



**Tennessee State University**

**College of Education**

**Department of Teaching & Learning**

**Research and Statistics in Education**

**EDCI 5110**

**Instructor**: XXXXXXXXXX

**Phone**: XXXXXXXXXX

**E-mail**: XXXXXXXXXX

**Office Location:** XXXXXXXXXX

**Class Days/Times**: XXXXXXXXXX

**Office Hours**: XXXXXXXXXX

**Catalog Description**

A course designed to introduce the student to different methods of conducting research, as well as to educate the student in planning an original piece of action research and developing a proposal for the research. A critical analysis is made of various types of research and the various manuals of acceptable styles for writing. Elementary statistics, analysis, and interpretation of data are included.

**Pre-Requisites**

None

**Required Texts**

Gay, L.R., Mills, G.E., and Airasian, P. Educational research-competencies for analysis and applications. Tenth Edition (2012). Pearson. ISBN-13: 978-0-13-261317-0 (10th edition is preferred and will be used by instructor. Use of the ninth edition allowed but not recommended.)

Publication Manual of the American Psychological Association, Sixth Edition (2009). American Psychological Association. ISBN-13: 9781433805615, List Price USD $39.95. Current TSU Campus bookstore prices could vary.

##### Course Proficiencies (Content Knowledge, Skills, Dispositions—KSD) (National Board for Professional Teaching Standards, stated as Propositions—P)

**Content Knowledge**

1. Students will comprehend the empirical nature of research, the phases of research inquiry, statistical and symbolic languages, and the formal style used in writing research reports. (KS2, P2)
2. Students will use the empirical tools of systematic, analytical, rational and logical thought in all phases of the research process along with the concepts of inferential statistics to earn credibility as consumers and producers. (KS2, KS4, P2)
3. Students will read, review, and analyze current educational research and evaluate the generalizability, reliability, and validity of the recommended processes, practices, and instructional strategies. (KS3)
4. Students will know how to plan, design, organize, and manage an action research project conducted in an educational setting. (KS4, KS6, P3)
5. Students will analyze, interpret and discuss qualitative and quantitative data in order to formulate inferences and conclusions, make recommendations and prepare next step action plans. (KS6, P4)

### Skills

1. Read, analyze, synthesize and evaluate research and statistical information from primary resources, i.e. dissertations, theses and refereed educational journals. (KS2, KS3, P5)
2. Select and use basic qualitative and quantitative methods, statistical terms, formulas, and research concepts in an action research project with a given an educational situation. (KS1, KS2, KS3, P3)
3. Identify and critically assess the appropriateness (good fit) of the qualitative and quantitative methods used in dissertations, theses, and academic journals. (KS2, KS3, KS6, P5)
4. Design, develop, and present an action research proposal (ARP) in compliance with Tennessee State University’s Institutional Review Board's (IRB) and policies and standards of The Graduate School. (KS 1, KS2, KS4, D4, D5, P4, P5)
5. Discuss observations, inferences, interpretations, conclusions and recommendations with fellow colleagues, university supervisors, and cooperating teachers. (KS 5, KS6, D4, D5, P4, P5)

### Dispositions

1. Students are expected to cooperate and communicate with the class instructor regarding course assignments, clarifications, exceptions, revisions and special requests pertaining to assignments and the action project. (KS4, KS5, KS6, D4, D6, P5)
2. Students are expected to notify and work with the class instructor in contacting educational personnel as needed to assure the personnel that ethical practices are enforced in accordance with public law and Tennessee State University policies and standards. (KS5, KS6, D4, D5, D6, P5)
3. Students are responsible for and expected to comply with the standards of the National Research Act of 1974 and the Family Educational Rights and Privacy Act of 1974 in completing assignments, in class exercises, and action projects. (KS 5, D5,D7, P5)
4. Students are expected to exhibit professionalism that would distinguish themselves, the department, the University and other associated agencies as exemplary and committed to excellence in education. (KS 5, D5,D7, P5)
5. Students will appreciate, value, and respect the contributions of other educational researchers for the good of understanding our role as teachers and instructors. (KS5, P5)

**Portfolio Information (Artifact, Scoring Rubric)**

**Artifact(s) for Portfolio**

The Action Research Proposal (ARP) is a formative artifact for what can be a culminating event in EDCI 5910 Problems and Projects. Students that are pursuing a Master’s Degree in Curriculum and Instruction: Curriculum Planning concentration, are required to complete EDCI 5910 where the defense of the Action Research Project is graded Pass/Fail in lieu of taking the written comprehensive exam. Students are encouraged to archive other course artifacts as demonstration of progress toward achieving objectives of a Professional Growth Plan.

### Scoring Rubric(s) for Artifact(s)

Scoring rubrics for the ARP are uploaded in eLearn with detailed explanations of the expectations. Points, levels of achievement, and percentages of course grade are included. An explanation of how quality of content and compliance with grammar and style expectations are assessed for written work and oral presentations is provided.

Access to a portal in Desire 2 Learn (D2L, eLearn) has been established. Students should not delay in gaining access to the course shell for EDCI 5110.

**Expectations and General Information:**

1. **Academic Integrity —** Students are individually responsible for what is earned and achieved in this course. Cheating and plagiarism constitute grounds for Grade-F no matter how well course performance is assessed. Any material taken from another work (including the author’s previously submitted coursework) must be documented using correct APA Style. In no instance may another person’s work be used as one’s own without penalty, this includes information received from others during examinations or submitting another’s assignments, papers, and other academic assignments as one’s own. When in doubt, students should check with the course instructor to clarify what is allowable and what is not allowable. Disciplinary sanctions may be imposed through regular TSU procedures. The instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” for the course, and to prohibit the student from attending class sessions for the duration of the semester.

On pages 25-27, the Tennessee State University Student Handbook states:

Academic Misconduct. Plagiarism, Cheating, Fabrication – For purposes of this section, the following definitions apply.

1. Plagiarism.

The adoption or reproduction of ideas, words, statements, images or works of another person as one’s own proper attribution.

2. Cheating.

Shall mean, but is not limited to, using or attempting to use unauthorized materials, information, or aids in an academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit hours.

3. Fabrication.

Unauthorized falsification or invention of any information or citation in an academic exercise…

Plagiarism, cheating, and other forms of academic misconduct are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the institutional disciplinary procedures set forth below, the instructor has the authority to assign an appropriate grade for the exercise or examination, proportional to the nature and extent of academic misconduct, including an “F” for the assignment/test or an “F” in the course. Disciplinary sanctions will be imposed only through the appropriate institutional student disciplinary processes.

Tennessee State University Division of Student Affairs. (2012). *Tennessee State University Campus Life.* Retrieved May 28, 2012, from Tennesee State University: http://www.tnstate.edu/campus\_life/Student%20Handbook.pdf

1. **Classroom conduct —** The instructor is responsible for classroom behavior, academic integrity, and professionalism. The instructor can order the temporary removal of or exclude any student engaged in disruptive conduct, harmful behavior, abusive language or conduct in violation of the general rules and regulations of the institution. The instructor encourages graduate students to refrain from using in class social technology devices, digital media, and websites intended for personal and private communication. Please use said devices before class begins or during class breaks. Digital devices may be used for note taking, group discussions and classroom presentations. Electronic and/or digital recordings of classroom activities and lectures ARE NOT permitted without the instructor’s permission. If permission is granted then it is limited to personal benefit and excluded for all other purposes. Under no circumstances can the recordings be distributed electronically or posted on websites of any kind.
2. **Official Course Enrollment —** Only students who are officially enrolled in the class may attend class sessions. No persons (including children) not on the class roster or invited by the course instructor may attend class. Only when enrollment is official may a student attend class.
3. **Disabled Student Services —** Students with documented disabilities must present the official documentation from the TSU Office for Students with Disabilities by the fourth class meeting of the semester. This is a private matter of concern between instructor and student. Without the proper documentation, any student is assumed to have no limitations in performing course requirements and to course standards.

Contact Patricia Scudder, Director of Students with Disabilities—Disabled Student Services Office, at 963-7400, preferably before the fourth class meeting, if you need accommodation. The Departmentof Teaching and Learning in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. I need to be aware of your status if it will affect your class activities and assignments—*before* assignments are due.

To obtain services the student must:

* Register with the Office for Disabled Student Services by completing the [Disabled Student Registration Form](http://uploads/documents/DisabledStudentRegistration.pdf" \t "_blank) and providing appropriate medial or physical documentation.
* Meet with a member of the Disabled Student Service office, 117 Floyd-Paine Center.
* Present the Accommodation Letter to their teachers describing the accommodation needed
  + 1. **Class Participation and Attendance —** Participation is in part ascribed to signing the roster during the class period. The instructor reserves the right to deduct grade points for late arrivals, tardiness in returning from class breaks, early departures, and unprofessional behavior in class sessions. This course meets each week on Thursdays in Room 318, Avon Williams Campus, Tennessee State University, or as required in the research Library, or electronically via elearn@tnstate.edu.

**Problems with the enrollment process or financial aid are not excused absences** - Excused absences are rare and reserved for extreme situations and emergencies demanding personal involvement. The instructor makes the final decision. Students failing to report within the first two class meetings are counted as not attending. The official roster in Banner Services is updated accordingly. After that, admission to class is only possible with permission by TSU Office of Business and/or Academic Records.

Attendance and participation in class are vital to developing the understanding expressed in the course outcomes. There are also legal ramifications regarding attendance for students who are receiving financial aid. Any student who is absent will have a reduction of final grade credit according to the following scale:

2 absences -5 points

3 absences -10 points

4 absences -25 points

5 absences Grade of “F” in the course

* + 1. **Course Management via eLearn —** the eLearn portal serves as the primary source of announcements, retrieving assignments, class notes, and other supplementary materials uploaded by the instructor. Online resources are provided in the event of the instructor’s absence via [elearn@tnstate.edu](mailto:elearn@tnstate.edu). The email feature within eLearn will NOT be utilized. Email correspondence should be sent to [rnewman1@tnstate.edu](mailto:rnewman1@tnstate.edu).
    2. **Course Software —** Tennessee State University makes Microsoft Office products (Word, Excel, PowerPoint, Publisher all 2007 or later) available via its libraries, the Writing Center, and computer labs. Graded assignments must be submitted using these software editions and formats unless otherwise informed by the instructor.
    3. **Changes to Course Syllabus** – The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students orally in class, via class email, and/or through eLearn.

**Course Assignments and Grading System (300 Total Points)**

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| --- | --- | --- |
| **Item** | **Points** | **Points Earned** |
| **Action Research Proposal (ARP)** | **175** |  |
| ARP Interest Sheet | 5 |  |
| ARP Planning Sheet | 10 |  |
| Chapter One Draft | 25 |  |
| Annotated References Set 1 | 15 |  |
| Annotated References Set 2 | 15 |  |
| Chapter Two Draft | 25 |  |
| Chapter Three Draft | 25 |  |
| Final Version of ARP | 40 |  |
| 99-second Presentation of ARP Proposal | 15 |  |
| **Participation/In-Class Activities/Attendance**  **(15 class meetings @ 1 point each)** | **15** |  |
| **Qualitative Research Article Sheet** | **10** |  |
| **Quantitative Research Article Sheet** | **10** |  |
| **How to be Successful in EDCI 5110 Sheet** | **15** |  |
| **Vocabulary/Application Quizzes**  **(8 quizzes @ 15 points each, lowest score dropped)** | **75** |  |
| **TOTAL POINTS** | **300** |  |

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| --- | --- | --- | --- | --- |
| **A = 270-300 points** | **B = 240-269 points** | **C = 210-239 points** | **D = 180-209 points** | **F = 179 and below** |

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| **Additional Grading Information** |

All written material must follow the guidelines as presented in the *Publication Manual of the American Psychological Association, Sixth Edition.*  Deviation from APA style is declared unacceptable and may be returned to the student. In addition to other grading criteria, style, grammar, mechanics, and spelling will be considered.

**Assignments submitted after the due date/time are graded with a 10-point grade reduction per each day (24 hours) late. All assignments are submitted as electronic files in eLearn unless otherwise noted. Absence from class does not excuse you from submitting assignments on time.**

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| **Tentative Course Schedule** | | |
| **Date** | **Assignments due in eLearn by 4:40pm on the date listed** | **Topics of class lectures, discussions, and activities** |
| Aug 30 | Student Information Sheet | Course Syllabus, Class Expectations |
| Sept 6 | How to be Successful in 5110 Sheet Due  ARP Interest Sheet Due | \*Introduction to Educational Research (Ch 1)  Selecting and Defining a Research Topic (Ch 2)  \*Action Research (Ch 20) |
| Sept 13 | Quiz 1  Qualitative Research Article Sheet Due  ARP Planning Sheet Due | \*Reviewing the Literature (Ch 3)  Preparing and Evaluating a Research Plan (Ch 4) |
| Sept 20 | Quiz 2  Quantitative Research Article Sheet Due | \*Selecting a Sample (Ch 5)  \*Selecting Measuring Instruments (Ch 6) |
| Sept 27 | Quiz 3  Annotated References Set 1 Due | \*Survey Research (Ch 7)  Correlational Research (Ch 8)  Causal-Comparative Research (Ch 9) |
| Oct 4 | Quiz 4  Annotated References Set 2 Due | \*Experimental Research (Ch 10)  \*Single-Subject Experimental Research (Ch 11) |
| Oct 11 | ONLINE MEETING  Chapter 2 Draft Due |  |
| Oct 18 | Quiz 5 | \*Descriptive Statistics (Ch 12) |
| Oct 25 | Chapter 1 Draft Due  Quiz 6 | \*Qualitative Data Collection (Ch 14)  Narrative Research (Ch 15)  Ethnographic Research (Ch 16) |
| Nov 1 | Quiz 7 | Case Study Research (Ch 17)  \*Qualitative Research: Data Analysis and Interpretation (Ch 18) |
| Nov 8 | Quiz 8 | \*Mixed Methods Research: Integrating Qualitative and Quantitative Methods (Ch 19) |
| Nov 15 | Chapter 3 Draft Due | Inferential Statistics (Ch 13) |
| Nov 29 | ONLINE MEETING |  |
| Dec 6 | Final ARP Due  99-second ARP Presentations |  |

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| **Quizzes and Assigned Textbook Readings Schedule** | | |
| **By 4:40 pm on this date…** | **\*Read these chapters in preparation for quiz/assignment…** | **Read these chapters in preparation for class lecture, discussion, and activities…** |
| Sept 6 | Chapters 20 & 1 (How to be Successful assignment) | Chapter 2 |
| Sept 13 | Chapter 3 (Quiz 1) | Chapter 4 |
| Sept 20 | Chapters 5 & 6 (Quiz 2) | --------- |
| Sept 27 | Chapter 7 (Quiz 3) | Chapters 8 & 9 |
| Oct 4 | Chapter 10 & 11 (Quiz 4) | --------- |
| Oct 18 | Chapter 12 (Quiz 5) | --------- |
| Oct 25 | Chapters 14 (Quiz 6) | Chapters 15 & 16 |
| Nov 1 | Chapter 18 (Quiz 7) | Chapter 17 |
| Nov 8 | Chapter 19 (Quiz 8) |  |
| Nov 15 | ------------- | Chapter 13 |