

Department of Educational Leadership and Counseling
College of Education
Prairie View A&M University

SYLLABUS

COURSE:	CNSL 5163 Research
DAY/LOCATION:	PVAMU Main Campus, Wilhelmina Delco Build, Room 308
DAY/TIME:	Tuesdays: 5:00-1:00 pm
INSTRUCTOR:	Donald R. Collins, Ph.D.
TELEPHONE:	936-261-3643
Hours:	Virtual office hours through the Web M-F (except holidays). Emails sent by 5:00 pm will be answered by 5:00 pm the next day. Other times available by scheduled appointment
Primary email: EMAIL:	Web CT drcollins@pvamu.edu
Textbook (required):	Gay, L. R., & Airasian, P. (2006). <i>Educational research: Competencies for analysis and application</i> , (Eight Edition). Columbus, OH: Merrill Prentice Hall • Textbook website can be found at: http://www.prenhall.com/gay
Resources (optional):	American Psychological Association. <i>Publication manual of the American psychological association (5th Edition)</i> . Washington, DC: Author.

COURSE DESCRIPTION: (3 semester hours credit) General orientation research course for master's degree candidates in counseling. The course considers the nature of research problems and techniques used by investigators in solving those problems. Study is made of types of methods of educational research, the collecting of data, analyzing and sharing of data with public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research. This is a web-enhanced course. All assignments will be submitted to WebCT.

COURSE OUTCOMES/PERFORMANCE CRITERIA:

1. List and describe the major steps involved in conducting a research study.
 - 1.1 State the goal of the scientific method.
 - 1.2 Identify five methods of knowing and explain the limitations of each.
 - 1.3 Identify four limitations of the scientific method.
 - 1.4 Explain why the scientific method is preferred over other ways of knowing.
 - 1.5 Define educational research.
 - 1.6 Identify the general goal of educational research.
 - 1.7 Describe the four steps for conducting educational research.
 - 1.8 Identify the difficulties associated with conducting educational research.
2. Differentiate between quantitative and qualitative research.
 - 2.1 Differentiate between quantitative and qualitative research methods in terms of general purpose, specific characteristics, and underlying assumptions of the researchers.
3. Define and state the major characteristics of the following research approaches: action, descriptive, correlational, casual-comparative, experimental, narrative, and ethnographic.
 - 3.1 Identify the two major approaches by which research can be classified.

- 3.2 Describe what is meant by *purpose* as a way to classify research studies.
 - 3.3 Identify the five categories discussed by the authors with respect to the purpose of the research.
 - 3.4 Describe the unique purpose of each of the five categories of research.
 - 3.5 Describe what is meant by *method* as a way to classify research studies.
 - 3.6 Describe the general purpose of quantitative research, identify six characteristics of it, and discuss the underlying assumptions of a quantitative researcher.
 - 3.7 Describe five types of quantitative research designs in terms of the unique purpose and characteristics of each.
 - 3.8 Describe the general purpose of qualitative research, identify six characteristics of it, and discuss the underlying assumptions of a qualitative researcher.
 - 3.9 Describe two types of qualitative research designs in terms of the unique purpose of each.
 - 3.10 Explain why it is important to identify the type of research method in a study.
 - 3.11 Describe the complementary nature of quantitative and qualitative approaches.
4. For each research approach in Outcome 3, describe two appropriate research studies.
 - 4.1 Differentiate among each of the five types of quantitative approaches to research in terms of purpose.
 - 4.2 Differentiate between the two types of qualitative approaches to research in terms of purpose.
5. Given a published article, identify and state the problem or topic chosen to study, the procedures employed to conduct the study, the method of analyzing collected data, and the major conclusion of the study.
 - 5.1 Identify the problem or topic in a study and categorize it as quantitative or qualitative.
 - 5.2 Identify the specific type of quantitative or qualitative research approach.
 - 5.3 Identify the type of data collected and the way in which it was analyzed.
 - 5.4 Describe the major conclusion(s) and categorize the study as basic, applied, evaluation, research and development, or action research.
6. Complete and evaluate a research report (synthesizing the performance criteria above).

METHODS OF INSTRUCTION AND ASSESSMENT:

1. Audio visual aids and technology
2. Case Studies
3. Group and individual reports
4. Group and individual reports/assignments
5. Group interactions and discussions
6. Lectures
7. Quizzes/Testing

BEHAVIORAL OBJECTIVES:

1. Each student is required to read **three** journal articles related to the course content. The student will write a review of each article. Each article summary should be no longer than two pages typed (double-spaced, with title-cover sheet, stapled, no less than 10 pt. font and no greater than 12 pt. font.), with a reference section. Each review must include a summary, critique (including (ExCET/TexES standards addresses and why) and implications for educational administration and or school counseling. Article should be from professional journals that have been published within the last **three** years.
2. Students must be prepared to discuss articles, and state significance to administration and/or counseling.
3. Make group presentations on approved topic-demonstrating competencies of organization and presentation.
4. Take mid-semester and final examinations (% of content displayed in ExCET/TexES test format).

STUDENT EXPECTATIONS/RESPONSIBILITIES:

1. Read all assigned material. In a graduate level course, students are expected to carefully read and bring any questions to class for discussion.
2. Type all assignments.
3. Complete all assignments by the due dates.
4. Attend all classes, arrive on time, and remain until class is dismissed.
5. Participate in class discussions and activities.
6. Respect the opinions of others. Agree to disagree.

Note

- Assignments are expected to be presented in class on the scheduled due date.
- Ten (10) points will be deducted for any late assignment.
- All turned-in assignments must have a coversheet stapled to them. Coversheets should include: (1) assignment title (2) course number and name (3) department name (4) university name (5) student's name, and (6) date.
- Various materials will be distributed during class. A Student who is absent on the date material (s) is distributed should arrange for a fellow student to pick-up a copy for them.

COURSE REQUIREMENTS AND GRADING CRITERIA: The course requirements and grading method are as follows:

Course Requirements	Method Criteria
• Journal Article Reviews	10%
• Quizzes, Discussions	20%
• Assignment (s)	20%
• Mid-Semester & Final Exams	25%
• Project, Class Participation & Attendance	25%

Grading Method
95 - 100 = A
85 - 94 = B
75 - 84 = C
65 - 74 = D
≤ 64 = F

UNIVERSITY ATTENDANCE POLICY: Prairie View A&M University requires regular attendance. Attending all classes supports the full academic development of each learner. **Excessive absenteeism**, whether excused or unexcused, may result in the course graded being reduced to a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. **Absences due to illness, attendance at university approved activities, and family or other emergencies constitute excused absences and must be supported by documentation (via e-mail or a note to this effect) prior to or immediately upon the student's return to class.**

Note

Students cannot have an **unexcused** absence (**10 points** will be deducted for each) without risk of having the overall grade reduced in the course. The instructor is not required to accept late assignments. Students have the right to appeal any adverse decision in writing. Also, student tardiness will be monitored (**2 points** will be deducted for each unexcused absence).

Summer 2008 Course Calendar
CNSL 5163

Date	Chapter Assignment	Lecture Topic/Chapter Assignment	*Quiz/CA	Assignment/Due Date
Jun 3	1	<ul style="list-style-type: none"> • Overview • Introduction to Educational Research 		1. Write Position Paper: What is the purpose of research? / Jun 10 2. True Outcomes Assignment 3. Read chapters 1-3/ Jun 10
Jun 10	1-3 21 22	<ul style="list-style-type: none"> • Introduction to Educational Research (con't) • Selecting and Defining a Research Topic • Preparing and Evaluating a Research Plan • Preparing the Research Report • Evaluating a Research Report 	*CA	1. Preliminary Research Topic Due / Jun 17 2. Quantitative Article Review / Jun 24 3. Qualitative Article Review / July 8 4. Discussion – Comparison of quantitative study to a qualitative study / July 15 5. Topic Selection (see p. 37) / Jul 15 6. IRB Module – Certificate Required / Jul 8 http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp 7. Self-study / Jul 22 8. Research study due / July 29 9. True Outcomes Uploaded Assignment / Jul 29
Jun 17	4-8	<ul style="list-style-type: none"> • Selecting a Sample • Selecting Measuring Instruments Quantitative Research <ul style="list-style-type: none"> • Descriptive Research • Correlational Research • Casual-Comparative Research 	CA	1. All Presentations Submitted 2. Research Study Work
Jun 24	9-13	<ul style="list-style-type: none"> • Experimental Research • Single-Subject Experimental Research • Descriptive Statistics • Inferential Statistics • Postanalysis Considerations 	*/CA	1. Group Presentation Review 2. Submit proposed research topic (follow formats on p. 38 – Stating the Research Topic)
Jul 1	14-15	Qualitative Research <ul style="list-style-type: none"> • Overview of Qualitative Research • Qualitative Data Collection 	/CA	1. Group Presentations Review 2. Research Study Work
Jul 8	16-18	<ul style="list-style-type: none"> • Narrative Research • Ethnographic Research • Qualitative Research: Data Analysis and Interpretation 	*/CA	1. Group Presentations Review 2. Research Study Work
Jul 15	19-20	<ul style="list-style-type: none"> • Mixed Methods Research: Integrating Qualitative and Quantitative Methods • Action Research 	/CA	1. Group Presentations Review 2. Research Study Work
Jul 15	Withdrawal from Courses with record (“W”) Begins			
Jul 29		•	*/CA	1. Group Presentations Review 2. Research Study Work
Jul 29	Withdrawal from Courses with record (“W”) Ends			
Aug 5		Final Exam	*/CA	1. Group Presentations Review 2. Research Study Work
Aug 6	Final Grades Due for Graduation Candidates			
Aug 9	Commencement			
Aug 12	Final Grades Due for All Students			

CA denotes a class activity

Note: The instructor reserves the right to make changes and/or adjustments to all requirements and/or expectations as necessary.