



## Course Syllabus: Intro to Educational Research

West College of Education

EDUC 5053

Spring Semester 2026

Contact Information

Instructor: Dr. Austin Kureethara Manuel

Office hours: Tuesdays, Wednesdays & Thursdays 6:30 pm – 8:15 pm. You should schedule (the schedule link will be provided in D2L) your time to avoid conflicts. Please contact me for additional office hours.

Class Hours: Online (Asynchronous)

E-mail: [austin.manuel@d2lmail.msutexas.edu](mailto:austin.manuel@d2lmail.msutexas.edu)

Other modes of communication: Discussion board in D2L.

### Instructor Response Policy

Please send me an email regarding any concern, question, or doubt related with our course using the D2L email. Please use my D2L email ([austin.manuel@d2lmail.msutexas.edu](mailto:austin.manuel@d2lmail.msutexas.edu)). I will reply to your email queries within 24 hours on weekdays and within 48 hours on weekends. During holidays, there might be longer delays for the email.

### Textbook & Instructional Materials

- Required book 1: Reading Statistics and Research (6<sup>th</sup> ed.)(Huck, 2011)
- Required book 2: American Psychological Association Manual (7th ed.) (American Psychological Association, 2019)
- Recommended but *NOT* Required book: The literature review: Six steps to success (3rd ed.) (Machi & McEvoy, 2016)
- Handouts and copied materials as required through the semester.
- Online or hard copies of journal articles and books as assigned.

### Course Description

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.

## Goals and Objectives

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

- read, understand, and appreciate research, and
- write a literature review (around 7 pages in length) in APA (ed. 7) style (American Psychological Association, 2019)

## Standards

Students will be able to

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

## 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.

## Student Handbook

Refer to: [Student Handbook](#). See the menu item "Student Handbook" on the webpage.

## 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 of somebody else's work for credit). Additional guidelines on procedures in these matters may be found in the Office of Student Rights and Responsibilities or in the webpages of the [Office of Student Rights and Responsibilities](#).

## Intellectual Property

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 to verify originality, authenticity, and educational purposes. Please refer the Student Handbook, available from the link provided in the webpage of [the Office of Student Rights and Responsibilities](#).

## Assignment Descriptions

One of the main purposes of this course is to understand the research literature corresponding to your topic. After you review the class documents, videos, 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 research topic. The following are some details of the course assignments.

1. Understanding the course quiz (4 points): This quiz will answer 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 course assignments unless you score a 100% on this quiz.
2. Discussion/On-line Collaboration and Activities (5 times with 5 points each) – 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 (3 times with 5 points each): This is an inevitable requirement for the successful completion of your research. There are three required discussions at various stages. Each of these discussions can happen through zoom.us (video conferencing). You should schedule your time for the discussion with me.
4. Unit assignments (5 assignments) 25 points each – The unit assignments will 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. APA 7 Assignments (4 assignments) 10 points each (40 points) – APA 7 assignments will help you to understand the structure of your final paper, in terms of the style and formatting. You should use the APA 7 edition manual to answer the questions in these assignments.
6. 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.
7. Lit Review Introduction (9 points): Introduction to the literature review is an integral part of the literature review document. Hence, I use a rubric to assess your literature review introduction separately before you submit your final literature review.
8. 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.
9. 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.
10. Draft 1: Literature review (8 points) – Based on 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-structure literature review.
11. 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.
12. 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.

Table 1: Points allocated to each assignment

| Assignments   | Grade points |
|---|--------------|
| Understanding the course quiz                                 | 4            |
| Discussion/On-line Collaboration (5 times 5)(Rubric provided) | 25           |
| Mandatory Discussions on Research (5 times 3)                 | 15           |
| Assignments (25 times 5)                                      | 125          |
| APA 7 Assignments (10 times 4)                                | 40           |
| 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   | 305          |

Table 2: Letter Grade Scale

| Percentage | Letter Grade |
|------------|--------------|
| 90% - 100% | A            |
| 80% - 89%  | B            |
| 70% - 79%  | C            |
| 70%        | D            |
| Below 70%  | F            |

#### Extra Credit

There will not be any extra credits available for this course.

#### Late Work

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 consider for holidays or weekends and so do I. For example, if the due date of a particular assignment were 11:30 pm, 8/27/2020, and you submitted the assignment at 11:31 pm, 8/27/2020, 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.

### File name for your assignments

Every time you submit your file in D2L, your format for doing so should be exactly in the following format *FirstName LastName Name of the Assignment*

Example: If your first name is *John*, the last name is *Adams* and you are submitting the assignment named *Research Purpose Statement* in dropbox, then the name of your file should be *John Adams Research Purpose Statement*.

### 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.

### Assignment Re-do

There may be students who have not attempted statistics for a long time. To help you with this situation, I allow two re-do(s) for the unit assignments. You can choose which assignments you may want to re-do. You will not be allowed to re-do the same assignment more than once. You can make the decision after I post the grade for the assignment. You should follow the instructions in the assignment feedback to improve your score.

### Make-up work

Note that any changes in the assignment deadlines will not be allowed. Late work will receive a grade of zero unless you have worked out an alternate plan with the instructor beforehand. Be proactive and submit earlier to avoid late penalties! Make-up works are not allowed for any assignments, including the exams, except for the two allowed assignment re-dos. However, in case of emergency situations, you should contact me to discuss various possibilities at the earliest.

### Important Dates

Change of Schedule and Late Registration: January 20 – 23, 2026.

Final Deadline for December graduates to file for graduation: February 16, 2026

Last Day to drop with a grade of "W:" 4 pm, April 29, 2026

Refer to the appropriate [academic calendar](#) for more details.

## 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.

## 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.

## 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 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.

## 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 [Academic Calendar](#).

## 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

**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 has 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. For more information, visit [Campus Carry](#).

**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** 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 the University property or at university-sponsored activities.

### 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 Catalog](#).

### Online Instruction:

Online courses are a 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.

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

### References

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Huck, S. W. (2011). *Reading Statistics and Research* (6th ed.). Pearson.

Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success* (3rd ed.). Corwin.

## Course Schedule: EDUC5053, Intro to Research

Dr. Austin Kureethara Manuel

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

| Classes             | Topics   | Assignments  |
|---------------------|--|--|
| Week 1<br>1/20-1/25 | Introduction<br>Course Requirements and Expectations<br>Research Topic   | <ul style="list-style-type: none"> <li>• Discussion 1</li> <li>• Research Topic</li> </ul>                                 |
| Week 2<br>1/26-2/1  | Types of Data<br>Descriptive Statistics<br>Bivariate Correlation   | <ul style="list-style-type: none"> <li>• Assignment 1 (Chapters 2, 3, 9)</li> </ul>  |
| Week 3<br>2/2-2/8   | Picking a research topic<br>Finding information in the electronic library.<br>Writing Reviews<br>Guidelines for writing a first draft<br>Peer review and professor review. | <ul style="list-style-type: none"> <li>• Discussion 2.</li> <li>• APA 7 Assignment 1</li> </ul>                            |
| Week 4<br>2/9-2/15  | Reliability and Validity<br>Foundations of Inferential Statistics  | <ul style="list-style-type: none"> <li>• Assignment 2 (Chapters 4, 5)</li> <li>• Research Topic</li> </ul>                 |
| Week 5<br>2/16-2/22 | Estimation<br>Hypothesis Testing   | <ul style="list-style-type: none"> <li>• Assignment 3 (Chapters 6, 7)</li> <li>• <b>Mandatory Discussion #1</b></li> </ul> |
| Week 6<br>2/23-3/1  | Research Designs<br>Quantitative Analysis<br>Qualitative Analysis<br>Mixed Analysis  | <ul style="list-style-type: none"> <li>• Discussion/On-line Collaboration 3.</li> <li>• APA 7 Assignment 2</li> </ul>      |
| Week 7<br>3/2-3/8   | Inferential Statistics concerning of one or two means<br>Tests on three or more means using a one-way ANOVA<br>Post hoc and planned comparison                             | <ul style="list-style-type: none"> <li>• Assignment 4 (Chapters 10, 11, 12)</li> </ul>                                     |
| 3/9-3/15            | Spring   | Break  |

| <b>Classes</b>       | <b>Topics</b>   | <b>Assignments Due<br/>11:30 PM in D2L</b>  |
|----------------------|---|---|
| Week 8<br>3/16-3/22  | Techniques and guidelines to summarize literature review; Synthesize literature prior to writing; develop coherent literature review; style, mechanics, and language.<br>How to avoid plagiarism        | <ul style="list-style-type: none"> <li>• Discussion 4</li> <li>• Literature Search Report.</li> <li>• APA 7 Assignment 3</li> </ul> |
| Week 9<br>3/23-3/29  | Chapters 9 and 12 revisited   | <ul style="list-style-type: none"> <li>• Assignment 5 (Chapters 12, 9 revisited)</li> </ul>   |
| 3/30-4/5             | Holiday   | Week  |
| Week 10<br>4/6-4/12  | Research and Writing Week.  | <ul style="list-style-type: none"> <li>• Discussion 5;</li> </ul>   |
| Week 11<br>4/13-4/19 | Inferences on percentages, proportions, and frequencies<br>Statistical tests on ranks<br>Bivariate, Multiple, and Logistic Regression<br>Work on draft 1  | <ul style="list-style-type: none"> <li>• Draft 1 of literature review</li> <li>• APA 7 Assignment 4</li> </ul>                      |
| Week 12<br>4/20-4/26 | Qualitative Designs<br>Content Analysis<br>Time Series<br>Single Case<br>Peer Review of Draft1  | <ul style="list-style-type: none"> <li>• Draft1 Peer Review</li> <li>• <b>Mandatory Discussion #2</b></li> </ul>                    |
| Week 13<br>4/27-5/3  | Introduction to Lit Review.<br>Work individually on developing your final literature review.<br>Make sure that you use peer review, professor review, and the concepts that you learned in this course. | <ul style="list-style-type: none"> <li>• Introduction to Lit Review</li> </ul>  |
| Week 14<br>5/4-5/8   | Develop a research question<br>Final literature review discussions  | <ul style="list-style-type: none"> <li>• Submit Final Lit Review</li> <li>• <b>Mandatory Discussion #3</b></li> </ul>               |
| Week 15<br>5/9-5/13  | Time for any questions  | <ul style="list-style-type: none"> <li>• Questions.</li> </ul>  |