EDUC 5301
RESEARCH METHODS FOR THE BEHAVIORAL SCIENCES
Fall, 2015

INSTRUCTOR:  Mark Lewis, Ed.D.
OFFICE:  BEP 222C
PHONE:  566-7051
e-mail:  mlewis@uttyler.edu (best way to contact me)
OFFICE HOURS:  Online:
CLASS MEETINGS:  Online

COURSE DESCRIPTION:
This course is designed to provide the student with an introduction to the fundamentals of research in the behavioral sciences. Students will gain competencies in the evaluation of research reports and the development and planning of research proposals.

STUDENT LEARNING OUTCOMES:
After completion of this course, students will be able to:
1. Understand different types of research methodology and their uses
2. Identify and state a significant research question
3. Use electronic and other resources to conduct a review of literature regarding a research question
4. Apply knowledge of research methods to the evaluation of research reports
5. Design a study appropriate to the investigation of a significant research problem

EXAMINATIONS AND DEADLINES:
Two examinations will be administered during the course. They will be of short answer/short essay format. I view make-up exams as being inherently unfair to both the instructor and to other class members. I recognize that occasionally a situation arises which makes it necessary for a student to request a make-up exam or an extended deadline. In such a case, only legitimate (i.e., doctor's) excuses will be recognized. Missing an exam or deadline without making prior arrangements with the instructor will result in a penalty of one letter grade per day or portion of a day that elapses between missing an exam or deadline and making alternate arrangements with the instructor. A grade of "Incomplete" is, as a matter of university policy, available only in the most extraordinary of circumstances. See the university catalog for the policy.

Examinations will be administered online.
EVALUATION:

Course grades will be assigned on the basis of two exams, course participation, and a research proposal. In addition, I will make a number of homework assignments. While homework assignments will not be qualitatively evaluated, I will check that they are completed and that students have participated in required discussion sessions. Failure to complete one or more assignments will be a factor in my decisions on final course grades. For the purpose of assignment of a course grade, the two exams and the research proposal will be weighted equally. Responses to items on individual exams will be scored in the following manner:

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<tr>
<th>Mark</th>
<th>Point Value</th>
<th>Rationale</th>
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<tr>
<td>√+</td>
<td>2</td>
<td>Response completely and correctly answers the question. (i.e., a bulls eye)</td>
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<tr>
<td>√</td>
<td>1</td>
<td>Response is partially correct. May contain erroneous information or may be incomplete. (i.e., not a bulls eye, but hits the target)</td>
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<tr>
<td>x</td>
<td>0</td>
<td>Response is either missing or is incorrect. (i.e., missed the target)</td>
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Grades for exams/research proposal will be determined in the following manner:

- **A**: 3/4 of items scored √+, 1/4 of items scored √, or the numerical equivalent thereof.
- **B**: 1/2 of items scored √+, 1/2 of items scored √, or the numerical equivalent thereof.
- **C**: 1/4 of items scored √+, 3/4 of items scored √, or the numerical equivalent thereof.
- **D**: All responses scored √, or the numerical equivalent thereof.

Grades for research proposals will be assigned according to the same criteria. The ratios mentioned above will be applied to scores assigned to evaluative categories corresponding to the various sections of the proposal. Final course grades will be assigned by applying the same criteria to the summated percentage scores of the exams and the proposal plus the course participation score (70 pts. max.).

**Summary of Course Requirements**

- Exam 1: 100 pts.
- Exam 2: 100 pts.
- Research proposal: 100 pts.
- Homework and participation: 70 pts.
Grading Scale –
Total possible points = 370
A = 87.5% = 323  
B = 75% = 277  
C = 62.5% = 231  
D = 50% = 185  
F = < 50% = < 155

Teaching Strategies:
Online lecture, discussion, small group problem solving.

Text:

Please Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE POLICIES:

**Participation** - I view participation as being critical to the success of any course. I also view graduate students as adults who are entitled to make choices regarding their actions. I expect students to complete all assignments, whether graded or not, and to participate in all group discussion sessions. Please note that course participation carries a substantial point value and will be used in assignment of course grades.

**Out of Class Written Assignments** - Specific requirements and guidelines for the research proposal will be distributed separately. In all cases, out of class written assignments are expected to represent graduate quality work and to meet the following minimal criteria:

1. On Time
2. Word-processed, double-spaced
3. Free of typographical errors

**Code of Conduct** – I expect students in this course to conduct themselves as university students of graduate standing. I expect students to participate in class activities. I expect students to meet assigned deadlines. I expect students to behave in an academically honest manner. I reserve the right to penalize students who violate class policies.
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<th>Date</th>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>8/24 – 8/30</td>
<td>1</td>
<td>Course Overview; Welcome</td>
<td>Intro. Videos</td>
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<td>Begin Module 1 – Introduction to Research Methods</td>
<td>Salkind 1</td>
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<td>1.1 What is Research and Why Do We Do It?</td>
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<td>Basic Terms and Concepts</td>
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<td>8/31-9/6</td>
<td>2</td>
<td>1.2 Beginning the Research Process: Sources of Information</td>
<td>Salkind 2, 3a</td>
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<td>Conducting a Literature Review</td>
<td>Prelim. Research</td>
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<td>1.3 Using Electronic Resources</td>
<td>Problem due</td>
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<td>1.4 Designing Research: Overview, Introductory Section;</td>
<td>Salkind 13, 14</td>
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<td>Problem Statement; Hypotheses; Research Proposal Format</td>
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<td>9/7-9/13</td>
<td>3</td>
<td>Begin Module 2 – Sampling and Measurement</td>
<td>Salkind 3b, 4</td>
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<td>2.1 Designing Research: Sampling</td>
<td>Res. Prob. Peer Review</td>
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<td>Practice Study 0</td>
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<td>9/14-9/20</td>
<td>4</td>
<td>2.2 Instrumentation and Measurement</td>
<td>Salkind 5, 6</td>
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<td>2.3 Reliability and Validity</td>
<td>Practice Study 1</td>
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<td>9/21-9/27</td>
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<td>Loose Ends; Practice Applications</td>
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<td>2.4 Ethics in Research; IRB Process</td>
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<td>9/28-10/4</td>
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<td>Exam 1</td>
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<td>10/5-10/11</td>
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<td>Begin Module 3 – Non-experimental and Qualitative Research</td>
<td>Salkind 9, 10</td>
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<td>3.1 Overview of Research Methods</td>
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<td>3.2 Descriptive Research</td>
<td>Practice Study 6</td>
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<td>10/12-10/18</td>
<td>8</td>
<td>3.3 Qualitative Research</td>
<td>Practice Study 3</td>
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<td>3.4 Correlational Research</td>
<td>Practice Study 4</td>
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<td>9</td>
<td>Begin Module 4 – Experimental Methods</td>
<td>Salkind 11,12</td>
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<td>10/19-25</td>
<td>4.1 Experimental/Quasi-experimental Research</td>
<td>Practice Study 5</td>
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<td>4.2 Experimental Design</td>
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<td>Week 10</td>
<td>4.3 Internal and External Validity</td>
<td>Practice Study 6</td>
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<td>10/26-11/1</td>
<td>4.4 Causal Comparative Research</td>
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<td><strong>Week 11</strong> Begin Module 5 – Applied Research and Evaluation and Data Analysis</td>
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<td>11/2-8</td>
<td>5.1 Evaluation Research and Action Research</td>
<td>Salkind 7,8</td>
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<td>5.2 Research Reports: Analysis of Data 1</td>
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<td>Week 12</td>
<td>5.3 Research Reports: Analysis of Data 2</td>
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<td>11/9-15</td>
<td>Practice Applications 2</td>
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<td>Week 13</td>
<td><strong>Exam II</strong></td>
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<td>11/16-22</td>
<td><strong>Week 14</strong> Peer Review of Proposals</td>
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<td>11/23-29</td>
<td>Celebrate Thanksgiving</td>
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<td>Week 15</td>
<td><strong>Wrap up: Course Evaluation</strong></td>
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<td>11/30-12/6</td>
<td>Proposals Due Midnight, Dec. 1</td>
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**PARTICIPATION EXPECTATIONS AND DISCUSSION GROUPS:**

We will make use of Discussion Boards in two different ways in this course. The first will involve the entire class. The second will be limited to 4-6 member discussion groups.

**Blackboard Discussion Board** - We will use the discussion board on blackboard for general discussion and questions. In most cases, if you have a question others are also interested. It will be much more efficient for me to field questions where everyone can see the answers, rather than repeatedly answering the same question individually via email. I will check the discussion board daily during the week and less frequently on weekends. Please use this venue to ask general questions about the class. **Note:** When posting to the discussion area, please type in your comments directly into the discussion. Do not type your comments into a document and then attach it to the discussion unless otherwise instructed - this method is difficult for some students to access. You may type your comments into a Word document, then copy and paste it into the Discussion Board. You must use the "clipboard icon" on the top of the discussion board frame into which you are typing in order to paste in Blackboard.

**Study Group Discussion Boards** – During the first week of the semester, I will assign each student to a discussion group of 4-6 students. We will use these groups for a number of class activities. The groups will be used to do peer reviews of research proposals and problem statements. The groups will also be used to evaluate a number of practice studies that will be assigned during the semester. I have found that the best way to help students gain a deep understanding of difficult concepts is to create an environment where they can struggle with those concepts in a group setting, discuss their ideas with peers, and come to a consensus regarding specific questions about the concept. In the face-to-face version of this course, I can do that in small groups during class. In the online version of the class, we will accomplish this using Blackboard discussion groups. You will receive further information on these activities early in the course. **Please note that full participation in the study groups is an expectation of the**
course. I will monitor study group activity and student involvement in discussion groups will be the major factor in class participation grades.

WRITTEN ASSIGNMENTS:

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Course Schedule.
- Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- Prepare your assignment using Microsoft Word. Name your assignment with the following convention: last name first initial, assignment title (ex. Last_F_Assignmenttitle)
- All written assignments should be submitted through the assignment link that I will provide. If your web connection is down for some reason, please contact me by phone to make arrangements to get the assignment submitted within the posted time constraints
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work.
- Late assignments will receive point reductions.

When written assignments are received, I will open them in Microsoft Word for grading using the "comments" feature. This will enable me to make comments, ask questions, etc. I will then return your assignment via email attachment.

Email:

To communicate by email within the course with other participants or all participants, click the Communications link on the left side of the Blackboard frame. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send email messages with Blackboard please read the student manual located in the Resources area of the course.

The course email is mlewis@uttyler.edu. Please note that this is not a patriots email address.

Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the email address above.

I will make every effort to respond quickly to your emails. Generally speaking, I check email twice a day during the workweek and less frequently on the weekend. Occasionally, I will be traveling, and it might take up to 48 hours to respond. If my schedule makes me unavailable to answer emails for an extended period, I will try to post an announcement so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses! My priority is communicating with you, so if there are any problems, we will work to solve them.

Digital Library Resources

Students enrolled in this course have online access to the UT Tyler Robert R. Muntz Library. Follow this link, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a particular journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available. They are awesome.
TECHNICAL INFORMATION:

Technical Support
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu.
When you email IT Support, be sure to include a complete description of your question or problem including:

• The title and number of the course

• The page in question

• If you get an error message, a description and message number

• What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard http://wiki.uttyler.edu/display/B8H/Home for helpful information.

Plug-ins and Helper Applications
UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

• Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files.

• Java Runtime Environment (JRE) allows you to use interactive tools on the web.

• Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations.

• QuickTime allows users to play back audio and video files.

• Windows Media Player allows you to view, listen and download streaming video and audio.

• RealPlayer allows you to view and listen to streaming video and audio.

NETIQUETTE GUIDE:

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall 2015, the Census Date is September 4th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (September 4th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2- or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification
number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using, during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.