



**WAYLAND BAPTIST UNIVERSITY SCHOOL OF  
EDUCATION**

**VIRTUAL CAMPUS--SCHOOL OF EDUCATION**

**Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**COURSE:** EDUC 5302 VC Research Methods in Education

**TERM AND DATES:** Fall 1 2022 (Aug. 10, 2022—Oct 1, 2022)

**INSTRUCTOR'S NAME:** Dr. Tami Prichard

**PHONE NUMBER:** 806-787-1288 (cell)

**E-MAIL ADDRESS:** [tami.prichard@wayland.wbu.edu](mailto:tami.prichard@wayland.wbu.edu)

**CLASS MEETING TIMES/LOCATION:** This is an internet based class and it does not have designated meeting times. Assignments are presented in weekly sessions and are due by Sunday evening each week as noted on the Course Syllabus/Outline. Access is provided to the class materials via Blackboard using student login and password.

**CATALOG COURSE DESCRIPTION:** Development of an in-depth, research-based study centering on a self-selected topic in education.

**PREREQUISITES:** None

**REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:**

## Student Textbook(s)

(1) American Psychological Association. (2010). Publication manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association. [ISBN-10: 1-4338-0561-8]

(2) Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (5th ed.). Boston, MA: Pearson. [ISBN 0-13-383153153-1.]

Access to the internet is required; Blackboard is the learning system. All class materials distributed online; all assignments collected online. Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

## **COURSE OUTCOME COMPETENCIES:**

1. Students will interpret and evaluate research to become successful practitioners of research.
2. Students should be able to determine and operationally define the basic aspects of the research process encompassing identification of a research problem; review of the literature; specification of a purpose for a study; design of either research questions or hypotheses appropriate to the study; collection, analysis, and interpretation of data; and evaluating and reporting the results of a study.
3. Students will construct and implement the research process culminating in the step-by-step design and completion of a research proposal which shall contain the following sections: an introduction, a literature review, a methods section or procedures for data collection and a suggested plan of action to complete the study.

## **MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOMES:**

Discussion Board Communication (weekly)

Responses to Chapter Questions

Peer Review

Final Research Proposal Plan

### **DISABILITY STATEMENT:**

**In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.**

### **COURSE REQUIREMENTS & GRADING CRITERIA:**

**1. Campus Attendance Policy:** Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor, who will determine whether the omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file a report of unsatisfactory progress (ROUP) with the Virtual Campus and executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F for that course. Note: This is a virtual campus course—there are no class meetings; therefore, see instructor’s additional policies below.

**2. Instructor’s Additional Policies:** Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of Wayland’s

attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the executive vice president/provost. Attendance for this virtual course will be documented by the student's online participation in class and submission of online assignments, thus attendance will be determined by the student's online participation in course activity — not the last log in.

**COURSE REQUIREMENTS:** Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all assigned readings and assignments promptly. This course is designed to be completed during an 8-week term with assignments due each week. Under no circumstances will the entire semester's work be received during the last week or during the last day of class (any late work will receive point deductions). Assignments and examinations may become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.
2. All assignments must be word processed and submitted in accordance with due dates on the course calendar. Assignments not completed on time may

reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.

3. Weekly online discussion board interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will post an answer to the question or comment and respond to two (2) others. Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.
4. Students will prepare written assignments to include an introduction, literature deconstructions, book reviews, purpose and research question(s), methods planning for triangulation, progress reports, analysis of a research design, a written report of the prepared plan of action, and a presentation to defend the proposal.
5. Students will complete a research proposal with an introduction; literature review; planned methods for data collection, analysis, and interpretation of data; and a reference list with eleven (11) references.
6. Students will submit a completed research proposal document and a PowerPoint presentation summarizing and defending the research proposal.

## **UNIVERSITY GRADING SYSTEM:**

## **COURSE REQUIREMENTS AND GRADING CRITERIA**

A – 90 - 100 B – 80 - 90 C – 70 - 80 D – 60 - 70  
F – Below 60

Cr for Credit

NCR No Credit

I Incomplete\*

W for withdrawal

WP Withdrawal Passing WF Withdrawal Failing X No grade given

IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. This course is a credit no credit course. \*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**PLAGIARISM** - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published, unpublished, or simply the work of a fellow student. When a

student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Source: [http:// www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag)

**COURSE GRADING CRITERIA:** All assignments are due as noted on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work may not be accepted at all after 7 calendar days.

Assignment	Possible Points	Points Earned
Creswell Chapter Discussion Questions 17x15 points each	250	
Topic, Research Question	50	
Deconstructions (1); Topic Diagram	50	
Deconstructions (3); Literature Map	100	
Title Page, Introduction	50	
References section	50	
Review of the Literature section	50	
Methodology section	50	
Preliminary Proposal	50	
Peer Review	100	
Final Research Proposal	100	
Discussion Board Posts 10x10	100	

Total	1000
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### EDUC 5302 - Tentative Schedule

All assignments are due by midnight Sunday night CST to accommodate those who must complete the work during the weekend (except final assignment which is due Saturday at midnight). \*\*\*I reserve the right to amend the schedule as needed.

Session Date	Lecture Notes & Preparation	Reading	Assignments
1 Aug. 8-14	<p><i>Chapter 1: The Process of Conducting Research Using Quantitative and Qualitative Approaches</i></p> <p><i>Chapter 2: Identifying a Research Problem</i></p>	<p>Creswell Ch. 1 and 2</p> <p>APA Manual Ch. 1</p>	<p><b>DB1 (Discussion Board 1):</b> Getting acquainted and Ch. 1 and 2 Discussion Topic</p> <p><b>A1 (Assignment 1):</b> Discussion Questions Ch. 1 and 2</p>
2 Aug 15-21	<p><i>Chapter 3: Reviewing the Literature</i></p> <p><i>Chapter 4: Specifying a Purpose and Research Questions or Hypotheses</i></p>	<p>Creswell Ch. 3 and 4</p> <p>APA Manual Ch. 2</p>	<p><b>DB2:</b> Ch. 3 and 4 Discussion Topic</p> <p><b>A2:</b> Discussion Questions Ch. 3 and 4; Topic and Research Question; Journal Article Deconstructions (1)</p>



3	Aug. 22-28	<p><b>Chapter 5:Collecting Quantitative Data</b></p> <p><b>Chapter 6:Analyzing and Interpreting Quantitative Data</b></p>	Creswell Ch. 5 and 6 APA Manual Ch. 2 and 3	<p><b>DB3:</b> Ch. 5 and 6 Discussion Topic</p> <p><b>A3:</b> Ch. 5 and 6 Questions; Journal Article Deconstructions (2); Topic Diagram</p>
4	Aug 29- Sept 4	<p><b>Chapter 7:Collecting Qualitative Data</b></p> <p><b>Chapter 8-Analyzing and Interpreting Qualitative Data</b></p>	Creswell Ch. 7 and 8 APA Manual Ch. 4	<p><b>DB4:</b> Ch. 7 and 8 Discussion Topic</p> <p><b>A4:</b> Ch. 7 and 8 Questions; Journal Article Deconstructions (2) and Literature Map</p>

5	Sept. 6-11	<p><b>Chapter 9: Reporting and Evaluating Research</b></p> <p><b>Chapter 10: Experimental Designs</b></p>	Creswell Ch. 9 and 10  APA Manual Ch. 5	<p><b>DB 5:</b> Ch. 9 and 10 Discussion Topic</p> <p><b>A5:</b> Ch. 9 and 10 Questions; Review of the Literature section</p>
6	Sept. 12-18	<p><b>Chapter 11: Correlation Designs</b></p> <p><b>Chapter 12: Survey Designs</b></p>	Creswell Ch. 11 and 12  APA Manual Ch. 6	<p><b>DB6:</b> Ch. 11 and 12 Discussion Topic</p> <p><b>A6:</b> Ch. 11 and 12 Questions; Introduction</p>

7	Sept 19-25	<p><b>Chapter 13:</b> <i>Grounded Theory Designs</i></p> <p><b>Chapter 14</b> <i>Ethnographic Designs</i></p>	Creswell Ch. 13 and 14 APA Manual Ch. 7	<p><b>DB7:</b> Ch. 13 and 14 Discussion Topic</p> <p><b>A7:</b> Ch. 13 and 14 Questions; Reference List</p>
8	Sept 26-Oct 1	<p><b>Chapter 15:</b> <i>Narrative Research Designs</i></p> <p><b>Chapter 16: Mixed Methods Designs</b></p> <p><b>Chapter 17: Action Research Designs</b></p>	Creswell Ch. 15, 16 and 17 APA Manual Ch. 8	<p><b>DB8:</b> Ch. 15, 16 and 17 Discussion Topic</p> <p><b>A8:</b> Final Exam; Methodology section</p>

### Student Learning Outcomes:

1. Students will examine approaches to research including quantitative, qualitative, and mixed methods.
2. Students will interpret and evaluate research to become successful readers and consumers of research.
3. Students should be able to determine and operationally define the basic aspects of the research process including identifying research problems; reviewing literature; specifying purposes for studies; collecting, analyzing, and interpreting data; and evaluating and reporting the results of a study.

4. Students will construct and implement short assignments to demonstrate the basic research skills.
5. Students will demonstrate proficiency using APA format.