201F

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Instructor Response Policy

Instructor will respond within 24 hours to email. I do not look at D2L every day. If you need a quick response email the address above.

Textbook & Instructional Materials

Required : Huck, Schuyler W. (2012). *Reading Statistics and Research*. (6th ed.). Boston: Pearson.

Recommended American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association.

Course Description

Fosters an understanding of the scope of social science research including methodologies appropriate to issues impacting human social interaction while preparing them to understand, analyze, synthesize, and critically evaluate contemporary research.

Course Objectives/Learning Outcomes/Course Competencies

To provide students the knowledge, skills, and dispositions necessary 1) to read, understand, and appreciate research, 2) to write a mini-literature review, and 3) to outline a potential research investigation. The mini-literature should be 8-10 pages in length.

Student Handbook

Refer to: [Student Handbook-2021-22](#)

Academic Misconduct Policy & Procedures

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

[Office of Student Conduct](#)

Grading/Assessment

Course Grade-

Unit assignments (5 units)	25 points each
Synthesizing Literature	30 points
Final mini-literature review (tentative due date)	63 points
Discussion threads (10 threads)	120 points

Grade	Points
A	304.2-338
B	270.4.4-304.1
C	239.6-272.3
D	206.8-239.5
F	You have got to be kidding.

Unit Assignments

One of the main purposes of this class is for you to understand what it is you are reading as you peruse the literature of your topic. We will discuss in detail various aspects of research in class after you have read. In addition, each unit of study will have several papers with questions for you to answer to check for understanding. These will be due at the end of each week. They are worth 25 points each and represent an assessment of your understanding.

This semester, I am going to try letting students submit joint unit assignments. In the past I have encouraged students to work together on an assignment so it would make sense to submit one paper if you would like. Three things are required if you and your classmates choose to do this.

- 1) No more than four students per assignment.
- 2) Put all student names on one paper
- 3) Submit the paper individually through your own D2L dropbox. This will ensure you get credit for the assignment.**

Synthesizing Literature

In the past you have likely written papers that are summaries from research articles. That is not our purpose here. You will learn the skill of analyzing articles, summarizing the meaning and then combining those to create an original paragraph. This activity will provide an opportunity to practice this skill prior to implementing the skill in an actual literature review. It is scored in three parts; 10 points for research analysis table, 10 points for article summary, 10 points for single page synthesis.

Mini Literature Review

You will identify a research question with a clearly defined independent and dependent variable. You will then research articles related to this variable to help the reader better understand what is known about the topic. The literature review should be 8-10 pages in length, not including the cover page nor references page(s). Writing is a development skill especially in the context of research. Part of this process includes writing multiple drafts. This is the same process every writer goes through. To that end, this assignment is graded on a competency based format. This means I will provide feedback up to two times leading to your final grade (i.e. you submit, I give edits/feedback, you correct that submit again and I give edits/feedback, then you correct for a final version.)

Discussion Threads

Since we are completing this course in an asynchronous format, we lose the opportunity to discuss and provide feedback to one another. In lieu of that opportunity, you will participate in discussion/group exercises through google sheets. The expectation is that you will post an original response AND respond to two other classmates to maximize points. The rubric used to score these discussions is found at the end. This does impact grades. I have seen it raise grades over a threshold and I have seen it lower them.

Extra Credit

Not available

Late Work

Late work is not accepted for any reason. A due date may be extended depending on coverage of material, but once the due date is set, no assignments will be accepted beyond that point

Important Dates

Last day for term schedule changes: August 22-25. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 26 Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 24th [Click here to enter appropriate date](#). Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU 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.

All assignments are submitted as word documents in D2L. Word press, PDF, google docs, etc.. are not accepted and will be counted as 0.

Attendance

This is an online course so attendance is not part of the requirement. However, the course is challenging. If you do not stay on top of the reading, you will quickly get left behind.

General guidelines for time commitment are as follows.

2-3 hours per hour of course credit for class preparation (reading)

1 hour per hour of course credit for course engagement (course engagement, watching videos, discussion etc..)

This means for a 3 hour course you should expect to devote 10-12 hours per week. This does not include time spent working on the literature review.

Online 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 and tests 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 as well as the Academic Success Center. 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 are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state)

exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. Refer to: [Campus Carry Rules and Policies](#)

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are

informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Class Day/Date	Topics	Preparation
Week 1 August 22-28	Introduction Course Requirements and Expectations	Read p. 54, Chapter 2 and 7 from Huck prior to Week 2
Week 2 August 29-Sept 4	1. Types of Data 2. Measures of Central Tendency 3. Descriptive Statistics 4. Hypothesis Testing	Identify a research question
Week 3 Sept 5-Sept 11	Week 3 Continued	Read p. 1-6, 13-14, 17-28, 81-89 from handouts Read p. 63-68 & 71-77 Handouts Read p. 91-96, and 99-106 Handouts *Assignment #1 Due Sept 20 th 8AM * Research question due Sept 20 th
Week 4 Sept 12-Sept 18	1. Picking a research topic 2. Finding information in the electronic library. 3. Writing Reviews/Synthesizing Literature 4. Guidelines for Writing a first draft 5. Peer review/prof review	Read Chapter 4, 5 and 6 from Huck *Synthesizing Literature Assignment Due Sept 26 th . * Research question due Sept 20 th
Week 5 Sept 19-Sept 25	1. Reliability and Validity 2. Foundation of Inferential Statistics 3. Estimation	
Week 6 Sept 26-Oct 2	Week 5 Continued	Read p. 43-53, 55-60 Handouts *Assignment #2 for Huck 4-6 due 9 AM Oct 11th
Week 7 Oct 3-Oct 9	1. Analyzing Quantitative 2. Analyzing Qualitative	Read Chapters 3 and 9 from Huck

Week 8 Oct 10-Oct 16	1. Bivariate Correlation 2. Statistical Inferences Concerning Bivariate Correlations	Read provided information on reading qualitative studies. *Assignment for Huck 3 and 9 due 9AM October 25th
Week 9 Oct 17-Oct 23	Qualitative Designs •Content Analysis •Time Series •Single Case	Read Chapters 10 11 and 12 from Huck
Week 10 Oct 24-Oct 30	1. Inferential Statistics Concerning One or Two Means 2. Tests on Three or More Means Using a One Way ANOVA 3. Post Hoc and Planned Comparison	
Week 11 Oct 31 – Nov 6	Week 10 Continued	Read Chapter 17 and 18 from Huck *Assignment #4 for Huck 10-12 due 9AM Nov 1st
Week 12 Nov 7 – Nov 13	1. Inferences on Percentages, Proportions, and Frequencies 2. Statistical Tests on Ranks 3. Bivariate, Multiple and Logistic Regression	*Assignment for Huck Ch 17 and 18 due 9AM Nov 22st
Week 13 Nov 14-Nov 20	Peer Review of Final Draft	
Week 14 Nov 21-Dec 5	Writing/Editing	
Class 15 Dec 6 th -10th	Papers due Dec 6th 9:00 AM	

Discussion Board Rubric

	4	2	0
Initial Post	The initial post is substantial and fully addresses the prompt. Examples is given when appropriate.	The initial post is minimal and partially addresses the prompt. An example is missing.	The initial post does not address the prompt.
Peer Responses	Commented on at least two classmate's response. -Feedback was substantial and added to the post	Commented on at least one classmate's response. -Feedback was not substantial and did not ad to the post	Peer responses are not included.
Content	Your discussion was 1.Relevant 2.Appropriate 3.Helpful to improve the discussion. 4.Timely	Your discussion had two of the following components: 1. Relevant 2. Appropriate 3. Helpful to improve the discussion. 4. Timely	Your discussion had only one of the following components: 1. Relevant 2. Appropriate 3. Helpful to improve the discussion. 4. Timely