North Carolina Central University

EDGR 5920 – OL2

Procedures in Educational Research

CRN 42203   3 Credit Hours

Fall 2024

Instructor Information

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Virtual office hours will be held weekly on Mondays at 6:30pm, beginning on August 26, 2024. See the last page of the syllabus for the Zoom link to access virtual office hours. You can also make an appointment, in advance, to meet with me. Make an appointment by emailing your meeting request to me, including preferred days/times for an appointment. **When contacting me via email, for any reason, put "EDGR 5920:" and then describe the nature of your email in the subject line.** For example, the subject line should be: "EDGR5910-Question about Final Paper." The content of your message should include your inquiry, your email address, your preferred phone number, and several times you are available. If you contact me by phone, leave a CLEAR message regarding the nature of your call, your preferred phone number, and several times you are available for me to return your call. Allow approximately 48 hours for a response. Note that my response time will be longer Friday through Sunday or over a holiday.

COVID 19 Procedures

North Carolina Central University ("NCCU") released the "Protecting the Nest: Guidelines for Returning to North Carolina Central University" and "NCCU Operations, Recovery and Continuity Plan" in May and June 2020. These documents provide detailed information on the University's plan to resume instruction in the fall 2020 semester. Both are aligned with guidance received from the University of North Carolina System and Executive Orders issued by the State of North Carolina and outline protocols for which compliance is required to ensure the health and safety of all NCCU faculty, staff and students.

Students are required to wear a face mask or face covering in the classroom, other in-person instructional settings and elsewhere in public, both inside and outside, throughout the campus. To assist you with understanding your obligation to comply with the requirement to wear a face mask or face covering in the classroom or laboratory and the consequence of non-compliance, note the following statement:

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:
To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

Course Description

Procedures in Educational Research is an introductory course that focuses on the methodology of research and investigation in education. The student develops, with guidance, a research outline (research proposal) with emphasis on the following: (1) statement of problem, (2)

related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of studies in the field of education and their significance for educational practice. *Prerequisite: EDGR 5910 Introduction to Statistical Methods in Education.*

Required Textbooks & Materials

There are two required texts, one recommended text, and additional required supplemental materials. One required text, Research Methods for the Behavioral Sciences (5th ed.), will guide your learning journey regarding research methods. These materials include an electronic version of the book's chapters (printable) and supplemental learning materials (PowerPoint slides, tutorials, etc.) and homework. **You must register your access code with Cengage within two weeks of the first day of class.** You will be able to access the materials through Canvas after you register your access code. Communication is essential if research is to be used and there is an expected writing style for educational and social science researchers. Therefore, one required text and one recommended text will help you to effectively communicate with social scientists and others who will read your work.

Required Textbooks and Materials

Authors: Frederick J. Gravetter, & Lori-Ann B. Forzano
Title: Research Methods for the Behavioral Sciences, 6th Edition
ISBN: 13: 9781337613316
© 2019

Author: American Psychological Association (APA)
Title: Publication Manual of the American Psychological Association
ISBN: 9781433805615

Hardware: Because this is a web-based course, you will need the following in order to participate:
- ✓ A computer with reliable Internet access
- ✓ A webcam. The webcam may be built into your computer/laptop or can be purchased separately. We recommend a webcam with a built in microphone (Optional).
- ✓ Software: The projects for this class may require you to download and install some free applications from the Internet. You must have the ability to download and install software.

Recommended Text and Materials
Author: Cheryl Glenn, Loretta Gray
Title: Hodges Harbrace Handbook (w/out Access Code)

ISBN: 9781111346706

Additional Readings: Additional readings will be posted on Canvas.

Films/Lectures: There will be weekly films that are recommended for this course See course calendar.

Course Learning Objectives

Course Outcomes

Students will study procedures and techniques used in scholarly research in social science research. The course will primarily focus on quantitative methods; qualitative methods will be discussed, but in less detail. One major goal of the course is to help students develop competence in identifying and critically evaluating published research and reports. A second major goal of the course is to help students gain some understanding of the research proposal process and acquire the skills for preparing a research proposal.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
1. Demonstrate professional knowledge and skills for other school personnel by using research to improve practice.	Readings, Videos, online peer discussion, completing an IRB application	Chapters 1, 2 & 3, Research Proposal, Discussion Posts, IRB Application
2. Demonstrate an understanding of research methods in the following ways:		
a. the importance of research in advancing social science disciplines	Readings, Videos, online peer discussion, literature search and synthesizing findings for research proposal's background and integrated literature review	Discussion Posts, Literature Review Paper
b. research quantitative and qualitative research methods	Readings, Videos, online peer discussion,	Discussion Posts, Methods and Critique Papers

	completing the Methods section of research Proposal	
c. statistical methods used in conducting research and program evaluation	Readings, Videos, online peer discussion, completing the Methods section of research Proposal	Discussion Posts, Methods and Critique Papers
d. the use of research to inform evidence-based practice	Readings, Videos, online peer discussion, literature search and synthesizing findings for research proposal	Discussion Posts, Research Proposal's Background/research problem statement and Integrated Literature Review
e. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CACREP II.G.8.f.)	Readings, Videos, online peer discussion, CITI Training (ethics in research & human subjects training)	Discussion Posts, Successful completion of the CITI training
3. Demonstrate the ability to use appropriate assessment tools and procedures	Readings, Videos, online peer discussion, completing all parts of the Research Proposal	Discussion Posts, Research Proposal, IRB Application

Expected Competencies

After completing the course, students should be able to:

1. Understand the characteristics of social science research.
2. Critically evaluate published research studies and reports retrieved from the literature.
3. Design educational research based on a method of inquiry: quantitative or qualitative methods.
4. Be proficient in searching the library and accessing various Internet resources useful to educational researchers.
5. Collaborate with peers and provide them with constructive feedback to support peer learning in the research process.

Course Methodology

This course is an asynchronous, 100% online, learning-centered course where each student is expected to be meaningfully involved in their own learning, and the learning of their classmates, by fostering the intellectual climate through **deep reflection**, **scholarly discourse** and the **timely submission of course requirements** that demonstrate the highest level of Eagle Excellence. Students are expected to complete all reading assignments, participate in discussion

board forums, and complete all assignments by due dates outlined in the course outline. Carefully read this syllabus and our course schedule. ***The right to amend the syllabus is reserved.*** These documents will give you the information you need to know about the course. Contact the course instructor with any questions or concerns at any time. Most learning opportunities can be completed at your convenience, but some will be at a scheduled time for all students to participate simultaneously. Again, read the syllabus and course schedule carefully.

The course is delivered through NCCU's Canvas system and students are expected to complete and submit all assignments in Canvas. **NOTE: assignments will not be accepted via email.** Students are required to log into Canvas weekly to document course attendance/participation and to fulfill various assignments during the semester (e.g., participate in discussions, submit assignments, obtain handouts, etc.). Canvas is also the portal to MindTap, which is where your required e-text, homework, and learning materials/tools are. Canvas is accessible through MyEOL. Your username and password for Canvas and NCCU email are the same. If you have questions about your Canvas account, call the IT department at 919-530-7676.

As a part of this course, you will be required to upload your assignments and your assignments will go through ***SafeAssign***, which is a tool used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources. It is effective as both a deterrent and an educational tool. ***SafeAssign*** compares submitted assignments against a set of sources to identify areas of overlap between the submitted assignment and existing works. Go to https://www.youtube.com/watch?v=eIAA_YceP-Q to learn how to read your ***SafeAssign*** Report. Note: ***Any student paper where there is plagiarism is subject to a grade of ZERO or a major reduction in points. A student may also be reported to the administration.*** Be sure that you are paraphrasing your work and properly citing all sources as specified by APA guidelines (See section on Required Textbooks & Materials).

All written assignments, discussion board posts, and exams must be completed and uploaded to Canvas. ***Documents sent via email will not be accepted.*** *Each student is* <u>*required*</u> *to turn in all written assignments using the latest APA style and proper grammar.* Failure to adhere to APA style and proper grammar will result in a loss of points on the assignment. Late submission of assignments will also result in a loss of points. No exceptions will be made.

Students must submit work when required. Makeup assignments/exams and incomplete grades are not automatic and will not take the place of proper planning. Makeups and incompletes will be *considered* only with timely notice AND proper supporting documentation for University recognized reasons (e.g. religious holiday, death in family, excused absence due to illness, participation in University related athletic event, military duty). *Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments/exams are NOT University recognized excuses.* Note that an incomplete can only be considered if the majority of the course requirements are completed.

Grammar and formatting

In addition to grading your content, your grammar and format will also account for your grade. Students should adhere to the following:

1. **APA STYLE**: Each student is <u>required</u> to turn in all assignments using the latest APA style guidelines. <u>No exceptions </u>will be made. This is an advanced level course and points will be deducted for not following APA guidelines.
2. **TITLE:** You must have a title page: In addition to the required components in the APA manual you are to include the course [EDGR 5920 Procedures in Education Research (Fall 2020) and the date you submitted the paper.] You should have an appropriate running head as well.
3. **HEADERS:** You must utilize headers in all papers. Headers help to organize your paper and thoughts. See APA guidelines.
4. **IN-TEXT REFERENCES:** Several of your assignments require that you have references. Each paragraph should have at least one in-text citation to support the points you make in each paragraph. Parenthetical notation looks like this: (Author's last name, year). You may cite more references as you need to support your points. Should you use a direct quote you must include the location (page number or paragraph number for websites with no page numbers). Note the rules for quotes under 40 words and for 40 or more words are different.
5. **PARAPHRASE & SUMMARY:** "To paraphrase means to restate someone else's ideas in your own language at roughly the same level of detail. To summarize means to reduce the most essential points of someone else's work into a shorter form. Along with quotation, paraphrase and summary provide the main tools for integrating your sources into your papers." (University of Toronto, n.d., p. 1). You must also completely alter the sentence structure. Be sure you use citations for all paraphrased and quoted material. (See http://www.uc.utoronto.ca/sites/default/files/uploads/paraphrase.pdf for more on how to paraphrase and summarize your work.)
6. **PLAGIARISM:** Plagiarism is the highest form of theft in the academy and the most egregious form of dishonesty that a student can commit—intentionally or unintentionally. See the types of plagiarism (e.g. self-stealer) on https://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml and a glossary of terms at http://www.plagiarism.org/plagiarism-101/glossary/, https://www.chapman.edu/wilkinson/english/_files/wc-plaglarism.pdf and http://www1.chapman.edu/~babbie/plag00.html so that you understand the breath of what plagiarism is and what it is not. You should also visit NCCU's Writing Studio for help in avoiding plagiarism.
7. **REFERENCE PAGE:** The references should match the sources listed in the in-text citations. There should not be any references that were not listed in the body of the document as well as none missing that were used in the body of the document. One way to ensure that the in-text citations are in the reference page is to add the references to the reference page as you cite in the text. Remember, the word "Reference" should be on the first line of page used for the reference. It should be

centered and bold as well. See APA guidelines regarding details on how to make a reference page.

8. **COMMON GRAMMATICAL & TYPOGRAPHICAL ERRORS:**
   (a) <u>Periods and commas</u> always go inside quotation marks, even inside single quotes. For example: *The sign changed from "Walk," to "Don't Walk," to "Walk" again within 30 seconds. OR Mary said, "He said, 'We'll have pizza.'"* For more information: http://www.grammarbook.com/punctuation/quotes.asp ;
   (b) Be careful about your <u>Subject Verb agreement</u>. Remember singular subjects need singular verbs; plural subjects need plural verbs. For example, this is sentence is incorrect: "**They was** arguing so much that it was affecting their children." This is the corrected sentence: "**They were** arguing so much that it was affecting their children." A link for more information on this topic is located here: http://grammar.ccc.commnet.edu/grammar/sv_agr.htm;
   (c) **Avoid contractions**. Rather than "don't" use "do not";
   (d) **Spell out abbreviations when first used**. For example "The American Counseling Association (ACA) includes a number of specialty divisions." After you spell out the abbreviation you can then use the abbreviation throughout the text. For example "I am a member of ACA.";
   (e) In order to reduce bias in language the APA manual states that "Racial and Ethnic groups are designates by proper nouns and are capitalized. Therefore, use *Black* and *White* instead of *black* and *white* (colors to refer to other human groups are considered pejorative and should not be used; *Publication Manual of the American Psychological Association*, 2009, p. 75)"; and
   (f) Remember that the word "your" indicates possession, as in your counselor. "You're" is a contraction for "you are," as in you are awesome.

Course Communication Policies

Please, understand that your professor is not on-call 24/7. You can expect responses to your inquiries based on the following guidelines:

a) You should check your NCCU email daily to stay current and avoid missing any important announcements or other correspondence. Missing important communications may jeopardize your success in the course. To email your instructor or classmates, you can access the Send Email feature through Canvas via the Tools button.

b) Before emailing or calling your instructor with a question, please consult the Syllabus, the Canvas site, and other available resources. You will find many answers among the sources provided, which can save you valuable time.

c) Emails to the instructor will be answered in approximately 48 business hours (if the subject line is properly noted); emails are not likely to be answered during the weekend or on holidays. Please do not expect your instructor to return your email after normal business hours. Be patient. Be assured, your instructor will respond to your inquiries.

d) Emails must be sent using your NCCU email account (associated with Canvas). Emails that are sent using non-NCCU accounts are automatically funneled by the email program into the junk folder.

e) Emails must contain at least the following information: your name, which class you are in (EDGR 5920), and the subject of your message in the subject line of the email (e.g. EDGR 5920 Question about Homework Assignment). Emails that do not contain the above identifying information may be deemed spam/junk and may be inadvertently deleted.

f) The easiest and most efficient way to contact me is email.

g) **All course assignments must be submitted through Canvas. Email submissions will not be accepted.**

h) Any inquiries/issues related to Canvas should be addressed to the NCCU Information Technology Services (ITS).

Technical Support

Students must have a working knowledge of Canvas. Students encountering computer issues should contact Information Technology Services (ITS). You can also submit a Help request Ticket and if you are dealing with Canvas-related difficulties, contact the Canvas Office at 919-530-7676.

Learning Modules & Content Organization

The course is organized using a modular structure. Except for the Introductory Module and Module 1, which open on the first day of class, all modules will become available during the week the work is to be done. **Note that a week runs from Monday through Sunday for this course. All assignments related to the module are due by 11:30pm on Sunday nights unless otherwise noted**. Each module consists of all the tasks that need to be completed for each week (access to MindTap, tutorials, PowerPoints, homework, etc.). Due date information can be found in the course calendar (near the end of this document) and within the module where they are assigned. Some modules may contain more than one assignment. **The instructor reserves the right to edit due dates or alter assignments**.

Assignments

Assignments that are to be submitted during the course (i.e., module assignments, homework, etc.) are posted in Canvas in the week they are due. Discussion posts are in each week's module. Your written assignments (chapters and research proposal) are in the week that they are due. Once you have completed the task, you will submit your work to the Canvas Grade Center. The homework and quiz scores will be submitted to the Canvas grade center through

MindTap. If you have any trouble downloading documents or video lessons, please contact your instructor as soon as possible.

Attendance & Class Participation

Although this is not a traditional course, it is expected that you will actively participate in the discussion post in Canvas. The discussion post will serve as a means of taking attendance for this course. All students are expected to "attend class," which means to participate in scholarly dialogue regarding research with classmates weekly. Students are expected to be prepared for learning, which will require at least 10 or more hours of your time per week—depending on your learning history, time management skills, organizational skills, and dedication to learning the course's content. It is expected that **all students** will engage in respectful intellectual discourse throughout the semester. Canvas discussion posts are both a collaborative learning tool and a means of taking attendance. Therefore, discussion posts have two parts. Each week, students will submit an initial post on the week's topic, as directed, to the discussion board _and_ will post a comment/recommendation to one or more student's posts. **Failure to post is an absence for the week. Consecutive absences could result in being dropped from the course.**

Weekly Tasks

Canvas discussion posts are a weekly task. Preparation for learning is also a weekly task. All written assignments, discussion board posts, and homework must be completed and uploaded to Canvas by 11:30 pm on Sundays in the week the assignment is due, unless otherwise indicated. Good planning would include time for technical difficulties. _**Documents sent via email will not be accepted.** Each student is **required** to turn in all written assignments using the latest APA style. **No exceptions will be made**. This is an advanced level course and points will be deducted for not following APA style._ Failure to adhere to APA style and proper grammar will result in a loss of points on the assignment.

- **Obtaining Research Articles:** Many of the materials needed for the course are identified for you. However, some materials you will need to find on your own because they will be associated with your research topic and ultimately will be included in your research proposal. You should begin searching for articles **early** in the semester. You will need some articles to make a case for the research problem and other articles will be needed for the literature review—both are essential parts of a research proposal. Start looking for and acquiring peer-review articles and credible reports immediately to avoid delays in the timely completion of your work. If the NCCU library does not have the journal you need, you might be able to get it through interlibrary loan, which can take up to two weeks to get a requested article. Consult the Shepard Library for more details: 530-6475 or log on to the NCCU webpage at http://web.nccu.edu/shepardlibrary/borrowing_services/inter-library.html
- **Readings:** Each week you will have required readings from your text and, at times, additional materials found in course documents in Canvas. Subsequent activities in the week are based on your readings. Take copious notes as you read to facilitate your understanding of materials.

- **Videos/Lectures:** Throughout the semester you will view short videos; take copious notes as you view each video to facilitate your understanding of materials. There will be various videos on topics relating to social science research. In addition to the videos, there will be lectures to introduce course content and to foster your learning journey.
- **Assignments or Papers** Under the assignment page you will find the link to upload most of your assignments. This course will run from noon (12:00pm) on Mondays to 11:30pm on Sundays. Most completed assignments must be submitted no later than Sunday 11:30pm to receive full credit. Some assignments will be due at a different day/time as indicated in the Course Calendar section of this syllabus. **Any assignment turned in after the posted deadline is considered late and subject to the loss of points. Your initial posts to the discussion board are due by 11:30pm on Wednesdays and your responses to your classmates' posts are due at 11:30pm on Sundays. Late assignments will be marked down 5 points.**

Homework

There will be homework assignments administered during the semester based on the chapters. Each chapter's homework is objective, requiring scholarly thinking for accurate responses. MindTap covers 16 chapters – each chapter is worth 10 points. The graded homework is noted as Counts for Grade under Summary and Homework section of each chapter. There will be 16 homework assignments worth 10 points each (16 Homework X 10 points =160 points).

Collaborative Institutional Training Initiative (CITI) & Reflection Paper

CITI Program's Human Subjects Research (HSR) content includes two tracks, one with a biomedical focus, and another designed for the social, behavioral, and educational disciplines (SBE) each of which covers the historical development of human subjects' protections as well as current information on regulatory and ethical issues. For the purposes of this course, you are to complete the CITI Program's **Social-Behavioral-Educational (SBE) Modules.** *This includes, at a minimum, the basic course, human research and conflicts of interest.*

The CITI assignment has two tasks. The first task in this assignment is to complete **all** SBE modules. (Be sure to select SBE). CITI estimates that it will take between 4 to 6 hours and of course this estimate may vary from person to person. Upon completion of the training, you will receive a certificate of completion where you have **passed all sections**. You **must pass all sections** to complete this assignment. Upload a .pdf copy of your completion certificates (not your test scores). Note that there should be three training certificates when you are successful. See Instructions for CITI learners at https://www.citiprogram.org/citidocuments/citiinstructions.htm and then go to https://www.citiprogram.org/Default.asp? to register for the training.

The second part of this assignment is to reflect on the training's content and what you now know about being a social science researcher. Then write a short paper on the training and what you learned. The paper should be a 2 to 3-page reaction, in which you discuss the three most salient points that you have learned and how those three points might impact you in your

chosen career. (This reflection paper must be in APA format.) The following questions can guide the organization of your paper:

1. What 2 or 3 things did you learn by completing the CITI training?
2. How do you believe that this information will **specifically** relate to your field?
3. How will this training guide you as a social science researcher?

Part one (CITI Training Certificates = 50 points) + Part two (Reflection Paper = up to 50 Points) makes this assignment worth 100 points. **You must submit both part one and part two to be eligible for _any_ points for this assignment.**

Plagiarism Tutorial, Certificate, and Reflection Paper
The CITI training will teach you about the ethical treatment of human subjects in research, which is an important ethical practice. Another important ethical practice is the proper use of others' intellectual capital. Research is a collaborative practice that builds on what is already known. Researchers are presumed to be ethical and truthful in their work, but it is possible, especially for novice researchers, to inadvertently plagiarize work. You will complete a plagiarism tutorial to learn the definition of plagiarism, forms of plagiarism, and how to avoid plagiarism. Part one of the assignment is to complete the tutorial and earn certificates. Go to https://plagiarism.iu.edu/index.html to register for the plagiarism tutorial and to earn your certificates. You must upload a pdf copy of your certificates for this part of the assignment.

The second part of this assignment is to reflect on the tutorial's content and what you now know about properly citing the work of other researchers. Reflect on what you got right and what you missed on the quiz. Then write a short paper on the tutorial and what you learned. The paper should be a 2 to 3-page reaction, in which you discuss the three most salient points that you learned and how those three points will help you to avoid plagiarism in the writing projects that you will develop this semester. (This reflection paper must be in APA format.) The following questions can guide the organization of your paper:

1. What 2 or 3 things did you learn by completing the plagiarism tutorial?
2. How do you believe that this information will improve the quality of your writing?
3. How will this tutorial guide you as a social science researcher?

Part one (Plagiarism Tutorial certificates = 50 points) + Part two (Reflection Paper = up to 50 Points) makes this assignment worth 100 points. **You must submit both part one and part two to be eligible for _any_ points for this assignment.**

Research Proposal
You will develop a ***proposal*** to conduct research that relates to your academic program. The research proposal is a semester-long project that will be submitted in sections as scheduled. Note that you ***will not*** collect or analyze any data in this class, but you will describe data collection and analysis procedures in detail. The proposal will consist of three major sections (Chapter 1, Chapter 2, and Chapter 3) and appendices as (a.) specified and (b.) are appropriate

for your proposed research. The first task is to identify something that you want to investigate, based on your program (i.e., education, counseling, communication disorders, etc.). Select key words that are identifiers associated with your research topic. The first chapter is the introduction, research problem statement, and rationale for the research. To accomplish this task, you must read, read, and then read more. When you think that you are done reading—READ MORE! You must develop in-depth knowledge about existing research on your topic of interest. *Reflection* in the reading process is essential because you are using the literature as data to find patterns in what is already known about your topic in published research. Chapter 1 orients the reader to your topic in general and leads the reader to a focused, micro topic and a specific research problem related to that topic. Pay close attention to the materials on how to construct a research problem. Chapter one = 100 points.

The second task (Chapter 2), after your problem is developed, is to select more literature related to your problem. This task is a deeper and more targeted dive into the literature on your specific research problem (which stems from your research topic of interest). Still using the literature as data, you should be looking for patterns that will emerge as variables. Think of your research problem as a dependent variable and see what the research identifies as contributors or influences (independent variables) to the research problem. The literature review should be a synthesis of many high-quality documents—**it should not be an annotated listing of individual publications.** From the literature you review, research questions/hypotheses should emerge. You should also be able to develop a conceptual framework figure that represents your research problem and your conceptualization of it. Your work must be done in APA style, including APA headings (REQUIRED). See details regarding guiding questions and format requirements in the assignment section in Canvas. Chapter two = 100 points.

The third chapter presents the specifics of the research methods that you propose to use to study the research problem and to address the research questions. Chapter 3 is the roadmap that presents the direction for studying the research problem you identified, based on seminal research on your topic. You will present the design, sampling methods, the instruments that will be used to collect data, and the statistical analyses that will be used to test hypotheses and answer the research questions you posed. The tasks involved in developing Chapter 3 are:

1. Review course materials regarding research design and the analysis of data.
2. Review APA manual writing your chapters. The following links might be helpful: http://www.rit.edu/cla/gssp400/lectures/e8.html and see http://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf .
3. Reflect on all that you have read (literature on your research topic, discussion board posts, learning materials on conducting research, etc.)—do not short yourself on the reflection process because you must have clarity first before you can write for someone else to understand what you are proposing to do.
4. Organize your thoughts and commit to a direction for the research.
5. Write the methodology section for your research.

Following the chapters, you will have a list of the references that were cited throughout the proposal—use APA guidelines for references in text and for the list of references. Following the references there will be a section on appendices. See details regarding appendices and format requirements in the assignment section in Canvas in the coming weeks. Chapter three = 100 points.

Research Proposal and Final Critique
Your proposal should be revised based on your learning and on-going search of the literature over the semester. Assemble your final research proposal (problem, literature, methods, references, appendices) and reflect on your work. Your proposal chapters, collectively, should not exceed 20 double-spaced pages, one-inch margins, 12-point Times New Roman font, APA style. The reference and appendices can have unlimited pages, one-inch margins, 12-point Times New Roman font (as appropriate), APA style. Research Proposal = 300 points.

Critique your proposal (3-page maximum, APA-style) and indicate what the strong points are in your research proposal **and** identify what you would do differently if you had it to do over again. This is a self-assessment of your work, and it should show strengths and areas for improvement in future iterations of research projects. **You cannot earn points for this assignment without submitting your final research proposal.** Proposal Critique (50 points).

Discussion Board Posts
Discussion board posts serve two purposes. Discussion board posts serve as a means of promoting collaborative learning among your colleagues in the course. Additionally, discussion board posts document your weekly presence in or absence from the class. You are to post your main response (with in-text citations and a reference section) by 11:30pm on Wednesdays. Then respond to **two** colleagues' post by name by 11:30pm on Sundays. Each week's discussion posts will be worth 20 points total. Your completed discussion posts include (1.) your post (10 points) and your response to two colleagues by name (5 points for each colleague). ***You must complete discussion posts the week they are assigned for credit***. (15 discussion posts x 20 points = 300 points).

Evaluation Criteria

Assessment	Due Date	Points Available
Attendance/Participation on Discussion Board	Weekly Your initial post is due ***Wednesdays 11:30pm*** Your responses to at least two (2) classmates are due ***Sundays 11:30pm***	300 pts.
Chapter Homework	Weekly *(through week 10)* Homework due ***Sundays 11:30pm***	160 pts.
CITI Training & Reflection	Week 3 Both due ***09/08/2024*** ***11:30pm***	100 pts.
Plagiarism Quiz & Reflection	Week 4 Both due ***09/15/24*** ***11:30pm***	100 pts.
Research Paper-Chapter 1	Week 5 ***September 22, 2024*** ***11:30pm***	100 pts.
Research Paper-Chapter 2	Week 8 ***October 13, 2024*** ***11:30pm***	100 pts.
Research Paper-Chapter 3	Week 11 ***11/03/2024*** ***11:30pm***	100 pts.
Final Research Proposal & Critique	Week 16 ***December 02, 2024*** ***12:00pm (noon)***	350 pts.
Total Points		1,310pts.

Grading Scale and Assessment Alignment

90% and above	A
80 – 89%	B
70 – 79%	C
69% and below	F

Ground Rules for Course Activities and Netiquette for Discussion Board Participation

Ground Rules for Attending and Participating in Course Activities

Rule 1 – Make the Time Commitment: This online course has been developed so that everyone can master the content. However, you must be willing to take the time and try to complete the course activities and assignments as required. You should expect to spend at least eight hours per week reading and reflecting on content, practicing concepts, and completing assignments. A minimum six-hour per week commitment is a realistic expectation. This estimate is based on the minimum number of hours of contact and study time required for a graduate level course delivered face-to-face. For example, if you were to take this course face-to-face, you would spend 3 hours per week sitting in class in addition to an hour or so for commuting to and from home/work, and several more hours for reading the textbook and doing homework. If you do not or cannot make a time commitment and adhere to the course schedule for completing each assignment in a timely manner, then this online course may not be appropriate for you.

Rule 2 – Adhere to the Course Schedule: It is crucial that you stay on task and complete the course assignments as they are scheduled. We will complete about one chapter per week; some weeks we will cover multiple chapters. Each chapter assignment(s) will be kept open for an entire week. The deadline for each quiz will be posted in *MindTap.*

It is also crucial that you do not miss any more than two pieces of assigned work. Research concepts are scaffolded. If you miss the material in one chapter, you will not be able to understand the next chapter, and soon the rest of the content will become very confusing to you. You will learn and obtain a good grade only when you follow the course activities as they are scheduled. My best advice is that you do not miss any chapter homework so that the grades that will be dropped will truly be for your worst scores—not a missing quiz.

Rule 3 – Use the Technology for Online Course Delivery: This course is entirely delivered online in an asynchronous format. We will be using Canvas for online delivery and to communicate with one another. The homework, exams, tutorials and most of the material will be through MindTap, which you will access through Canvas. It is your responsibility to have instant and continuous access to a working computer with Internet connection throughout the course.

Canvas will serve as a "virtual" classroom for the course. You should look to Canvas for information/requirements updates, assignments, discussions, etc. It should be your first place to look for information about the course.

We will use MindTap for submitting the chapter homework, therefore you should make certain that you purchase the access code and follow instructions (in Canvas) for registering your code. MindTap is integrated into Canvas so after you register your code, you can login once to access materials in Canvas and MindTap. Tutorials and supplemental materials are available in MindTap and I encourage you to take advantage of these resources. MindTap gradebook will record and track your progress in the course and it is integrated with Canvas.

Rule 4 – Use the following Canvas protocols: Go to the *Canvas/Start Here* tab to retrieve the course syllabus. I will use Canvas each week to introduce you to the research concepts that you are expected to learn. I will post each chapter's content, supporting materials week-by-week in a single module. The Evaluate section of the module is where you will find graded assignments, including the discussion post. To earn all of your attendance and participation points, students must give **meaningful** responses to the questions posed that demonstrate mastery of the content, are well written, and free of errors. Proper sources must be cited (in APA style) as appropriate.

Rule 5 – Note Important Dates: It is my greatest wish that **all** of you fulfill your commitment to this course. If, however, you are not able to comply with the course requirements, please note important dates regarding withdrawal from the course/institution as posted in the NCCU's Academic Calendar.

Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics of excellent discussion contributions are outlined below:

- **NETIQUETTE:** Be courteous and respectful to your classmates and your instructor through considerate etiquette. In this course, that includes (but is not limited to):

  - Maintaining a formal, respectful, civil, professional tone with all course communications, including but not limited to journals, discussion boards, wikis, and emails.
  - Use Standard American English for all projects and posts. This means no text-speak.
  - Avoid derogatory language, obscenity, and hate speech.
  - Avoid the use of CAPS in writing, as this indicates shouting.

- You should submit your initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.

- Your posts and responses should be thorough and thoughtful. Just posting "I agree" or "Good ideas" will not be considered adequate. Support your statements with explanations, examples, experiences, or references.

- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.

- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.

- When relevant, add to the discussion by sharing references, websites, resources, etc. (giving credit when appropriate).

- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Essential Policies, Services & Resources

Statement of Inclusion/Non-Discrimination

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Discrimination, harassment, or violence will not be tolerated at NCCU.

NCCU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. This also includes any sexual misconduct.   It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If any student believes she or he has been discriminated against in violation of Title IX and/or other applicable laws or witnessed discrimination against others is highly encouraged to file a complaint with Ms. Ann Penn, Deputy Director of Human Resources, at 919-530-6681 or email at aepenn@nccu.edu or TitleIX@nccu.edu. You can also submit your complaints electronically via the Title IX Reporting

From.   For more information and resources, click on NCCU Title IX Policy Statement and Sexual Misconduct Policy .

Student Accessibility Services
Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or SAS@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/SAS and logging into **Eagle Accommodate**. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under discrimination
 IX must register with the Office of Student Accessibility Services.

Confidentiality and Mandatory Reporting
All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be **responsible employees** and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450.   Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through https://cm.maxient.com/reportingform.php?NCCentralUniv&layout_id=15.

Other Campus Programs, Services, Activities, and Resources
Other campus resources to support NCCU students include:
- *Student Advocacy Coordinator*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (919) 530-7492, studentadvocacy@nccu.edu.

- *Counseling Center.* The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Student Support Services for Veteran Students
One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

Class Attendance Policy
This is an online course. Students are responsible for checking in each week to view the objectives of each module and are expected to spend the time required to keep current on the readings and assignments associated with each module. Attendance is an important part of the course experience. *Attendance includes active engagement in the course Canvas site, Mindtap, and discussion boards.* Many topics are covered in classes that are not included in the text or other readings.

Students are responsible for presenting adequate reason for online absence to the instructor **in writing.** To the extent possible, students should notify the instructor in advance about anticipated absences. Students are encouraged to complete scheduled assignments prior to the absence when possible. If students cannot give advance notice of an absence, they should notify the instructor as soon as possible for the reason for the absence with appropriate documentation. (Adequate reasons include personal illness; medically necessary absences due to pregnancy or childbirth; death or illness in the immediate family; military obligations; inclement weather; religious holidays; court-imposed legal obligations; approved accommodations by the Office of Services for Individuals with Disabilities; or participation in a pre-approved university activity.)

Assignments will not be accepted past the due date without sufficient and prior notification.

However, 2 points will be deducted from the discussion posts for each discussion post that is late. After one week (7 days), module assignments will no longer be accepted, except in the case of extended, University approved absences.

The Incomplete (I) Grade Policy
The Grade of "I" is assigned at the discretion of the instructor when a student who is otherwise passing (completed 75% of course work) has not, *due to circumstances beyond his/her control*, completed all the work in the course. The missing work must be completed according to the written and signed agreement between the instructor and the student within the deadline set by the instructor, not to exceed one year from the end of the semester in which the "I" was assigned. The signed written agreement must be filed in the office of the department chair or dean and a copy must also be placed in the instructor's file at the same time that final grades are due. If the "I" is not removed during the specified time, it will automatically turn into an F or NP.

Academic Integrity
As a center of learning, teaching, and research, North Carolina Central University charges its members, including students, to maintain patterns of behavior that enable these essential functions. [Undergraduate Students Code of Academic Integrity](#) and [Graduate Academic Integrity Policy](#) will be strictly enforced in this course. It is your responsibility to read the codes.

Academic Dishonesty Defined
Academic dishonesty is defined as any conduct that is intended by the student to obtain for him/her or for others an unfair or false evaluation in connection with any examination or other work for academic credit. Cheating, fabrication, plagiarism, and complicity are examples of conduct that is academically dishonest.
Cheating is the unauthorized use of materials in connection with an examination or other work for academic credit, including, but not limited to:
- The use of books, notes, outlines, etc. during an examination where the instructor has not authorized use of such materials or information;
- Seeking unauthorized materials or information from others in connection with an examination;
- Giving or attempting to give unauthorized assistance to another person in connection with an examination;
- Obtaining or attempting to obtain unauthorized copies of examinations;
- Copying or attempting to copy from the work of another student during an examination;
- Bringing to an examination, or attempting to use during an examination, unauthorized answers which have been prepared prior to the examination; and
- Submitting for evaluation in a course, part or the whole of a work for which credit has been given previously.

Fabrication is the invention, counterfeiting and/or alteration of quoted passages, data,

procedures, experiments, sources or other information in connection with any academic exercise.

Plagiarism is the use of the ideas, words, or works of another without attribution when the information provided is not common knowledge either in content or form and includes, but is not limited to:
- Quoting from the published or unpublished work of another without appropriate attribution;
- Paraphrasing or summarizing in one's own work any portion of the published or unpublished materials of another without attribution; and
- Borrowing from another's work, data, and facts which are not in the domain of common knowledge.

Complicity is the giving of assistance or the attempt to give assistance to another for the purpose of perpetrating academic dishonesty.

Adverse Weather
Read http://www.nccu.edu/health-safety/emergency/adverseweather.cfm for the University's policy on adverse weather and follow the instructions as outlined in the University policy. In addition, announcements regarding scheduled delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations. Since travel to class is not necessary, the pace of this course is not likely to be affected by adverse weather.

Week	Topics & Reading Assignments	Deliverables due by 11:30pm Sunday unless otherwise noted
**Course Phase 1: Knowledge Acquisition**	
Week 1 08/19/24	**Chapter 1: Introduction, Acquiring Knowledge, and the Scientific Method** **Chapter 4: Ethics in Research** **Chapter 16: Writing an APA-Style Research Reports**	Discussion Board Post Register for the CITI SBE modules https://www.citiprogram.org/ Register for plagiarism tutorial and certificates https://plagiarism.iu.edu/index.html Homework
Week 2 08/26/24	**Chapter 2: Research Ideas & Hypotheses** **Chapter 3: Defining and Measuring Variables** **Chapter 5: Selecting Research Participants**	Discussion Board Post Homework
Week 3 09/02/24	**Chapter 6: Research Strategies & Validity**	Discussion Board Post Homework **CITI SBE Certificates & Reaction Paper Due 09/08/24**
Week 4 09/09/24	**Chapter 7: The Experimental Research Strategy**	Discussion Board Post Homework **Plagiarism Quiz and Reflection Due 09/15/2023**
Week 5 09/16/24	**Chapter 8: Experimental Designs: Between-Subjects Design** **Chapter 9: Experimental Designs: Within-Subjects Design**	Discussion Board Post Homework **Chapter One due 09/22/24**
Week 6 09/23/24	**Chapter 10: The Nonexperimental & Quasi-Experimental Strategies:**	Discussion Board Post

Week	Topics & Reading Assignments	Deliverables due by 11:30pm Sunday unless otherwise noted
	Nonequivalent Group, Pre-Post, & Developmental Designs	Homework
Week 7 09/30/23	**Chapter 11: Factorial Designs**	1.Discussion Board Post Homework
Week 8 10/07/24	**Chapter 12: The Correlational Research Strategy** **Chapter 13: The Descriptive Research**	Discussion Board Post Homework
Week 9 10/14/24	**Fall Break**	Discussion Board Post
Week 10 10/21/24	**Chapter 14: Single Subject Research Design** **Chapter15: Statistical Evaluation of**	Discussion Board Post Homework
Course Phase 2: Knowledge Application		
Week 11 10/28/24		Discussion Board Post **Chapter 3 due** **11/03/24**
Week 12 11/04/24		Discussion Board Post
Week 13 11/11/24		Discussion Board Post
Week 14 11/18/24		Discussion Board Post
Week 15 11/25/23		Discussion Board Post
Week 16 12/02/24		**Research Proposal and final Critique Due 12/02/204 (12:00pm NOON)**

Virtual Office

Virtual office hours are held as listed below and by appointment as needed. Virtual office hour sessions are optional; participation will not be graded. You should schedule an appointment if your question is of a sensitive nature, such as asking questions regarding a grade that you received. See page one of this syllabus for details on how to make an appointment.

Wynetta Lee is inviting you to a scheduled Zoom meeting.

Topic: EDGR 5920 Virtual Office Hours

Time: Aug 26, 2024, 06:30 PM Eastern Time (US and Canada)
    Every week on Mon, 14 occurrence(s)
    Aug 26, 2024, 06:30 PM
    Sep 2, 2024, 06:30 PM
    Sep 9, 2024, 06:30 PM
    Sep 16, 2024, 06:30 PM
    Sep 23, 2024, 06:30 PM
    Sep 30, 2024, 06:30 PM
    Oct 7, 2024, 06:30 PM
    Oct 14, 2024, 06:30 PM
    Oct 21, 2024, 06:30 PM
    Oct 28, 2024, 06:30 PM
    Nov 4, 2024, 06:30 PM
    Nov 11, 2024, 06:30 PM
    Nov 18, 2024, 06:30 PM
    Nov 25, 2024, 06:30 PM

Join Zoom Meeting
https://nccu-edu.zoom.us/j/82832748788?pwd=xBp6Ja3WacZjKbU5X3RBHzsb0RNOTy.1

Meeting ID: 828 3274 8788
Passcode: EDGR5920