Course Overview

COUN/PSYC 5301 involves the study of the scientific method, types of research, and research design as related to psychology and counseling. Students are required to review, analyze, and interpret research findings in their major field and develop a research project with the assistance of their instructor.

Course Objectives

1. Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding research methods.
2. Analyze and critically evaluate ideas, arguments, and points of view.
3. Integrate course material to improve thinking, problem solving, and decision making.
4. Demonstrate skill in expressing oneself in writing.

Relation to CACREP Standards (Section II.F.8)
This course is designed to fulfill CACREP standards regarding research and program evaluation.

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will be able to...</th>
<th>Meets CACREP Standard</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read, interpret, and evaluate empirical writing.</td>
<td>a, b</td>
<td>Article Critique; Research Proposal</td>
</tr>
<tr>
<td>2. Conduct a focused review of empirical literature.</td>
<td>a, b</td>
<td>Research Proposal</td>
</tr>
<tr>
<td>3. Design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.</td>
<td>j</td>
<td>Research Proposal; NIH Ethics Training</td>
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<tr>
<td>4. Write a research proposal using professional language consistent with the guidelines presented in the <em>Publication Manual of the American Psychological Association</em>.</td>
<td>a, b, f, g, h, j</td>
<td>Research Proposal; Plagiarism Quiz</td>
</tr>
<tr>
<td>5. Design tools for conducting needs assessments and program evaluations.</td>
<td>c, d, e</td>
<td>Needs Assessment/ Program Evaluation Classroom Activity</td>
</tr>
<tr>
<td>6. Identify how choices in research design impact the conclusions that can be drawn from the findings in a study.</td>
<td>a, e, f, g, h</td>
<td>Research Proposal; Final exam</td>
</tr>
</tbody>
</table>

CACREP Standards Common Core—II.F8:
Students will have knowledge of...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Assessment</th>
<th>SLOs:</th>
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</thead>
<tbody>
<tr>
<td>a. The importance of research in advancing the counseling profession including how to critique research to inform counseling practice</td>
<td>○ Lecture ○ Video lecture</td>
<td>Article Critique; Discussion Postings; Research Proposal; Final Exam</td>
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<tr>
<td>b. Identification of evidence-based counseling practices;</td>
<td>○ Video lecture</td>
<td>Article Critique; Discussion Postings; Research Proposal</td>
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<tr>
<td>c. Needs assessments;</td>
<td>○ Video lecture ○ Needs Assessment/ Program Evaluation Classroom Activity</td>
<td>Needs Assessment/ Program Evaluation Classroom Activity</td>
</tr>
<tr>
<td>d. Development of outcome measures for counseling programs;</td>
<td>○ Video lecture ○ Needs Assessment/ Program Evaluation Classroom Activity</td>
<td>Needs Assessment/ Program Evaluation Classroom Activity</td>
</tr>
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</table>
e. Evaluation of counseling interventions and programs; and
   - Video lecture
   - Needs Assessment/Program Evaluation Classroom Activity
   - Needs Assessment/Program Evaluation Classroom Activity
   - 1, 5, 6

f. Qualitative, quantitative, and mixed research methods
   - Video lectures
   - LOP Simulation
   - Research Proposal
   - Final Exam
   - 4, 6

g. Designs used in research and program evaluation
   - Video lecture
   - Build Qualtrics survey
   - Research Proposal
   - Final Exam
   - 4, 6

h. Statistical methods used in conducting research and program evaluation
   - Video lecture
   - Research Proposal
   - 4, 6

i. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
   - NIH Training Module
   - Plagiarism Quiz
   - CITI Certificate
   - 3, 4

Mode of Instruction & Course Access
This is a fully online course; about a third of course instruction and student interaction will occur via a synchronous distributed modality...we will meet online at our scheduled class time via WebEx (this platform can be found on our Canvas page). The other instruction/interaction will occur online asynchronously. We will meet face-to-face on Monday evenings (see calendar below for which weeks are synchronous). For the portion of the course that occurs asynchronously, you will engage in online learning activities (e.g., watching lecture videos, completing quizzes, making discussion postings) using TAMUCT's learning management system (Canvas <https://tamuct.instructure.com>). Asynchronous activities assigned in a given week should be completed by 11:59pm on the Sunday ending that week. See the Technological Requirements section of the syllabus for more information on accessing/using Canvas. In addition to the online video lectures that address how to design a research project, there is also a series of lectures that focus on guiding your writing of a research proposal and helping you learn how to use APA style in your writing.

Student-instructor Interactions
Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. During our synchronous interactions, I hope you will feel comfortable asking questions and offering your own course-relevant insights. Some students are so excited about the material that they share too often and dominate class discussions; when this happens, it can detract from the learning experiences of other students. For this reason, I suggest that if you find yourself making disproportionately more comments during a single class meeting than your colleagues, consider whether your comments are enhancing or diminishing the learning environment. Other students are on the other end of the spectrum, rarely making an in-class contribution. As with most things in life, I encourage you to find the middle ground. You have lived life and know things...at some point the class would benefit from hearing your thoughts and/or questions.

The best way to ask me a question or make a comment outside of the classroom is via my university email <sam.fiala@tamuct.edu>. I will check this email account daily M-F. I will strive to respond to you within 48 hours of receiving your message. I will also create a space in the discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions. Please remember to maintain appropriate decorum in these interactions. During my posted office hours I can meet with you via phone or WebEx (email/call to set up a WebEx meeting). If you need to meet with me outside of my regularly scheduled office hours, just let me know and we can find a time.

Participation/Attendance
Because we will not be meeting synchronously for the same amount of time spent in a traditional course, we must be very efficient in our use of class time. A related consequence of this course design is that missing even a single synchronous session can significantly hinder your learning process. Life does happen and technology can fail us...if you miss a class, it is your responsibility to find out what you missed by communicating with your classmates. It is left to the discretion of the professor (i.e., me) whether or not a student is eligible to make up an in-class quiz/assignment missed due to absence.

Required Reading
* **A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.**

The schedule for reading assignments is on the last page of this syllabus.
WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of IE.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

   Username: Your MyCT email address. Password: Your MyCT password

You will need a computer with reliable internet access, a microphone, and speakers/headphones to participate in synchronous course activities.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   [Web Chat: http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web. [https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a420f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and
potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, visit [https://www.tamuct.edu/student-affairs/student-conduct.html](https://www.tamuct.edu/student-affairs/student-conduct.html). If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0).

My interactions with you are based on an expectation of mutual trust and honor. You are required to do your own work on exams and assignments (unless I explicitly say otherwise) and to appropriately credit sources when submitting written assignments. Violation of this trust will result in an F in this course, and you will be reported to Student Services for violating the Academic Integrity policy.

Plagiarism (primarily of the unintentional variety) has been a problem for many students. I will post a video lecture talking about how to avoid plagiarism, and you will take a Plagiarism Quiz to document your understanding of what constitutes plagiarism. Engaging in plagiarism will result in loss of points in the class and (depending on the severity) may result in failure of the course. THIS IS VERY IMPORTANT

**Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717](https://tamuct.instructure.com/courses/717)

**Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html](https://www.tamuct.edu/student-affairs/index.html). Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf).

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

**University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.–5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00–9:00 p.m. The UWC is also offering hours from 12:00–3:00 p.m. on Saturdays.
Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCONline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
• Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
• Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
• Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
• The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

What you will be graded on:

I. Discussion Postings (70 pts total):
   #1: Introductory discussion post (10 pt): To give you a chance to get to know each other a bit, you will be asked to make a brief posting on the appropriate discussion board introducing yourself. See Canvas Discussion board for specifications. This will be evaluated based on completion and should be submitted by 11:59pm on 8/30.
   #2: Debate discussion posts (30 pts each X 2 = 60 total points): This assignment will give you an opportunity to demonstrate your ability to think critically about empirical research. You will be provided with a series of topics in a Discussion board, and you will pick one to respond to (first come first serve...can call dibs) for your first debate posting. For this first posting you will affirm a position on a debatable issue (one of the posted topics) and provide a citation to an empirical article that supports your position. This should be submitted by 11:59pm on 10/11. For your second posting you will reply to someone else’s original posting (again, first come, first served). For this posting you should take a position counter to the one in the original post and provide an explanation for why the empirical evidence they cited may not be adequate to support their position. This posting should focus on the adequacy of the cited empirical evidence more so than related arguments. This should be submitted by 11:59pm on 11/15.

II. Online ethics training (35 pts): To familiarize you with the ethical standards in our field related to ethical research practices when working with human subjects, you will complete an online training course provided by CITI. After completing the course you will submit a copy of the certificate indicating your completion of the training by 11:59pm on 9/15. To complete CITI Training for Human Subjects Research, follow the course link or go to https://www.citiprogram.org/. Then, complete the following steps to get started.

   1. Go to “Create an Account” in the middle right part of the webpage and click that link.
   2. On the Create an Account site, go to the “Select Your Organization Affiliation” and type in the following: Texas A&M University-Central Texas.
   3. Follow the remaining steps to register. When answering the questions for modules to select, you may choose any module, but start be sure to select “Social & Behavioral Research Investigators” when answering Question 1.
   4. The course you must complete to receive credit for this assignment is “Social & Behavioral Responsible Conduct of Research”.
   5. Once you complete the modules for this course, you will receive a certification. Submit a copy to me for this assignment, but be sure to keep a copy for yourself in case you ever need to submit a proposal to the IRB.
     NOTE: You can/should begin this training early in the semester.

III. Needs Assessment/Program Evaluation Activity (50 pts): This group assignment will be completed in class on November 4th. You will be assigned to collaborate with some of your colleagues to design two surveys. One will be aimed at evaluating the needs of a program, and the second will be one aimed at evaluating the effectiveness of a program. In addition to being evaluated on the product the group generates, each of you will be evaluated regarding your own contribution to the group. More details will be provided in class. You will be given time on November 4th to meet with your colleagues in WebEx and accomplish these tasks. You will then submit the product of your group work on Canvas by 11:59pm on 11/8. A rubric will be provided in Canvas for how these surveys will be evaluated.

IV. Article Critiques (50 pts each X 2 = 100 total points): You will be provided with two faux articles that have been written to reflect some common methodological errors. Your job will be to identify the flaws portrayed in these “articles”. The first critique should be submitted online by 11:59pm on 9/27 and the second critique is due 11:59pm on 10/25. A rubric will be provided in Canvas for how these critiques will be evaluated.
V. Proposal Assignments (340 pts total):

Over the course of this semester each of you will generate a novel research question; design an original (i.e., no one has yet conducted the study you are proposing), quantitative (i.e., they data that would hypothetically be collected if someone completed your proposed study would be in numeric format), theoretically-grounded study to answer that question; and write a research proposal detailing how the study would be conducted. Your proposal will include a detailed literature review, description of the proposed research methods, plan for data analyses, and discussion of the potential limitations and implications of your study. For this project, you will not collect or analyze any data. However, if you wish to do so, I will be glad to assist you in completing your research (Note: IRB approval is required before collecting any data). I will post multiple videos with further instructions on how to write this proposal. If you are doing a thesis, this proposal could be used for your thesis proposal (with prior approval from your thesis advisor). To assist you in completing the proposal, I have devised multiple assignments that build on each other to guide you in writing each major piece of the proposal. Note, however, that these preliminary assignments are evaluated differently than the final proposal. High marks on these assignments do not guarantee a high grade on the final proposal.

#1: Research Topic (10 pt): The first step in conducting a research study is coming up with a good idea. The more well-focused your idea/topic is at this point, the more quickly you will be able to move on to the next step. You are required to have a theoretical basis for the hypotheses in your study. My recommendation to you is to start by finding a theory that interests you, and then try to think of a study that would test that theory or a problem/situation where that theory might have relevance. You will be graded for this assignment based on completion. This should be submitted by 11:59pm on 9/6.

#2: Research Question (20 pts): For this assignment you will need to have a more focused idea of what your study will examine. You should generate a question that tests/applies the theory/concept that you were interested in. Your question should follow one of the following general formats:

What is the effect of _______ on _______?
Is the amount of _______ related to the amount of _______?
Do people who _______ differ from participants who don’t _______.
(e.g., from “why some couples survive infidelity” to “Are couples who completed premarital counseling more likely to stay together after an infidelity during marriage than couples who did not participate in premarital counseling?”

Stay away from questions that begin with “Why…” You can’t answer most of these questions with a quantitative design. If you have a “why” question, think about a possible answer to that question…and then your question can be whether/not your hypothesized answer is correct. For example:

No good: Why do some couples argue more than others?

Good: (maybe it’s because they argue about parenting): Do couples who have children argue more than similar couples who do not have children?

This should be submitted by 11:59pm on 9/20.

#3: Outlines (30 pts each x 2 = 60 total pts): For this assignment you will need to answer a series of questions that will help you generate the content needed for your proposal paper. There will be questions about:

For the introduction section, you will be asked to:
- identify your research question (which may have changed)
- identify why your question is important/relevant
- summarize current empirical evidence related to the question
- identify what you expect the answer to be (i.e., your hypothesis), and
- provide a rationale for your hypothesis.

For the method section, you will be asked to identify:
- what type of research design you would use,
- key characteristics of your sample and how you would get participants,
- how you would operationally define your variables under study, and
- key aspects of your procedure.

For the data analysis section, you will be asked to:
- identify what statistical tests you will use and
- state your expected pattern of results in terms of the measures you would use

For the discussion section, you will be asked to:
- restate your expected pattern of results in terms of the constructs being studied,
- identify the limitations of your study, and
- describe the potential implications of your expected pattern of results
You will do this **twice** using the form posted online with the assignment. Please answer the questions as **concisely** as possible and use **bulleted lists** rather than prose for your answers.

### #3A: First Draft of Outline (25 pts of the 50 total):**  
On your first attempt at completing the outline, your grade will be based on completeness of answers and depth of thought exhibited. This should be submitted by **11:59pm on 10/18**

### #3B: Revised Draft of Outline (25 pts of the 50 total):**  
On your second attempt at completing the outline, your grade will be based on completeness of answers, depth of thought exhibited, **AND degree to which you addressed the feedback I gave you** on the first draft. This should be submitted by **11:59pm on 11/8**.

### #4: Draft (50 pts):**  
By **11:59pm on 11/22** you submit a draft of your entire paper (as much of it as you have completed) to Canvas. Grade will be based upon completeness of the draft. Feedback will not be provided for any drafts submitted after **11:59pm on 11/22**.

### #5: Peer reviews (25 pts each X 2 = 50 total pts):**  
You will be assigned to give feedback to two of your peers. I will provide you with de-identified drafts after 11/22 as well as a rubric to use when critiquing the draft. Your grade on this assignment will be based on the thoroughness of your evaluative feedback. This feedback should include the scored rubric and written comments on their paper (best to use track changes and/or comments under the Review tab in Word).

### #6: Final paper (150 pts):**  
This is the end product of your work in this course where you communicate in writing your idea for a major research project. It should include all components of a research proposal. A detailed rubric will be posted online. PLEASE read the rubric **before** starting the paper. The final version of your paper should be submitted by **11:59pm on 12/6**.

**NOTE:** You can change anything about your proposal at any point in the semester. However, the later in the semester that you make changes, the more difficult it will be to pull things together at the end.

### VI. Quizzes

#### #1: Comprehension Quizzes (30 pts each x 5 = 150 pts total):**  
To encourage you to keep up with the reading assignments related to the design of research studies, you will be given quizzes online in Canvas that address both assigned reading and information presented in the video lectures. You will be allowed to use your readings and notes while completing the quizzes, but they will be time limited and you are not allowed to collaborate with colleagues on these quizzes. Quizzes not completed by the due date will receive a late penalty. Quizzes will not be available for completion/credit one week after their due date. Note: there may be opportunities to earn bonus points for these quizzes during our synchronous sessions; these points are not available to anyone unable to participate in synchronous sessions.

#### #2: Plagiarism quiz (30 pts):**  
To ensure that you have an accurate understanding of what constitutes plagiarism (including appropriate citation), you will be provided a video lecture on this topic. To give you an opportunity to demonstrate that you understand what constitutes plagiarism, you will complete a plagiarism quiz by **11:59pm on 9/13**. If you miss any questions on this quiz and do not understand the reason, please contact me for clarification. It is **vital** that you have a complete understanding of how to appropriately cite material when writing professionally (and to pass this course). More than one student has failed this class due to inappropriate citation.

#### #3: APA Megaquiz (75 pts):**  
To help you master the sometimes complicated rules of APA writing style, a series of video lectures about APA style will be made available to you. Each video will be accompanied by a practice (i.e., not for credit) quiz to assess your comprehension. When you feel you are ready, you will complete the APA Megaquiz (for credit). It will assess information covered in the videos and practice quizzes. You can/should use your APA manual when completing this quiz, but you should not enlist the help of other individuals. It must be completed by **11:59pm on 11/29**.

### VI. Final Exam (150 pts)

The comprehensive exam **should be completed on Wednesday 12/9**. It will be available at 12:01am on Wednesday 12/9 (after Tuesday night). You will have 3 hours to complete it once you begin. You must complete the exam by 11:59pm on Wednesday 12/9. The exam will be open-book and open-note, but you must work on it individually, and you are not allowed to use any internet resources. The exam will consist of a series of multiple choice questions that require you to apply the information presented in this course as well as two essays where you will need to demonstrate your understanding of how methodological choices impact power, construct validity, internal validity, and external validity.

### VII. Extra credit (max 30 pts):

There will be various extra credit opportunities during the semester that will require your participation in ongoing research projects. This may include volunteering as a research participant, but it may also include working on a project of your own (or of a colleague) that is intended to be submitted for publication. If you are working on a research project or desire to do so, please let me know. I will determine how many points an activity will earn. As opportunities for participation in research studies become available, I will notify you via Canvas. Additionally, you can earn up to 20 points of extra credit for meeting with me (f2f or online) to discuss your research proposal. You will earn up to 10 points for each time we meet to discuss your
project if you are well prepared for the meeting and are able to actively collaborate to improve your proposal.

Grading

<table>
<thead>
<tr>
<th>Discussion postings</th>
<th>Research ethics training</th>
<th>Needs assessment/program evaluation activity</th>
<th>Article critique</th>
<th>Proposal assignments</th>
<th>Comprehension Quizzes (5 x 30 pts)</th>
<th>APA Megaquiz</th>
<th>Plagiarism Quiz</th>
<th>Final exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>70</td>
<td></td>
<td>150</td>
<td>75</td>
<td>30</td>
<td>150</td>
</tr>
</tbody>
</table>

Course grades will be based on the percentage of total points earned by each student and will be assigned as follows:

<table>
<thead>
<tr>
<th>Mastery of content</th>
<th>A - 90-100%</th>
<th>B - 80-89%</th>
<th>C - 70-79%</th>
<th>D - 60-69%</th>
<th>F (&lt;60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average understanding of content</td>
<td>Total Points Earned</td>
<td>Average understanding of content</td>
<td>Below average understanding of content</td>
<td>Failure to understand content</td>
<td></td>
</tr>
</tbody>
</table>

**Note: Do not trust Canvas to calculate your grade for you. If you are unable to do the calculations yourself, I will be glad to teach you how to calculate your grade.**

Late work policy

If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it’s late (with a maximum reduction of 30%). However, no late work will be accepted for assignments turned in more than 7 days past its due date. No late work will be accepted after Dec 9th at 12pm (noon).

Some Thoughts About Coursework Online

Making this course **online with synchronous content** allows for great flexibility in what we are able to do. I believe that this flexibility supports learning (especially for students with significant obligations outside of school). However, the increased reliance on imperfect technology comes at a price. Sometimes Canvas/Webex won’t work the way they should or when they should. This can be frustrating and discouraging. Rather than view these frustrations as negatives, I choose to view them as opportunities to increase one’s skills in overcoming technology-related obstacles. This skill set will become increasingly valuable as our society’s reliance on technology continues to grow. The best advice I can give you is to “play around” with the technology and figure out if you know how to use it before you need to use it. Good luck. If you get kicked out of a quiz, just email me, and I can reset it for you (note: this often happens if you try to open another browser window while taking a quiz or if you are not using Google Chrome or IE-10).

Also, many students underestimate the amount of time they will need to devote on a regular basis when completing a course. You can expect to spend on average 12 hours/week for this course. Some weeks may be below average, but some weeks may be above this average.

Some Thoughts About This Course

Many of our students put this course off until they are about to graduate from the program, and many of those who have done so tell me after finishing the class that they regret having put it off. They talk about how it would have been much easier to understand the articles they had to read for other classes and write quality papers if they had taken this class earlier. I hope you find this to be a valuable experience wherever you are in your education. I believe it has the potential to be a surprisingly formative class for many students. Challenging yourself to think like a researcher gets you to look at the world in a slightly different way (not necessarily the “right” way, but it is another perspective). For me, learning is less about amassing mounds of knowledge and more about expanding the way I am able to think about things. My hope is that you find your perspective broadened to some degree during this semester.

Unfortunately, I cannot grade you on your “perspective.” Rather, I evaluate a product that you generate. This product is the result of your own intelligence, your effort, my ability to teach, and luck. It is unfortunate that luck enters the equation, but it is unavoidable. There may be semesters when life tosses you around quite a bit and earning a “C” is more impressive for you than the “A” that the person next to you earned. In these instances, I encourage you to take pride in your effort and not worry too much about grade that cannot perfectly represent your achievements. If at times it feels like everything is a jumble and the concepts have not yet taken seat in your mind, keep plugging…it will “click” for you, possibly at a different time than it does for others. Keep your alma mater’s refrain in mind: “Never shall we yield!”

Copyright Notice

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### Course Calendar

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING (by Wed)</th>
<th>Synchronous: Wednesday 7-8PM</th>
<th>Asynchronous: Watch Videos by Sunday 11:59PM</th>
<th>Turn In by Sunday 11:59PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Aug 26</td>
<td>None</td>
<td>Course overview; Finding empirical articles</td>
<td>Introduction to behavioral science Writing a research proposal</td>
<td>Introduction Discussion Post</td>
</tr>
<tr>
<td>Week 2 Sep 2</td>
<td>Ch. 1</td>
<td>The basics</td>
<td>Generating a research question &amp; hypothesis What is plagiarism</td>
<td>PA1: Research Topic</td>
</tr>
<tr>
<td>Week 3 Sep 9</td>
<td>Ch. 2; APA: 1</td>
<td>Pitch your question</td>
<td>Ethics in research APA: Ethics Writing the Introduction</td>
<td>Plagiarism Quiz; CITI Certificate</td>
</tr>
<tr>
<td>Week 4 Sep 16</td>
<td>Ch. 3</td>
<td>IRB Protocols; Research project pitfalls</td>
<td>Sampling &amp; populations Writing the Method section</td>
<td>Quiz #1 (ch. 1-3); PA2: Research Question</td>
</tr>
<tr>
<td>Week 5 Sep 23</td>
<td>Ch. 6</td>
<td>What are the odds? Analyzing an introduction</td>
<td>Measuring behavior Reliability &amp; validity Writing the data analysis &amp; discussion sections</td>
<td>Article Critique 1;</td>
</tr>
<tr>
<td>Week 6 Sep 30</td>
<td>Ch. 4-5; APA: 8</td>
<td>Building a survey; Writing a recipe for research</td>
<td>Hypothesis testing APA: Citing sources</td>
<td>Quiz #2 (ch. 4-6)</td>
</tr>
<tr>
<td>Week 7 Oct 7</td>
<td>Ch. 8</td>
<td>The meaning of p; Picking a statistical test</td>
<td>Correlational designs One-way experimental designs</td>
<td>Debate Discussion Post 1</td>
</tr>
<tr>
<td>Week 8 Oct 14</td>
<td>Ch. 9-10; APA: 2</td>
<td>Identify the 3rd Variable</td>
<td>Factorial designs APA: Paper elements</td>
<td>Quiz #3 (ch. 8-10); PA3A: Initial Outline</td>
</tr>
<tr>
<td>Week 9 Oct 21</td>
<td>Ch. 11</td>
<td>LOP Experiment Limiting how?</td>
<td>Internal validity External validity</td>
<td>Article Critique 2;</td>
</tr>
<tr>
<td>Week 10 Oct 28</td>
<td>Ch. 12 – 13</td>
<td>Internal and external validity Biggest challenge?</td>
<td>Quasi-experimental designs;</td>
<td>Quiz #4 (ch. 11-13)</td>
</tr>
<tr>
<td>Week 11 Nov 4</td>
<td>Ch. 7 &amp; Article; APA: 4-5</td>
<td>Needs Assessment/Program Evaluation Activity (graded)</td>
<td>APA: Style &amp; grammar APA: Bias-free language</td>
<td>PA3B: Revised Outline Needs Assmt/Prog Eval Activity</td>
</tr>
<tr>
<td>Week 12 Nov 11</td>
<td>APA: 6</td>
<td>None Happy Veteran’s Day!</td>
<td>Naturalistic &amp; qualitative designs APA: Mechanics of style</td>
<td>Debate Discussion Post 2</td>
</tr>
<tr>
<td>Week 13 Nov 18</td>
<td>Ch. 14; APA: 7</td>
<td>Coding qualitative data</td>
<td>APA: Tables &amp; Figures</td>
<td>PA4: Draft Quiz #5 (ch. 7 &amp; 14)</td>
</tr>
<tr>
<td>Week 14 Nov 25</td>
<td>APA: 9</td>
<td>None</td>
<td>APA: Reference List</td>
<td>PA5: Peer Feedback APA Megaquiz</td>
</tr>
<tr>
<td>Week 15 Dec 2</td>
<td>App. B</td>
<td>Review; Making decisions about data</td>
<td>No videos</td>
<td>PA6: Final Paper</td>
</tr>
<tr>
<td>Week 16 Dec 9</td>
<td></td>
<td></td>
<td></td>
<td>FINAL EXAM—Wednesday December 9th</td>
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</tbody>
</table>

### Other important dates:
- August 26: Deadline for Add, Drop, and Late Registration for 16- and First 8-week
- September 9: Deadline to drop 16-week Classes with No Record
- October 30: Deadline for Graduation Application for Ceremony Participation
- November 6: Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
- December 11: Fall Commencement Ceremony

### Notes:
- Large portions of this syllabus were blatantly pirated from a wide variety of sources.###
- Professor reserves the right to amend the syllabus at any time.