

**EDUC 622: Research Methods in Education**  
**COMMUNICATIVE SCIENCES AND DISORDERS COHORT**  
**Spring 2011**  
**Tuesday 9:00-11:45**  
**Foundation Classroom Building 106**

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**COLLEGE OF EDUCATION MISSION STATEMENT**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by COE Governance Community October, 1997)*

**COURSE DESCRIPTION**

This course is designed to introduce educational practitioners to the fields of educational research and evaluation. We will explore quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. We will further examine measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies. Students will write a research proposal, including the first three chapters, references and appendices. During the course, students will increase their: understanding of various research methodologies and statistical techniques, ability to critique educational research, knowledge of educational research, skills in planning research, and ability to summarize and interpret research.

**COURSE OBJECTIVES**

During the course, students will:

- Develop a working understanding of research methods and designs for educational settings;
- Enhance their practical understanding of both quantitative and qualitative research methods;
- Be able to analyze the strengths and limitations of educational research studies;
- Be able to determine the appropriate use of educational research in addressing student achievement issues in schools.
- Be able to refer to appropriate sources to find the answers to research and evaluation problems and produce a comprehensive review of the literature.
- Develop a working understanding of descriptive and inferential statistical techniques;
- Design a proposal for a research study; and
- Utilize correct APA style writing and citations.

## **GENERAL CONSIDERATIONS**

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Pat Stall, Interim Associate Dean.

### **Students with Disabilities Requiring Reasonable Accommodations**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master’s candidates. This requirement must be achieved prior to Advancement to Candidacy. A master’s candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

### **Plagiarism**

All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 6<sup>th</sup> edition. Failure to do so may result in failure of the course.

## **E-mail & Online Discussion Protocol**

Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

### **Things to consider:**

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk to that person face-to-face to correct any confusion.

For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>

## **COURSE REQUIREMENTS**

### **COLLEGE ATTENDANCE POLICY**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or they **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community on 12/19/97)

### **GRADING STANDARDS**

#### **Grading Scale: (based on percentages of the available points)**

**A** = 100 – 90      **B** = 89 – 80      **C** = 79-70      **D** = 69-60

**Submission Schedule:** Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or [www.apastyle.org/index.html](http://www.apastyle.org/index.html)

## REQUIRED TEXTS

American Psychological Association. *Publication Manual of the American Psychological Association, 6<sup>th</sup> edition*. Washington, DC: APA.

Haynes, W. & Johnson, C. (2009). *Understanding Research and Evidence-Based Practice in Communication Disorders*. Boston: Pearson Education, Inc.

Additional Readings as assigned

## ASSIGNMENTS

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Your writing should follow APA format, as appropriate. The Writing Center is available for support (Kellogg Library 1103).

Article Critiques (30 points). One of the three pillars of good clinical practice is to use research to guide the choices you make in developing plans for your clients. As such, it is essential that you understand how to read and critique the literature published in our field. You will be required to critique three journal articles to demonstrate your understanding of the relevance of the research that was conducted. You will need to read, summarize and interpret the articles, as well as critique them for their merit and limitations. This exercise should prepare you for the literature review portion of the paper you will be writing for this course, and strengthen your critical analysis skills as a consumer of published research. **The third of the critiques will be used to fulfill your Graduate Writing Assessment Requirement (GWAR). You should carefully look at the rubric so you know what is expected of you.**

Critique Requirements: (10 points for each of the 3 critiques)

Write a 3-5 page paper that includes the following items:

- Appropriate APA citation (1 point)
- Statement of the research problem/questions (1 point)
- Highlights of the literature review (1 point)
- Type of methodology used and the key elements of the study's design (1 point)
- Description of the findings (1 point)
- Explanation of the author's interpretations/impressions (1 point)
- Statement as to why this is important to clinicians (1 point)
- YOUR PERSONAL critique (make it THOUGHTFUL) that focuses on what you believe to be the strengths and weaknesses of the research. The critique could be on any portion of the work, research problem/question, literature review, methodology, findings and/or recommendations (3 points).

Research Proposal (50 points). You will complete key components of a research proposal.

These key components include: Title Page, Table of Contents, Chapter 1: Statement of Problem, Chapter 2: Literature Review, Chapter 3: Methodology and a Bibliography. The proposal must conform to APA – 6<sup>th</sup> edition style guide throughout.

Should you elect to prepare a Masters thesis as fulfillment of your culminating experience, this proposal may be used as a **draft**, if you so desire. The CoE provides a rubric to guide your writing for each of the chapters, and this can be found on the CoE webpage: <http://www.csusm.edu/coe/Programs/maprogramresources.html>. Make sure you read the rubric **before** you begin writing and revisit the rubrics to help you self-assess as you make revisions to

your chapters. Each component of your working proposal will be reviewed by two classmates **before** the final submission is reviewed by your instructor.

*Research Proposal Presentation (20 points):* You will be required to present your final proposal to the class. This presentation should highlight each of the key components of your proposal, including a statement of the problem, presentation of past literature and a brief overview of the study's design and target population. You will have 15 minutes allotted to you – 10 for your presentation and 5 for questions/comment, so please plan accordingly. You should look for input and guidance from your classmates to strengthen your proposal and your ideas.

## **DETAILS ON WHAT YOUR CHAPTERS SHOULD LOOK LIKE:**

### **Chapter One: Statement of Problem**

Chapter I is the Statement of the Problem of the Research Proposal and it should begin with a "Narrative hook" to introduce the topic. Expand that narrative to include the purpose statement and research question(s). Chapter I should include the following components: background information, statement of the problem, purpose of study, rationale, research questions, significance of study, applications, and a summary paragraph leading into Chapter 2: Literature Review.

Your writing should "flow" and you should not label each component, although all components should be present. Follow APA format throughout. See Chapter 1 Rubric for more guidance.

#### **Specifics on Chapter 1:**

This chapter will define the research question/problem or project focus. What issue is to be addressed? Why is this issue critical to the field of Speech Pathology? Explain what you hope to accomplish in your thesis/project. Articulate how this research will fill a need in our field and who might benefit from this work.

Definitions of terms must be very clear. Do not assume that your reader knows what you mean when you use educational jargon.

Thoughts for the Writer/Reader for Chapter One:

- Are terms and definitions clear?
- Is it clear what the focus of the research will be?
- Has the author cited research that represents the field and is supportive of the research question?
- Is the research question *very* clear? Do you understand exactly what the author hopes to find?
- Is the chapter written in present tense? (With the exception of citations of other research; use past tense or present perfect tense for these--see APA)

### **Chapter Two: Literature Review**

Your review of literature should be organized around common themes that you found in your research articles (not by individual articles). You should talk about the articles within the subheadings of your common themes. You are writing one overview of all of the articles together, not each one separately. Remember to discuss common themes or threads that run through all or some of the papers; do not have one separate paragraph about each paper. If a

paper included something unique and significant, you can certainly discuss it. Follow correct guidelines for citing: Be sure to give the authors credit if you take something directly from their paper. Make sure you use quotation marks and include the page number if you are taking an exact quote. Make sure that all of your articles were about research studies conducted by the author(s). How do you know if it was research? The authors will discuss the research question(s), how they collected and analyzed data, and the results, implications and conclusions.

Chapter II should have an introduction that ties the review of literature to your research question. The body of the chapter should be organized by underlying themes or threads (subtopics) that your articles address. You should have a summary at the end that summarizes the review of literature and how it is linked to your research question, and which leads the reader into Chapter III-Methodology. Follow APA format throughout. See Chapter 2 Rubric for more guidance.

### **Specifics on Chapter 2:**

This chapter will put the research or project in context with what is already known. Review what is currently known (and not known) about the issue. Where is the field in terms of what is happening with the topic? Put your project/issue into a theoretical context, if appropriate. What theories/ principles are you basing your project on (if appropriate)? What are your assumptions? The review of the literature puts the project in perspective and lets the reader know why the project is of significance. It also provides a *critical analysis* of the research.

Thoughts for the Writer/Reader for Chapter Two:

- Is all the research discussed relevant to the question presented in Chapter One?
- Do you understand the essential elements of each research/article cited? Did the author provide information on the methodology, subjects, and conclusions of each research/article? Did the author identify the theoretical framework the research comes out of or is influenced by? Did the author mention strengths and weaknesses of the research?
- Are the majority of the articles from professional, peer reviewed journals?
- Are there any gaps in the research presentation?
- Are there transitions between the research projects presented? Does the chapter flow and do the research citations build on each other? Is it clear how the research described in the literature review supports the research for this thesis?
- Your review should be a summary and synthesis of current literature. Does the review group literature with similar themes and findings together? Where literature finds differences, is this carefully explained and discussed as to its relevance for the current work?
- Is the chapter written in past tense?

### **Chapter Three: Methodology**

Your methodology chapter will consist of an introduction to your methods, description of your methodological design, participants, materials, procedures, data analysis process, and a summary. Follow APA format throughout. See Chapter 3 Rubric for more guidance.

### **Specifics on Chapter 3:**

This chapter describes the research or project design and data collection. How will the research/project be conducted? What must be done in order for you to accomplish your goals?

Thoughts for the Writer/Reader for Chapter Three:

- Are descriptions of the methodology specific enough that someone could replicate? Does it include an explanation of the design of the study
- Is the sample population clearly laid out? Does it include comment on how subjects will be selected? From where? Exclusionary criteria? Is there inclusion of IRB protocol, benefits/losses to the subjects, study limitations and usefulness?
- Is there a clear explanation of the procedures that will be used and how data will be collected and analyzed?
- Did the author explain the methodology choice and how the methodology is a good match for the research question?
- Is the chapter written in past tense?

### **Research Proposal Outline**

Title

Table of Contents

Chapter 1 – Introduction to Study

Statement of the problem  
 Purpose of the study and rationale  
 Research questions and hypotheses  
 Significance of the study and applications

Chapter II – Review of Literature

Introduction  
 Subtopic Sections  
 Summary of literature review

Chapter III – Methodology

Introduction  
 Design  
 Subjects  
 Materials  
 Procedure  
 Analysis (How you will do it)

References

**APA FORMAT: You will be expected to follow APA 6<sup>th</sup> Edition for the following:**

Title page	p. 23, 41
Levels of headings	p. 62
Page numbers & headers	p. 230
Writing numbers	p. 111
Citations in text	p. 174-179
Block Quotes	p. 170-174
Secondary Sources	p. 178
Electronic Sources	p. 187-189
Reference Page	p. 193-224
Appendixes	p. 38-40

**Helpful Websites:**

Guidelines for Institutional Review Board (IRB): (use the exempt form)

<http://www.csusm.edu/research/IRB.htm>

CSUSM Thesis Information: [http://www.csusm.edu/rgsip/graduate\\_studies/thesis\\_project.htm](http://www.csusm.edu/rgsip/graduate_studies/thesis_project.htm)

CSUSM Library: <http://library.csusm.edu/>



**EDUC 622 SPRING 2011 MOINEAU – SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
Week 1 1/25/11	Orientation to Research; syllabus review; Intro to the Scientific Method; EBP and Research Problem Topics	Chapters 1-2 Generation of Ideas in class
Week 2 2/1/11	Locating Published Research (KEL 3400 from 9-11am) Review of APA	Chapter 11
Week 3 2/8/11	Article Dissection Workshop	Chapters 13-15 Bring 10 articles to class for your literature review
Week 4 2/15/11	Sampling and Instrumentation Article Dissection	Article 1 Critique Due Chapters 3-4
Week 5 2/22/11	Qualitative Methods: Overview and Data Collection	Article 2 Critique Due
Week 6 3/1/11	Literature Synthesis Workshop	Bring your literature review to work on Article 3 Critique due (GWAR)
Week 7 3/8/11	Single Subject Designs Workshop with peers	Chapter 10 reading Draft Chapter 2 –bring 2 copies with you
Week 8 3/15/11	Levels of Evidence	Chapter 12 reading Chapter 2 due
	<b>SPRING BREAK</b>	<b>CSHA ANNUAL MEETING</b>
Week 9 3/29/11	Quantitative Methods: Measurement, Hypothesis testing and Inferential Stats Workshop with peers	Chapters 5 & 6 reading Draft Chapter 3- bring 2 copies with you
Week 10 4/5/11	Quantitative Methods: Groups designs Synthesis and writing	Chapters 7 & 8 reading Chapter 3 due Bring current proposal to class
Week 11 4/12/11	Workshop with peers	Draft Research Proposal- bring 2 copies with you
Week 12 4/19/11	Workshop with Instructor	Bring Draft Research Proposal
Week 13 4/26/11	Proposal Presentations	Draft Research Proposals Due
Week 14 5/3/11	Proposal Presentations	
Week 15 5/10/11	Proposal Presentations	Research Proposals due