Rationale and Course Goals
This course is intended for all graduate students who are interested in understanding the essential components of a variety of research methods. It is offered through the Division of Counseling and Psychology at USD and is consistent with the course numbering system of the state universities in South Dakota. The purpose of this course is to help you as a graduate student make the best use of educational research to improve your practice and to expand your understanding of the role of research in educational theory. The course serves as a basis for expanded course work in quantitative and qualitative research methods and in measurement.

The primary goals of the course are to enable students to develop the knowledge, skills and understandings necessary to become good consumers of educational research. Specifically, you will

- Understand the variety and usefulness of various research designs
- Differentiate between various kinds of research and expectations particular to each
- Analyze and evaluate the quality and usefulness of various research studies
- Translate and apply basic statistical and qualitative findings in a published article

This course will be taught entirely through D2L with a required text and supplementary D2L materials provided by the instructor and with study resources provided online by Pearson Publishing. The entire course has an Instructor Introduction, provided in the Course Materials, and each subsequent "part" of the text includes and Instructor Introduction which identifies goals by chapter and guides your reading and supports your learning. **Be sure you read these introductory pages before you begin a unit and review them before you conclude your work in that part of the text.**

Remember that you can contact me through email within the D2L system with any questions or thoughts you have about the course and it's organization. Please refer technical difficulties to the D2L support personnel at USD, available as the WebMaster on your D2L Homepage. For issues of registration, etc., you should call Continuing Education at 1-800-233-7937.

1) **Required Text:**
   a. Leedy, P. D., & Ormrod, J. E. (2016). Practical research: Planning and design, (11th Ed.), Pearson. Be sure to get the 11th Edition, as the chapters have changed with the most recent edition. You do NOT need the MyEducation Lab bundled with your text.
Office hours: My experience has been that regular office hours held online are not an effective way to meet the wide variation in student schedules (i.e., average attendance for virtual office hours is one student). In place of having regular office hours I will offer two options for receiving help:

1) A Discussion Board topic, titled “Virtual Office Hours (VOH)” in which you can post questions that you feel may be shared by other classmates. VOH are divided into three sections or time periods, first two weeks of the course, third week, and fourth week. I will check the postings daily and make every effort to respond within 24 hours, unless your post falls between 5pm on Friday through Sunday at 11:59 pm. If you see another student with a similar post, please feel free to second the motion or to add-to another students comment/question.

2) Email. For questions or comments that you feel are personal and you do not wish to share with your classmates, please email me through my regular USD email at hfreeman@usd.edu.

Expectations.
To successfully complete this course, students are expected to

- Thoughtfully and thoroughly read all course materials and assigned chapters in a timely manner.
- Consult D2L and publishers online resources for the course.
- Participate in online discussions
- Complete 4 quizzes appropriate to various chapters
- Complete two assignments that challenge you to apply research methods tools, strategies, knowledge and skills to your own field of study
- Develop skills in applying research methods to novel situations

Further information on requirements and expectations are described in the Instructor Introductions.

Freedom in Learning and Academic Responsibility
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Requirements and Grading
(Your lowest quiz score will be dropped, consequently the total quiz points = 45)

PARTICIPATION:
- Introduction 3 points
- Discussion I 6 points
- Discussion II 6 points

ASSIGNMENTS
- Assignment I 20 points
- Assignment II 20 points

QUIZZES (3 of 4 - Your lowest quiz score will be dropped)
- Quiz 1, Introductory Concepts (Ch 1-2) 15 points
- Quiz 2, Literature review and proposal (Ch 3,4, & 5) 15 points
- Quiz 3, Quantitative Research (Ch 6, 7, and 8) 15 points
- Quiz 4, Qualitative and Mixed Methods Research (Ch 9, 11, 12) 15 points

Total 100 points

GRADING: 92%-100%=A, 81%-91.9%=B; 70%-81.9%=C; <70%=D

All assignments will be submitted electronically through D2L—quizzes through the online quiz, discussion sessions are automatically recorded. Scores will be privately posted in the system as soon as they are ready.
## Matrix: Course Objectives/Outcomes, Standards and Assessment

<table>
<thead>
<tr>
<th>Objective/Outcome: By the end of this course, students will..</th>
<th>Standard</th>
<th>Related Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the goals, purposes, procedures, and ethics of research methods in the social and behavioral sciences</td>
<td>SOE Adv # 1 &amp; 2</td>
<td>Discussion participation, Assignment 1</td>
</tr>
<tr>
<td>Be able to identify and explain elements of original research reports.</td>
<td>SOE Adv # 1 &amp; 2</td>
<td>Assignments 2, Quizzes</td>
</tr>
<tr>
<td>Understand the structure of QL and QN research, including commonalities and differences.</td>
<td>SOE Adv # 1 &amp; 2</td>
<td>Quiz 1, Discussion participation</td>
</tr>
<tr>
<td>Describe QN research Designs</td>
<td>DOE 24:16:07:01(7)</td>
<td>Quiz 2, Assignment 2</td>
</tr>
<tr>
<td>Describe QL Research Designs</td>
<td>DOE 24:16:07:01(7)</td>
<td>Quiz 4, Assignment 2</td>
</tr>
<tr>
<td>Develop skills to become an informed consumer of professional research</td>
<td>DOE 24:16:07:01(7)</td>
<td>Assignments 1, 2</td>
</tr>
<tr>
<td>Design a QL or QN research project</td>
<td>DOE 24:16:07:01(7)</td>
<td>Assignments 1 and 2</td>
</tr>
<tr>
<td>Describe the basic processes in statistical analysis and interpret statistical reports</td>
<td>SOE Adv # 1 &amp; 2</td>
<td>Discussion participation, Quiz 3</td>
</tr>
<tr>
<td>Describe the basic processes in QL data analysis and interpret QL reports</td>
<td>SOE Adv # 1 &amp; 2</td>
<td>Discussion participation, Quiz 2</td>
</tr>
<tr>
<td>Value the contributions of QL and QN research and articulate paradigm perspectives.</td>
<td>SOE Adv # 1 &amp; 2, 9 &amp; 10</td>
<td>Discussion participation</td>
</tr>
</tbody>
</table>

## Calendar / Schedule

You can access the calendar of due dates from the home page, and from the quiz, assignment, and discussion links.