**WBU Flame Logo

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1. WAYLAND BAPTIST UNIVERSITY PLAINVIEW CAMPUS DON A. WILLIAMS SCHOOL OF EDUCATION

2. UNIVERSITY MISSION STATEMENT:

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

**3. COURSE NUMBER AND TITLE:**

EDUC 5302 Research Methods in Education VC01

**4. TERM AND DATES**:WBUonline Spring 1st 8-week Session (Jan 16-Mar 11, 2023)

# **5. INSTRUCTOR:**

# Dr. Rachel Torres

# **6. CONTACT INFORMATION:**

# [torresr@wbu.edu](mailto:torresr@wbu.edu)

806-291-1046

*My replies to email typically will be within 2-3 days.*

# **7. OFFICE HOURS, BUILDING, & LOCATION:**

# Van Howeling Education Complex Rm. 207

***For online courses by appointment.***

# **8. COURSE MEETING TIME AND LOCATION:**

# Virtual Campus/online/Blackboard

# **9. CATALOG DESCRIPTION:**

Development of research skills appropriate for educational and instructional environments. Development of a research prospectus. Field experience: 6 hours

**10. PREREQUISITE:**

None

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

Creswell. J.W. (2019). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, N.J.: Merrill.

Association, American P. Publication Manual of the American Psychological Association. Available from: VitalSource Bookshelf, (7th Edition). American Psychological Association, 2019.

**12. OPTIONAL MATERIALS:**

None

**13. COURSE OUTCOME COMPETENCIES**

After completion of this course, a student seeking an M.Ed. will be able to demonstrate the following competencies:

* Students will examine types of educational research.
* Students will define research methods (e.g. qualitative, quantitative, action research)
* Students will explain the relevance of research in advancing the field of education
* Students will use research to create opportunities that will impact the field of education

**edTPA alignmenT: Rubrics 1-15**

14. ATTENDANCE REQUIREMENTS:

Campus Attendance Policy: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the number of absences considered by the instructor to be excessive, the instructor will advise the student and file an unsatisfactory progress report with the dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’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 provost/academic vice president.

**15. PLAGIARISM & ACADEMIC DISHONESTY**

**Wayland Baptist University**

**Statement on Plagiarism and Academic Dishonesty**

Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. 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.

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 current course, whether your own work or another student’s work.
* Purchasing or otherwise downloading a paper from an internet website.

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.

Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.

* 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 filed with the school dean (as determined by course prefix) and reported to the university executive vice president/provost, as per university policy. ALL CASES OF

ACADEMIC DISHONESTY WILL RE REPORTED.

* Per university policy as described in the Wayland Academic Catalog, second offenses

WILL RESULT IN SUSPENSION FROM THE UNIVERSITY.

* In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.   
    
  Policy 8.4.1 Attachment Inception 10/08/2014

### 16. 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 disabled 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 student with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**17. COURSE REQUIREMENTS AND GRADING CRITERIA:**

I place a great value on professionalism as it is essential to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. This component will be assessed and based upon my prospective, the teacher education Code of Conduct, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, using standard American English at Wayland’s School of Education is expected. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction. All written work in this course must be word processed and prepared according to APA style.

1. The student log into class at least 2-3 times per week, read all assigned materials, participate in class discussions and activities, and exhibit professionalism in all matters.
2. The following are computer skills required for the successful completion of this course:
   1. Knowledge of MS WORD—word processing, creating files, saving files (2007 version)
   2. Knowledge of Blackboard; technical assistance is available
   3. Posting to Discussion Board in Blackboard
   4. Email
   5. Attachments—opening, sending
   6. Submitting assignments electronically

**Course Grading Criteria**

All assignments are due as noted on course outline unless otherwise announced in class. All assigned work must be word-processed. If a student is absent from class the day an assignment is due, he or she must still turn in the assignment on the due date to receive possible full credit for the assignment.

All course assignments must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. Late submissions will be accepted up to 24 hours after initial due date at 50% possible points. If there is a family or medical emergency, it is expected that the instructor will be contacted before an assignment is due. Any extension on assignment submission is at the instructor’s discretion. NOTE: The due dates and times for the activities will adhere to the time recorded in Blackboard will be considered the official time of submission.

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| Assignment Type | Quantity | Worth | Total Possible |
| Research Accountability Paper | 1 | 200 points each | 200 points |
| Discussion Board | 8 | 37.5 points each | 300 points |
| Research Paper: Proposal | 1 | 100 points | 100 points |
| Research Paper: Research Questions | 1 | 100 points | 100 points |
| Research Paper: Lit Review | 1 | 100 points | 100 points |
| IRB and Ethics Online Training | 1 | 200 points | 200 points |
| **TOTAL POSSIBLE FOR THE COURSE = 1000 points** | | | |

University Grading System:

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

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.

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| A 900-1000  B 800-899  C 700-799  D 600-699  F below 600 | CR – for Credit  NCR – No Credit  I-Incomplete  W- Withdrawal  WP- Withdrawal Passing | WF- Withdrawal Failing  X – No grade given  IP- In Progress |

**18. STUDENT 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 Executive Vice President/Provost 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.

**19. TENTATIVE SCHEDULE (meeting dates, times, and assignments):**

**Course Outline:**

This course is designed to acquaint students with strategies for conducting educational research.

1. **TENTATIVE COURSE OUTLINE**

*The instructor reserves the right to amend the tentative course outline as needed for the duration of the course. All assignments are due by 11:59pm of the date indicated unless otherwise specified.*

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|  | **Topics/Readings** | **Assignment(s)** |
| Week 1 | Syllabus Review  WBU Student Info Sheet  TOPIC: Identifying a Research Problem/Chapter 2 | WBU Student Information Sheet  *Discussion Board 1 250-word post: What is research?*  **ASSIGNMENT: Accountability Paper** |
| Week 2 | TOPIC: Reviewing the Literature/Chapter 3 | *Discussion Board 2*  *250-word post: What are peer-reviewed sources and why are these important to educational research?*  **ASSIGNMENT: Annotated Bibliography** |
| Week 3 | TOPIC: Quantitative Research: collection, analysis, dissemination/Chapters 5 & 6 | *Discussion Board 3*  *250-word reflection: What is QUANTITATIVE research?*  **ASSIGNMENT: Literature Review** |
| Week 4 | TOPIC: Qualitative Research: collection, analysis, dissemination/Chapters 7 & 8 | *Discussion Board 4 250-word reflection: What is QUALITATIVE research? Include a link of an example of a peer-reviewed, quantitative research?* |
| Week 5 | TOPIC: Research Designs/Chapters 10-17 | *Discussion Board 5*  *Explain why you selected the research design you chose for this assignment*  **ASSIGNMENT: 2-page summary: [\_\_\_\_\_\_\_] as a research design (student choice)** |
| Week 6 | TOPIC: IRB and Ethics | **ASSIGNMENT: US Dept. of Health and Human Services online training** <https://www.hhs.gov/ohrp/education-and-outreach/online-education/human-research-protection-training/human-research-protection-foundational-training/index.html>  *Discussion Board 6*   * *3-2-1 Reflection of HHS training*   + *3 things you learned*   + *2 things you will apply in your own research*   + *1 question you still have* |
| Week 7 | TOPIC: Research Questions/Chapter 4 | *Discussion Board 7*  *Explain the importance of developing research questions*  **ASSIGNMENT: Develop 2-3 research questions and write a 1-page proposal of a possible research project you might complete and submit to a conference (poster or paper session); integrate your selected** |
| Week 8 | TOPIC: Futurecasting—“publication possibility” | *Discussion Board 8*  *Target a journal that is a “fit” for your possible research project; include publication requirements* |

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| Research Paper: Annotated Bibliography | 1 | 100 points | 100 points |
| Research Paper: Research Questions and Proposal | 1 | 200 points | 200 points |
| Research Paper: Lit Review | 1 | 100 points | 100 points |
| IRB and Ethics Online Training | 1 | 100 points | 100 points |
| **TOTAL POSSIBLE FOR THE COURSE = 1000 points** | | | |