

Wayland Mission Statement

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.

Contact Information

Course: CNSL 5302 VC03 – Research Methods and Data Analysis

Campus: Amarillo

Term/Session: Spring 1 2020

Instructor: Dr. J B Boren, PhD, CEP-C

Office Phone Number: 806.352.5207

WBU Email Address: borenjb@wbu.edu

Office Hours, Building, and Location: TBA

Class Meeting Time and Location: Online, asynchronous

Textbook Information

Required Textbook(s) and/or Required Materials: Privitera, G. (2020) *Research methods for the behavioral sciences, 3rd ed.* Los Angeles: Sage. This text is required. (ISBN: 978-1-5443-0981-1)

*The textbook for this course is part of the **Wayland's Automatic eBook** program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore [Automatic eBook FAQ](#) page.*

Optional Materials: None

Course Information

Catalog Description: Development of research skills and the interpretation of research results.

This course is designed to emphasize Research Methods and Statistics by providing an understanding of research methods and basic statistical analysis, including: The importance of research and opportunities and difficulties in conducting research in the counseling profession; Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research; and Use of research to improve counseling effectiveness.

Prerequisite(s): Students must have either completed an undergraduate statistics or a quantitative research methods course, or passed the CLEP or DAN TES statistics test, or taken the statistics tutorial before registering for this course.

Course Outcome Competencies: Upon completion of this course, students will be able to:

- Explain why scientific research is needed in counseling
- Examine how scientific research is used in program evaluation
- Understand the APA and ACA ethics codes for research
- Demonstrate how to find and evaluate professional research materials
- Describe the strengths and weaknesses of the various types of research used in counseling-related settings
- Describe techniques of measurements and sampling
- Explain basic principles of probability and the normal curve
- Understand when to use basic descriptive and inferential statistics
- Read and explain the results of major statistical techniques in counseling journals
- Apply knowledge to evaluate an area of counseling research

Attendance Requirements

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.

Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.

Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.

Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

University Policies

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

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 Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

Student Grade Appeals: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](#)

Course Requirements and Grading Criteria

Grading:	Assignments	300 pts.
	Discussion Board	200 pts.
	Course Project Paper	200 pts.
	Quizzes	300 pts.
	Final Exam	100 pts. (the final exam is optional...see below)
	Total	1100 pts.

Grading Scale:	A	90% and above
	B	80%-89%
	C	70%-79%
	D	60%-69%
	F	59% and below
	I	Incomplete (given only in last two weeks of course)

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Tentative Schedule

Tentative Schedule (By Unit) - CNSL 5302 VC03

Units will normally open at midnight CT on the available Sunday and will close at 11:59 PM CT on the due date (usually Saturday). Assignments WILL NOT be available for make-up after they close. **Don’t ask for make-ups!**

<i>Unit</i>	<i>Week</i>	<i>Assignment</i>	<i>Points</i>	<i>How/Where/What</i>	<i>Available</i>	<i>Due Date</i>
1	1	Read chapters 1, 2, and 3	-	Textbook	now	Jan 23
		Homework 1	30	Course Cont. area- Unit 1	Jan 11	Jan 22
		Quiz 1, chs. 1-3(30 min.)	50	Course Cont. area- Unit 1	Jan 11	Jan 23
	2	Discussion Board 1 (Introduction)	10	Discussion Board	Jan 11	Jan 13
		Discussion Board 2 (Background)	10	Discussion Board	Jan 12	Jan 20
		Discussion Board 3 (Topic)- Opens Project- Start thinking about topics		Discussion Board Your head	Jan 14 now	Jan 27 Jan 28
2	3	Read chapters 4 and 5	-	Textbook	now	Jan 30
		Homework 2 and 3	30 ea	Course Cont. area- Unit 2	Jan 24	Jan 30
		Quiz 2, chs. 4-5 (30 min.)	50	Course Cont. area- Unit 2	Jan 24	Jan 30
		Discussion Board 3 (Topic)- cont’d Project- Get topic final approval	40	Discussion Board email instructor	Jan 14 Jan 14	Jan 27 Jan 28
3	4	Read chapters 6, 7, and 8	-	Textbook	now	Feb 6
		Homework 4	30	Course Cont. area- Unit 3	Jan 24	Jan 30
		Quiz 3, chs. 6-8 (30 min.)	50	Course Cont. area- Unit 3	Jan 24	Jan 30
4	5	Read chapters 9 and 10	-	Textbook	now	Feb 13
		Homework 5 and 6	30 ea	Course Cont. area- Unit 4	Feb 7	Feb 13
		Quiz 4, chs. 9-10 (30 min.)	50	Course Cont. area- Unit 4	Feb 7	Feb 13
		Project- Write draft of Chapter 1		subm. draft by email		Feb 11
5	6	Read chapters 11 and 12	-	Textbook	now	Feb 20
		Homework 7	30	Course Cont. area- Unit 5	Feb 14	Feb 20
		Quiz 5, ch. 11-12 (30 min.)	50	Course Cont. area- Unit 5	Feb 14	Feb 20
		Project- Write draft of Chapter 2		subm. draft by email		Feb 18
6	7	Read chapters 13, 14, and 15	-	Textbook	now	Feb 27
		Homework 8, 9, and 10	30 ea	Course Cont. area- Unit 6	Feb 21	Feb 27
		Quiz 6, ch. 13-15 (30 min.)	50	Course Cont. area- Unit 6	Feb 21	Feb 27
		Discussion Board 5 (Research Int.) Project- Write draft of Chapter 3 Project- Put it together; full draft	40	Discussion Board	Apr 21	May 7
						Feb 27
7	8	Final Paper (Project) Due	200	Project Journal Area		Mar 1
		Final Exam (if required)	100	Course Cont. area- Unit 7	May 11	Mar 5

Additional Information

Specific Requirements for the Online Student-

- Compatible Computer and Access to Blackboard- You CANNOT take this course unless you can do the following-
 - Have regular access to a computer
 - Be able to log in to Blackboard
 - Be able to complete the assignments within Blackboard
 - Be able to rectify any software issues related to using Blackboard
 - Be able to communicate with the instructor via email
 - Know how to check to see if assignments have posted to Blackboard

If you cannot do ALL of the above, for the duration of the course, you must immediately do one of the following-

- Borrow a friend's computer to complete the above
- Find a public computer to complete the above
- Drop the course

****Computer incompatibility or software issues, or textbook inavailability is NOT an excuse for missing assignments, nor is it grounds for allowing make-ups on assignments!! ****

Course Requirement Details-

- **Assignments-** Students will need to read along in the textbook and web-based materials. Assessment of student reading will come from student participation in posting materials in a timely manner, student performance on quizzes, and direct questioning from the instructor. While you may have gotten by in face-to-face courses with not reading, or sparsely reading your textbook, you will not survive an online course unless you read the text in some detail. Fair warning! There will be approximately ten homework assignments given in addition to the reading. These assignments will strengthen the students' ability to work specific kinds of statistical problems. Because these are so important, 30% of the course grade will come from the successful completion of these assignments. Assignments designed to be submitted in Blackboard must be submitted there. Emailing them to the instructor will not suffice, since BB will grade them as a zero if they are not present. Assignments designed to be submitted via email, such as the topic approval discussion, should be emailed, of course.
- **Discussion Board-** Several topics will be presented on the discussion board for student response. Some topics will seek simple answers to questions; other will relate to the term paper/project. Not everyone will agree on all issues, but everyone should be able to make an argument from principle and facts (as opposed to emotions) for each topic. Be respectful in the way you disagree. Remember, a discussion board leaves no room for non-verbal communication, so some methods you use in person (such as sarcasm, teasing, etc.) may be interpreted as insults. Please communicate as effectively as possible, and don't be too quick to

infer insult from someone else's response to your post.

Write your discussion board entries with the same care you would write a hard-copy to turn in for a grade. **Do not use emoticons or other 'chatroom' slang...these will receive deductions in points.** All of your writing in this course should be college-level and professional. The DB will comprise 20% of the course grade.

Write your post by adding a new thread to each of the topical sections. Do not attempt to attach files...there are too many folks who won't have compatible software to open them. If you 'pre-write' your paper in other software, copy-and-paste it into the Blackboard window, or re-type it there.

Reply to previous postings by other students to add your comments to their posts. Do not be offended if other students do not agree with you. This is the place to put your opinions on these controversial subjects, but BE PREPARED to defend your opinions with facts. The instructor WILL CHALLENGE you if you post hearsay, myths, or other undocumented fallacies masquerading as facts. If you say "studies show" or "science has proven", I will insist on supporting research...I'll ask you to name those studies. Be prepared. One of my favorite quotes- "It ain't what we don't know that will hurt us...it's what we know that ain't so!" - Will Rogers

And finally, have some fun and learn something with it!!

- **Concept Paper-** Each student will complete a research concept paper relating to the field of counseling psychology. For more details, see the "Concept Paper" document which can be found in the Course Documents section. The instructor will work with individual students throughout this process. Students must be able to communicate in a timely way...those who hesitate will find no time to complete the project! The project is worth 20% of the course grade. I will grade your final draft. I will keep count of the number of times you submit draft copies of each chapter, but I won't grade the submission of drafts. You are not required to submit drafts for editing, but doing so will likely result in a higher grade for less-experienced writers of APA style papers. Important: Turning in a paper that was written for credit in a previous course, without attribution or permission from the instructor is not acceptable college work (it is a form of plagiarism).

Note on the Use of APA Style: School of Social and Behavioral Sciences policy requires the use of the APA style manual for all papers. This style manual should have been taught in previous (undergraduate) coursework; however, if you were not instructed in the proper use of APA style, you are responsible for learning it for this course. Either get an APA style manual (most college bookstores have them, as well as amazon.com, etc.), or get online and google 'APA style' and look at some of the free resources you find there. I will deduct points from all assignments which require APA style but are not written as such. (This would include primarily your project in this course.)

- **Quizzes-** Open-book, timed quizzes are given per unit and will cover material from each assigned chapter of the book. The purposes of the quizzes are to assure the instructor the reading material is being read as assigned and to determine the level of competence with each

concept from the textbook. Quizzes which are missed (i.e., timed out) may *not* be made up. The student's grade on the final exam will be substituted for each missing quiz grade. *If you complete all quizzes on schedule, you may waive the final exam.*

All quizzes must be completed on Blackboard by the due date. Quizzes will be unavailable after the due date, **and cannot be made up**. If you cannot take the quiz on the due date, make sure to take it early. The time allowed for each quiz is based on the length of the quiz. Most are ten to twenty minutes. If you have not read the chapter as assigned, you will have difficulty completing the quiz in the allotted time using the book. Once you start a quiz, you may not go back to it later. Finish it at that time. (They are set so that if you get kicked out by your computer, you should be able to get back in...but the timer is running so don't wait.)

Students who wait until the last day/night before attempting a quiz are asking for trouble. If Blackboard is down, or your computer crashes, or there's a snowstorm and the power goes out, you will miss that quiz, and will then have to take the final! Start a day or two early!! Quizzes are 30% of the course grade.

The quizzes become available at midnight Central Time and will time out (vanish) at 11:59 pm Central Time (including Daylight Savings). Please allow for time differences if you are in another time zone.

- **Final Examination**- A comprehensive final will be given. The final exam will be available for one week only...during the final scheduled week of the course. Please be sure to set your schedule so that you will have time available for the final exam. The final exam is 10% of the course grade. Again, ***if you complete all your quizzes, you are allowed to waive the final examination (that means you don't have to take it!).***

Email Account: As part of the basic requirements of this class, it is expected that every student will use their WBU email account. Email will be used by the instructor to disseminate information to students in such areas as general information, quizzes, and assignments. Further, it has been my experience that email provides a useful and convenient way for students to contact me with questions, comments, and/or concerns. Please use this means of communication to contact the instructor or any other students in the class. I prefer the email contact to phone contact, especially if you are notifying me of an absence.

ACADEMIC HONESTY: The following is adapted from the School of Language and Literature's Policy on plagiarism and academic dishonesty:

Writing is a collaborative art. Discussion and collaborative brainstorming are good. However, passing off another's **writing or ideas** as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university. Plagiarism does not have to be intentional. One can commit plagiarism by accident.

Common examples of plagiarism or academic dishonesty include the following:

- Copying any amount of text directly from an internet website, book, or other document without **appropriate citation** and synthesis into one's own discussion.
- Paraphrasing the ideas presented in any source or oral discussion without appropriate citation.
- Using the evidence and conclusions of any source as the controlling framework for one's own paper.

- *Recycling work from a previous or concurrent course*, even if it is your own work.
- Purchasing or otherwise downloading a paper from an internet website or other source.

In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute **appropriate citation** of any source:

- Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.
- Placing borrowed text directly from another source within “quotation marks.”
- Introducing clearly another author’s voice into the document by means of a signal phrase (an introduction of that author).
- Offering, in short, a clear distinction between one’s own voice or ideas and those of any outside authors brought into the discussion.

Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.

If the instructor determines that a student’s actions constitute Academic Dishonesty, the case will be reported to the university executive vice president/provost, as per university policy. Per university policy, second offenses RESULT IN SUSPENSION FROM THE UNIVERSITY.

In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.

Disclaimer: The instructor reserves the right to cancel, change, modify, rearrange or otherwise divert from this document, to make changes as I deem appropriate, or to change, without notice, any of the information or requirements if I deem such change to be appropriate, in the best interest of the class as a whole, or when necessary due to unforeseen circumstances. This syllabus is not a contract, but a set of guidelines by which the class is intended to operate.

Bibliography: An extensive bibliography can be found starting on page 543 of the textbook.

- Alioto, A. M. (1993). *A history of western science, 2nd ed.* Englewood Cliffs, NJ: Prentice Hall.
- Berry, W. D. (1993). *Understanding regression assumptions.* Sage Series on Quantitative Applications in the Social Sciences, vol. 92. Newbury Park: Sage Publications.
- Blake, R. M., Ducasse, C. J., Madden, E. H. (1960). *Theories of scientific method: Renaissance through the nineteenth century.* Seattle: Univ. of Washington Press.
- Clagett, M. (1969). *Critical problems in the history of science.* Madison, WI: Univ. of Wisconsin Press.
- Collyer, C. E., & Enns, J. T. (1987). *Analysis of variance: The basic designs.*
- Cozby, P. C. (2012) *Methods in Behavioral Research, 11th Ed.* New York, NY: McGraw Hill.
- Cresswell, J. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research, 2nd ed.* Pearson: Upper Saddle River, NJ.
- Freund, R. J., & Wilson, W. J. (1993). *Statistical methods.* Boston: Academic Press, Inc.
- Holcomb, Z. C. (2007). *Interpreting basic statistics, 5th ed.* Pycszak Publishing: Glendale, CA.
- Iman, Ronald L. (1994). *A data-based approach to statistics.*
- Kirk, R. E. (1994). *Experimental design: Procedures for the behavioral sciences, 3rd ed.* Pacific Grove, CA: Brooks/Cole.
- Kleinbaum, D. G., Kupper, L. L., & Miller, K. E. (1988). *Applied regression analysis and other multivariable methods, 2nd ed.* Boston: PWS - Kent Publ. Co.
- Lentner, M., & Bishop, T. (1993). *Experimental design and analysis, 2nd ed.* Blacksburg, VA: Valley Book Co.
- Neter, J., Wasserman, W., & Kutner, M. H. (1990). *Applied linear statistical models, 3rd ed.* Homewood, IL: Irwin Press.
- Patten, M. L. (2007). *Understanding research methods, 6th ed.* Pycszak Publishing: Glendale, CA.
- Scheaffer, R. L., Mendenhall, W., & Ott, L. (1979). *Elementary survey sampling, 2nd ed.* North Scituate, MA: Duxbury Press.
- Spatz, C. (1993). *Basic statistics: Tales of distributions, 5th ed.* Pacific Grove, CA: Brooks/Cole Publishing Company.
- Weisberg, H. F. (1992). *Central tendency and variability.* Sage Series on Quantitative Applications in the Social Sciences, vol. 83. Newbury Park: Sage Publications.