

## Intro to Research COUN 5302, SPRING 2021

Brian Le Clair PhD, LMFT

Couns 5302

Thursday 6:00-8:45 CST

Office Hours: via appointment and via WebEx (email me and we set up a time after 12:00 CST)

Email: bleclair@tamuct.edu

### **Introduction to Research**

#### **Course Description**

This is an introductory graduate-level course in research design and methods and program evaluation. It is designed to introduce the student to the fundamentals of research in education and applied behavioral sciences. That is, students will explore what research involves, the various types of research, the techniques for conducting research studies, ethical behavior in the conduct of research, and research in educational settings. Descriptive and inferential statistics will be presented in the context of the research study. Social issues related to educational research will also be presented and discussed.

#### **Rationale**

All educators are either practitioners or consumers of research. It is important that students of education and applied behavioral sciences know and understand the elements of research in order to be able to evaluate critically and/or conduct research to enhance one's skills and advance the knowledge of the field. This course will provide the student with a basic framework for understanding and evaluating research studies. It will also provide knowledge of the various types of research designs used in research and the procedures for conducting research studies. The course is applicable for all students who will make professional use of research or conduct research studies.

#### **Course Objectives/Learning Outcomes**

**Demonstration of Competency Assignment:** Literature Review & Proposal

#### **CMHC Course Competency Information**

1) Understand research methodologies relevant to mental health services.

2) Evaluate professional research studies and develop a research project of personal interest in mental health services.

<b>Student Learning Objectives:</b>	<b>Related 2016 CACREP Standards:</b>
1. To understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.F.8.b. identification of evidence-based counseling practices 2.F.8.c. needs assessments
2. To effectively read and evaluate professional research studies (CACREP Clinical Mental Health Standards)	2.F.8.d. development of outcome measures for counseling programs 2.F.8.e. evaluation of counseling interventions and programs
3. To understand how to apply research methodology to the practice of evidence-based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs.	2.F.8.f. qualitative, quantitative, and mixed research methods 2.F.8.g. designs used in research and program evaluation 2.F.8.h. statistical methods used in conducting research and program evaluation 2.F.8.i. analysis and use of data in counseling
4. To craft an original scholarly research project which evaluates existing research and proposes a research design that addresses a specific research question.	2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.F.8.b. identification of evidence-based counseling practices
5. To gain an awareness of the sociocultural context of research and the ways in which cultural values impact both the process and interpretations of research by summarizing, assessing and reflecting on relevant literature.	2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

<b>Key Performance Indicators</b>	<b>Corresponding Assignments</b>
2.F.8.a. Students will learn the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Article Critique
2.F.8.b. Student will obtain knowledge in identification of evidence-based counseling practices	Literature Review
2.F.8.j. Students will demonstrate ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Annotated Bibliography

**State Adopted Proficiencies for Teachers and/or Administrators/Counselors**

The following state adopted proficiencies for mid-management administrators are covered in this course.

- Learner-Centered Leadership
- Learner-Centered Professional Development

### **Textbooks**

Patten, M.L. (2018). *Understanding research methods (10<sup>th</sup> Ed)*. New York, NY: Routledge.

American Psychological Association (2009). *Publication manual of the American Psychological Association (7<sup>th</sup> Ed)*. Washington, DC: American Psychological Association.

Course Packet (derived from various sources)

### **Recommended Reading**

Creswell, J.A. & Clark, V.P. (2018). *Mixed methods research*. Thousand Oaks, CA: SAGE.

Frey, B.B. (2015). *100 questions (and answers) about tests and measurement*. LA, CA: SAGE

Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners*. LA, CA: SAGE.

Sales, B.D., & Folkman, S. (2000). *Ethics in research with human participants*. Washington, D.C.: American Psychological Association.

Salkind, N.J. (2012). *100 questions (and answers) about research methods*. LA, CA: SAGE

Salkind, N.J. (2015). *100 questions (and answers) about statistics*. LA, CA: SAGE.

Van Blerkom, M.L. (2009). *Measurement and statistics for teachers*. New York, NY: Routledge.



## VI. Course Topics

Course Topics	CACREP STANDARDS
1. Part 1 – Introduction to Research Methods	2.F.8.a
2. Part 2 – Reviewing and Citing the Literature	2.F.8.b
3. Part 3 – Basic Concepts in Quantitative Research	2.F.8.f 2.F.8.h
4. Part 4 - Sampling	2.F.8.h
5. Part 5 - Measurement	2.F.8.h
6. Part 6 – Qualitative Research Design	2.F.8.f
7. Part 7 – Designing Experimental Research	2.F.8.g
8. Part 8 – Analyzing Data: Understanding Statistics	2.F.8.i 2.F.8.d
9. Part 9 – Effect Size and Meta-analysis	2.F.8.i
10. Part 10 – Preparing Research Reports	2.F.8.h 2.F.8.j
11. Program evaluation is presented in Parts 1 and 4 - 9	2.F.8.c 2.F.8.e

### Instructional Methods and Activities

- Lecture/discussion
- Practice problems
- Individual homework assignments
- In-class group assignments
- Critique of a research article

### Assignments

#### 1. Article Critique (SLO #1 & #5):

Choose a peer-reviewed journal article using the TAMUCT library that is no more than 4 years old, published 2016 or more recently. The journal should be directly related to mental health counseling.

Carefully reviewing this article, write a 4-5-page paper addressing the following:

**INTRODUCTION** (to educate the reader on the topic/concept)

- will define topic and other key terms

- will include symptoms, statistics of occurrence and current information in the field
- Main body (to explain the research conducted in the article)
- will state what you found in the journal article

**HYPOTHESIS or PURPOSE:**

- What were the researchers trying to discover (i.e. what was the hypothesis or purpose)?

This is usually found at the beginning of the article. Usually the hypothesis or statement of a problem appears at the end of the review of the literature, most often in the last or next to last paragraph. The words that indicate that it is a hypothesis are, "We will examine. . ." or "Our hypothesis is . . ." In a statement of a problem, the researcher may say, "We plan to see if a relationship...", "We proposed to observe...", or "The problem we proposed to study..." (You must use your own words—do NOT use quotes)

**METHODOLOGY:**

How was the research conducted (research design or type of study)?

Is the research descriptive (case study, naturalistic observation, laboratory observations, surveys, tests), correlation, experimental, or developmental? When and where the research was conducted? How long did the study take?

Who were the participants? (number [N], age, sex, race and gender demographics, criteria to be a part of study)?

**RESULTS/DISCUSSION:**

What did the researchers actually find in relation to their hypothesis/purpose?

ARTICLE MAY STATE: The researchers found that . . .

What limitations did the researchers reveal?

**SUMMARY/CONCLUSION:** (to show critical thinking in regards to the research) How does the information in the article integrate with information from class discussion, the text, and/or other information in the discipline? What is your opinion of the research findings? Was this research well done or not and why? Why is this topic/research important? (relevance/benefits to community and/or society)

*EXAMPLE:* A conclusion to a study that suggests a new therapy/treatment for children with ADHD might help the child struggling to perform successfully in school, which then improves her confidence, her relationship with her parents, siblings, and classmates. Write about the implications of this new treatment. In what ways does this topic relate to your own personal experience and how is your experience in agreement or disagreement with the outcome of this study?

How has your opinion of this topic changed since your review of the study?

**2. Annotated Bibliography (SLO #2 & #5)**

Using a minimum of five (5) peer-reviewed academic primary sources, complete an annotated bibliography in preparation for your literature review assignment. These sources should be directly related to one topic of interest directly related to clinical mental health counseling.

A bibliography is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for

researching a topic. Bibliographies are sometimes called "References" or "Works Cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following.

**Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is. For more help, see our handout on paraphrasing sources.

**Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?

For more help, see our handouts on evaluating resources.

**Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

### 3. Literature Review (SLO #2, #3, & #4)

Students will demonstrate their capacity to develop a research question of their own interest by completing a two-part document: 1) a literature review; and 2) a research proposal.

The purpose of this assignment is to give students the opportunity to apply their knowledge about the research process to an original project of their own interest. The literature review allows students to demonstrate their capacity to gather, evaluate, organize, and synthesize research into a coherent, logical, scholarly document.

The lit review will be 8-12 pages in length (*not* inclusive of the title page or references), double-spaced, typewritten, in APA format, and must include at least 20 references (though most papers should have more than this).

Students should clearly articulate the purpose and significance of the study and supported ideas with references to relevant literature. Relevant literature includes articles from scholarly journals or edited books. Internet references should only rarely be used (i.e. there are a few online journals that are acceptable). Wikipedia, information-based websites, press releases, popular books (not edited) are not appropriate. If you have a question about a resource, please bring it to class or email the instructor before you use it.

Original citations should be located. "As cited in" references will NOT be accepted. IF full, original articles cannot be found, please read the abstract to confirm that the article addresses the appropriate point and use the original citation.

The paper should be scholarly in tone and authoritative. This is not an essay (i.e. opinion piece), a reaction paper, or a report.

A successful literature review includes the following:

- An identified problem area and its significance, in terms of scope, impact, urgency, etc.
- A clear research question that can be addressed within the scope of a 7- or 10-page paper.
- Identification and evaluation of other relevant research that has been conducted and why this body of research is not sufficient to answer the question at hand (e.g. does existing research not ask the right questions, or measure the right variables? Do they only focus on a particular age? Or not take age into account?)
- Adequate explanation of concepts and a clear statement of the expectations or research hypotheses. The literature review should proceed logically from the general problem area down to the specific research being proposed.

A DRAFT of this portion of the final paper will be due Week 7.

### **REQUIRED SECTIONS OF THE FINAL PAPER (SLO #2, #3, & #4)**

**Abstract:** An abstract is a short (150-250 word) summary of the *entire* paper and appears on its own page after the title page. The abstract should include the problem area, gap in the research, proposed research design and potential contribution of the research. This should be the last section written and should not be merely an introduction to your paper. (Please see APA guidelines placement and formatting).

**Background:** (*This is your revised Lit Review*)

**Method:** Participants should clearly explain the primary method (research design) that will be used to gather information, which includes: Participants, Instrumentation, and Procedure. In addition, the proposal should address how the study will sufficiently protect the welfare of the participants of their study. If a survey instrument is to be constructed, include a sample of the survey, as well as how responses might be coded or analyzed. All aspects of any interventions should be well explained.

**Data Analysis and Anticipated Results:** The data analysis process should be clearly explained along with the anticipated outcomes of the study. Data analysis should detail how demographic data will be reported, as well as what statistical tests will be run to test hypotheses (if applicable).

**Discussion:** The implications of the research should be explored, as well as ways that the proposed research may meaningfully contribute to existing knowledge.

#### **4. Paper Presentation**

Each proposal will be presented in class (10-minute presentation, 5-minutes for Q&A). Presenters should use PowerPoint or other format so that work is displayed in a visually-pleasing presentation. More information will be provided in class.

#### **Evaluation and Grade Assignment**

Article Critique	10%
Annotated Bibliography	10%
Literature Review	20%

Final Exam	20%
Final Paper	30%
Paper Presentation	10%

**Grading Scale:**

90 – 100	A
80 - 89	B
70 - 79	C
60 - 69	D
< 60	F

Incomplete, I - “An incomplete notation may be given to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student’s control other than lack of time.”

It is an absolute requirement that students submit a final paper and oral presentation. Please note that the final grade is not tabulated by Canvas.

**Competency**

All students are expected to demonstrate Required Competency in order to receive credit for the course. Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, demonstration of willingness to learn basic counseling skills, peer collaboration, receive and provide feedback, and synthetic thinking are aspects of professional counselors and expected of students throughout the course. Evaluative feedback will occur both in person and in written throughout the semester. A student who would like to pursue an independent study research course with a faculty member, must demonstrate Intermediate competency in this course to be eligible.

**Competency Levels**

All students are expected to demonstrate Required Competency in order to receive credit for the course. The different levels of competence that will be assessed for this course are as follows:

2. *Below Competency*—failed to meet minimum graduate-level competency in terms of the course attendance, scholarship, and performance standards.
3. *Required Competency*—met minimum graduate-level competency in terms of the course attendance, scholarship, and performance standards.
4. *\*Intermediate Competency*—achieved Required Competency plus demonstrated mastery of the identified course knowledge and/or skills areas.

*\*Intermediate Competency.* Participants indicate Intermediate Competency by meeting Required Competency *plus* the literature review/proposal includes a unique research question, a coherent analysis of the literature, and a research design that includes plausible methods for answering the

research question at hand. Intermediate level literature reviews should exceed minimum expectations and show a higher level of thinking about the topic area and research question. The literature review addresses an identified question that is well-supported by a sufficient number of well-chosen research articles, shows clear attention to organization, proceeds logically, and clearly identifies shortcomings of existing research. The proposed research should be designed in such a manner that it adequately fills identified gaps and should offer a plausible method for gathering the appropriate data to answer the question at hand.

### **Definitions of Competency Areas (CMHC)**

To achieve a particular level of competence for the course, students must complete the following:

*Critical Thinking* – shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge and skills. Demonstrates willingness to increase self-awareness and effective use of feedback.

*Verbal Communication* – articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of individual interactions and group dynamics, as well as awareness of own impact on the other individual and the group. Demonstrates the use of culturally sensitive verbal communications and provision of supportive feedback to peers.

*Oral Presentation* – able to present ideas in a well-organized format; open and able to respond to questions.

*Written Communication* – writes clearly. Presents ideas and information in an organized format, demonstrates technical writing skills including appropriate punctuation, spelling, quotation, grammar, and APA style.

*Cultural Awareness and Responsiveness* – understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews. Demonstrates culturally sensitive basic counseling skill

*Social Responsibility* – aware of social, political and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations. Be aware of counseling dynamic, including counselor's privilege, role as a helping profession, and role as a member of the learning group.

*Emotional Maturity* – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change. Ability to provide non-judgmental supportive feedback. Positive attitude to learn basic skills.

*Ethical Conduct* – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity

*Interpersonal Skills* – demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

### **Definitions of Competency Levels**

**“Below Competency”** reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.

**“Required Competency”** indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted). As a mastery-learning course, assignments will be returned with a P (Pass) or I (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with TAMUCT policies.

**“Intermediate Competency”** denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.

## **Course Schedule and Policies**

1. Course schedule follows the course topics.
2. Late assignments are not accepted except in extenuating circumstances at the discretion of the instructor. Students who find that they are unable to be at an examination session because of illness or extenuating circumstances should contact the instructor as soon as the condition becomes apparent to arrange fair and practical extensions.
3. The instructor expects complete honesty in the completion of test and assignments. Plagiarism, “the act of taking the work/writings of another person and passing them off as one's own,” is not tolerated.
4. Cell phones must be off. Text messaging is not allowed.

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

If you are teaching an online or blended course, or if you are using Canvas to augment your on-campus course, you need to include information about Technology Requirements and Support: Technology Requirements.

Include a statement on the technology requirements for the successful completion of the course and when applicable, information on how to access these resources (for example, how to obtain a certain software through University site license).

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

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

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto: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.

For issues with Canvas, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

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

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a Drop Request Form [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed 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, 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 reported 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.

### **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 Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's pro-grams, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.departments/index.php>. 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>].

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall,

Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lmDavis@tamuct.edu](mailto:lmDavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective com-posing practices. 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. In addition, students may work independently in the UWC by checking out a lap-top that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proof-reading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **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 72,000 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 twenty-four 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 re-search 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 [<https://tamuct.libguides.com/>].

### **OPTIONAL POLICY STATEMENTS:**

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 any-one 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 A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of War-rior Hall.

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/departments/compliance/titleix.php>].

### **INSTRUCTOR POLICIES.**

Late assignments are not accepted. If, however, through arrangement with the instructor, late work that is allowed will still be subject to the automatic loss of one letter grade.

It is expected that students read the textbook and corresponding chapters per each class.

During class, it is expected of all to help contribute to the maintenance of an appropriate academic environment. Students may drink water or coffee as class is presented. Eating dinner, smoking or vaping, which would be inappropriate to do in seat in the classroom, should be avoided during a WebEx meeting.

Copyright Notice.

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The following is a rubric you may use to grasp the scope of what is expected of you for the written assignments for this course. Please be aware that one of the main objectives of this course is to embrace and internalize APA style guide writing and mechanics. Deviations from APA style will cause a reduction in grade.

<b>Criteria</b>	<b>Expert</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>-Clearly identifies purpose/focus of research</li> <li>-Research focus is grounded in theory</li> <li>-Significance of research is clear</li> <li>-Hypothesis is clearly articulated</li> </ul>	<ul style="list-style-type: none"> <li>-Limited discussion of research purpose</li> <li>-Focus is moderately-grounded in theory</li> <li>-Significance of research is not clearly identified</li> <li>-Hypothesis is described but not well-articulated</li> </ul>	<ul style="list-style-type: none"> <li>-Minimal discussion of purpose</li> <li>-Research is not well-grounded in theory</li> <li>-Significance of research is not clearly stated</li> <li>-Hypothesis is not well-articulated</li> </ul>	<ul style="list-style-type: none"> <li>-Little to no discussion of purpose of research</li> <li>-Research is not well-grounded in theory</li> <li>-Significance of the research is not identified</li> <li>-Hypothesis is poor or is altogether absent</li> </ul>
<b>Research Methodology</b>	<ul style="list-style-type: none"> <li>-Provides an accurate and thorough description of w the data was collected; how many data sources were analyzed and includes plan of measurement or assessment instrument</li> <li>-Reflection of theoretical connectedness is thorough and insightful</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate but limited description of how data was collected and analyzed</li> <li>-Reflection on theoretical connectedness and how it may influence data is adequate but is still limited</li> </ul>	<ul style="list-style-type: none"> <li>-Description of data collection and analysis and discussion of assessment instrument was confusing or not well-articulated</li> <li>-Reflection on theoretical connection and how it may influence data collection is limited and lacks insight</li> </ul>	<ul style="list-style-type: none"> <li>-Description of data collection and what sources analyzed was confusing, not well-articulated and is insufficient</li> <li>-Reflection of theoretical connectedness is severely limited, lacks insight or is altogether absent</li> </ul>

<b>Results</b>	<ul style="list-style-type: none"> <li>-Results are clearly well-articulated in a comprehensive level of detail and are well-organized</li> <li>-Tables/figures clearly and concisely convey data</li> <li>-Statistical analyses are appropriate and are accurately reported</li> </ul>	<ul style="list-style-type: none"> <li>-Results are explained but the level of detail is not as clear exposing some degree of insufficiency</li> <li>-Tables/figures are not clear in conveying the data</li> <li>-Statistical tests are appropriate but are not accurately interpreted</li> </ul>	<ul style="list-style-type: none"> <li>-Results are not well-explained, level of detail is insufficient as to render a clear understanding</li> <li>-Tables/figures are not concise in conveying data</li> <li>-Statistical analyses are inappropriate and are not properly interpreted</li> </ul>	<ul style="list-style-type: none"> <li>-Results are not clearly explained, level of detail is insufficient as to render a clear understanding and there are serious organizational issues</li> <li>-Tables/figures are not clear or concise in conveying data</li> <li>-Statistical analyses are inappropriate and/or are not interpreted accurately</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>-Analyses of results are thoughtful, re informed by the results of the study and thoroughly support how they supported, refuted or confirmed the hypothesis</li> <li>-Insightful discussion of how study relates to theory and scholarship in this domain</li> <li>-Thoroughly thoughtful inclusion of suggestions for further study</li> </ul>	<ul style="list-style-type: none"> <li>-Interpretations are sufficient but lack thoughtfulness and insight and are not as clearly informed by the study's results, not showing how they addressed, supported or refuted the hypothesis</li> <li>-Adequate discussion of how study related to further scholarship in this area</li> <li>-Suggestions for further research are adequate</li> </ul>	<ul style="list-style-type: none"> <li>-Interpretations are not clearly informed by the study's results and do not address how they support, refute or inform the hypothesis</li> <li>-Limited discussion of how the results enhance scholarship in this area</li> <li>-There is a cursory suggestion for further research but is limited, fleeting or simple a mere nod at the need to include a statement in this direction</li> </ul>	<ul style="list-style-type: none"> <li>Severe lack of thoughtfulness and insight in interpreting analysis of the study's results. What is written do not show how hypothesis is informed, refuted or supported.</li> <li>-Discussion of how this study relates to further scholarship is severely limited or absent altogether.</li> <li>-Thoughtful suggestions for further research in this area are severely limited or altogether absent.</li> </ul>

<b>Documentation</b>	<ul style="list-style-type: none"> <li>-Cites all data obtained from sources.</li> <li>-APA citation style is accurately used in text and in reference section</li> <li>-Sources are all scholarly peer-reviewed journal article or books that relate to the research focus</li> </ul>	<ul style="list-style-type: none"> <li>-Cites most data obtained from other sources in both text and reference sections in APA citation style.</li> <li>-Sources are primarily scholarly and primarily relate to research focus.</li> <li>-APA citation style is used in text and in reference sections</li> </ul>	<ul style="list-style-type: none"> <li>-Cites some data obtained from other source.</li> <li>APA citation style is inconsistent or incorrect</li> <li>-Sources are not primarily of a scholarly nature</li> </ul>	<ul style="list-style-type: none"> <li>-Does not cite sources</li> <li>-APA style is not used or used incorrectly</li> <li>-Sources are non-scholarly and do not clearly relate to research focus</li> </ul>
<b>Tone</b>	<ul style="list-style-type: none"> <li>-Language is scientific and is free of bias and opinion</li> </ul>	<ul style="list-style-type: none"> <li>-Language is mostly scientific and is mostly free of bias and opinion</li> </ul>	<ul style="list-style-type: none"> <li>-Language has scientific elements, but leans towards the use of dramatic and sensational wording</li> <li>-Bias is mostly absent</li> </ul>	<ul style="list-style-type: none"> <li>-Language is not scientific and relies heavily on dramatic and sensational wording</li> <li>-Bias and opinion are obvious and detract from hypothesis and data</li> </ul>
<b>Spelling and Grammar</b>	<ul style="list-style-type: none"> <li>-No spelling or grammar mistakes</li> <li>-Mechanics of sentence structure and paragraph style and formatting are solid</li> </ul>	<ul style="list-style-type: none"> <li>-Minimal spelling or grammar mistakes</li> <li>-Mechanics of sentence and paragraph style and formatting are mostly</li> </ul>	<ul style="list-style-type: none"> <li>-Noticeable spelling and grammar mistakes</li> <li>-Noticeable deviations from acceptable sentence structure,</li> </ul>	<ul style="list-style-type: none"> <li>-Excessive spelling and grammar mistakes</li> <li>-Excessive errors in formatting, sentence structure and mechanics of</li> </ul>

		consistent with established grammar rules	formatting and mechanics	both sentences and paragraphs
<b>Manuscript Format</b>	-Title page has proper APA formatting -Headings and subheadings are used correctly and in accordance with APA style	-Title page approximates proper APA formatting -Headings and subheadings are used correctly almost consistently	-Title page deviates from APA style formatting -Headings and subheadings are less consistent	-Title page deviates completely from APA formatting style -Headings and subheadings completely deviate from proper APA formatting or are altogether absent