SRM 600 INTRODUCTION TO GRADUATE RESEARCH

Dates: Summer, 2015
Friday (7/24 and 8/7) 4:00 – 10:00 PM
Saturday (7/25 and 8/8) 8:00 AM – 5:00 PM
Sunday (7/26 and 8/9) 8:00 AM – 4:00 PM

Location: UNC Lowry Campus
Credits: 3
Professor: Heng-Yu Ku, Ph.D.
Office: McKee 213F
Phone: 970-351-2935
Email: hengyu.ku@unco.edu
Office Hours: By appointment

Course Description- Students will be introduced to educational research and design. After completing this course, students will be able to:

- Define and describe basic terminology and concepts associated with educational research
- Critically evaluate published research articles
- Conduct a literature review
- Locate the IRB process at UNC and describe an appropriate IRB application in the proposal project
- Select an appropriate design for a research proposal
- Apply research knowledge by planning and designing a research proposal

Textbooks:
Required:

OR


Recommended:
Course Approach - This course utilizes individual and group work to develop conceptual and applied understanding of educational research. Course work includes required readings in the text, supplemental readings of published research, and required discussion questions. A research proposal (and individual or a group project) will contribute to your final grade for the course. Students will become familiar with an Internal Review Board application process and protection of human subjects guidelines.

Course Readings -

Course Expectations - It is expected that the course will be a collaborative learning process for all involved. You are encouraged to share your experiences and thinking about research and to encourage others to do the same. It is also expected that:

- You will attend and actively participate in ALL course sessions.
- The work you do in this class will be original and not plagiarized from another source.
- Cell phones will be turned off during class.
- Come prepared.
- During the class period, do not check personal emails or conduct personal business with the internet.

Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with your instructor at your earliest convenience. In addition, academic dishonesty incidents will be reported to the College of Education and Behavioral Sciences Dean's office as required by the Dean.

Students with Disabilities - Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).
Tentative Class Schedule - This schedule is based on a "best" guess. Expect some changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter Readings</th>
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<tbody>
<tr>
<td>Friday, 7/24</td>
<td>Chapter 20, Chapters 1 – 2</td>
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<tr>
<td>Saturday, 7/25</td>
<td>Chapters 3 – 7 Library Search</td>
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<tr>
<td>Sunday, 7/26</td>
<td>Chapters 8 – 9 Work on proposal</td>
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<td>Friday, 8/7</td>
<td>Chapters 10 – 13 Mini Lesson (Chapters 10 – 13)</td>
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<tr>
<td>Saturday, 8/8</td>
<td>Chapters 14 – 17 Mini Lesson (Chapters 14 - 17)</td>
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<tr>
<td>Sunday, 8/9</td>
<td>Chapters 18 – 19 and Chapter 21 Final Research Proposal Presentation</td>
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Chapter Readings - It is expected that students read the chapters that are assigned prior to the classes. Reading ahead is highly encouraged. The syllabus includes a schedule of readings for each week. It is expected that students will complete all readings before each assigned session so that the course can be conducted as an interactive learning process, building on newly acquired knowledge between class meetings.

Research Proposal - This assignment requires students to develop a research proposal in their field of interest or specialty. Working individually or in small groups, you are to propose a study, which you conceivably implement at some point in the future. The proposal should include a background/rationale for the study, literature review, research questions or hypotheses, description of intended subjects, instrumentation (measures), data collection procedures, and proposed data analyses. The proposal should be 8 – 12 pages in length. I expect the paper to be written in a modified APA format. Non-adherence to APA format will result in a point deduction.

Course Assignments and Grading - The course grade will be based on class presentations, the research proposal, and participation and attendance. A summary of the components of the course grade is provided below.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>What</th>
<th>Points</th>
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<tbody>
<tr>
<td>8/7, 8/8, or 8/9</td>
<td>Mini Lessons</td>
<td>20</td>
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<tr>
<td>8/4 (Tuesday) by Noon</td>
<td>Research Proposal Draft Due</td>
<td>20</td>
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<tr>
<td>8/9 (Sunday)</td>
<td>Final Research Proposal Due</td>
<td>20</td>
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<tr>
<td>8/9 (Sunday)</td>
<td>Final Research Presentation Due</td>
<td>10</td>
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<tr>
<td>Ongoing</td>
<td>Class Participation and Attendance</td>
<td>30</td>
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<td><strong>Total</strong></td>
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<td>100</td>
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100 points possible: 90% (90 points and higher) = A, 80% (80 - 89 points) = B, 70% (70 - 79 points) = C, and 60% (60 - 69 points) = D.