SRM 600-700: INTRODUCTION TO GRADUATE RESEARCH  
SPRING 2020  
Location: Denver Center

Instructor: Kerry Duck, Ph.D.  
School of Psychological Sciences  
University of Northern Colorado

Email: kerry.duck@unco.edu (preferred contact)  
Office: McKee 67 (Within the Psychology department)  
Office hours: By appointment in-person and via Zoom  
Note: I will try to arrive to class approximately 15 minutes early if you have any quick questions.

**Prerequisites**  
None required. This course is offered through Extended Campus for Clinical Mental Health/School Counseling graduate students.

**Course Overview:**  
This course introduces graduate students to the basic research principles and terminology used within educational research. This course covers various topics including developing a research topic, writing research questions and hypotheses, conducting a literature review, evaluating existing measures to use in research, and critiquing research articles. We will discuss both quantitative and qualitative methodologies as they apply to your developing research interests.

**Course Objectives:**  
1.) Define and apply basic terminology and concepts used in research.  
2.) Describe the steps and decisions involved in planning, designing, and implementing a research study.  
3.) Compute and interpret basic descriptive and inferential statistics.  
4.) Identify researchable topics and issues within your disciplines.  
5.) Critically evaluate published research reports.  
6.) Write and present a research proposal of a project in which you might pursue.

**Required Materials:**  

**Recommended text:** APA Publication Manual (7th Edition)

**Course Evaluation:**  
This course is letter graded A-F. My grading system is set up so you will have a total of 100 possible points at the end of the semester. Grades will be updated in Canvas as soon as I am able following assignment submissions. I will try to have all grades from the first weekend session completed before our second weekend session. I will aim to have all grades completed within two-weeks of the final proposal due date.

Your final grade will be based on the following scale:  
- **A = 94 % and above**  
- **A- = 93-90%**  
- **B+ = 89-87%**  
- **B = 86-84%**  
- **B- = 83-80%**  
- **C+ = 79-77%**  
- **C = 76-74%**  
- **C- = 73-70%**  
- **D+ = 69-67%**  
- **D = 66-64%**  
- **D- = 63-60%**  
- **F = 59 % and below**
**Class Participation and In-Class Assignments (20%)**
Class participation includes attendance, evidence of appropriate preparation for class (e.g., completed readings and reflection questions prior to class), and active participation in class. During class, you may be asked to complete additional activities and assignments, which may be completed in-class or may need to be finished after class (e.g., literature searches).

**Quizzes and Exams (30% of grade)**
There will be two quizzes in the course (each worth five points). During the quiz, you may use any “non-human” source while completing the quiz/exam (course notes, textbook, journal articles, and or library resources). You may not discuss the quizzes in any way with people in or out of the class. Additionally, there will be two exams (each worth ten points).

**Article Critiques (10% of grade)**
There will be two article critiques in this course. The goal of these critiques is to find articles that are of personal relevance to your field of study. One of the articles must be quantitative in nature; the other must be qualitative in nature. You will review and critique the article. You will provide a summary of the article in your words before discussing and critiquing the strengths and weaknesses of their rationale (i.e., does the literature review offer adequate support for the proposed research questions/hypotheses), methodology (i.e., sampling procedure, instruments used, and data analyses), and conclusions (i.e., do their findings tie back to the existing literature). Each review will be approximately 3-4 pages.

**Research Proposal Project (40% of grade; Individual pieces described below)**

- **Research Proposal (25% of grade)**
  A large component of this course is for you to develop a research proposal related to your emerging research interests. It should be something feasible you could do in your current or expected professional role. You will work in groups of no more than three people to develop this proposal. We will cover more details in class and on canvas to guide the development of your proposal. The length of the proposal will be 8-10 pages (excluding title page, abstract, references, figures, etc.).

- **Research Proposal Presentation (10% of grade)**
  During the last day of class, you (and your group, if applicable) will present your research proposal to your peers. Please note: your final proposal will likely not be finished when you give your presentation. You will sign up for a 45-minute time slot in which your presentation will be approximately 30 minutes. After your presentation, there will be time for Q&A and recommendations to incorporate for your final paper. Please solicit feedback from your peers and the instructor. Further information about the format of your presentation will be discussed in class.

- **Peer Review of Proposals (5% of grade)**
  Each person will review 2 of their peers’ research proposals. The goal of this review is to give critical, yet constructive, feedback on the proposal. You will act as if you are reviewing a journal article in this activity. You will comment upon the strengths and weaknesses of each section of the research proposal (introduction/literature review, purpose, research questions/hypotheses, participant sampling, instrumentation/measures, data collection procedures, proposed analyses, and potential implications). As you are reading the proposals, make recommendations for gaps in the literature as well as in measures used if you have seen something that may be of assistance. You, your peers, and I are all here to better your educational experience through this process. More details about the peer review format will be discussed in class and posted on canvas.
Using Technology in Class:
Computers: Laptop/notebook computers are allowed in class, but please be respectful to only use them for class related activity. If I find that your use of computers is inappropriate (e.g., surfing the internet, watching *American Horror Story* on Facebook, etc.) or distracts either myself or others, I reserve the right to terminate your technology privileges. I am not averse to computer use in class, but I am averse to inappropriate computer use while in class.

Cell phones: Use of cell phones, especially text messaging, has become a problem in class. It is distracting to your classmates and your instructor. Although I will permit you to have one on your person while in class, that cell phone MUST remain out of sight, and MUST remain on vibrate. If I see an individual using a cell phone during class, I will ask that you speak with me after class and reserve the right to confiscate your phone for the remainder of any class period.

Attendance: Attendance is mandatory. Attendance is part of your grade and missing class may affect your final grade. Please inform me via email in advance if you are unable to attend class. However, missed attendance and missed in-class activities cannot be made up; there are no “excused” absences. If students would like to Zoom or Skype into class, this must be arranged with a classmate. The professor is not obligated to meet individually with students to cover the same material covered during a class for which the student was absent. Students are expected to arrive to class on time and stay until class is dismissed. Arriving late or leaving early is disruptive to others and may affect your grade. Students will not be penalized due to observances of their religious beliefs. Please notify the professor of these situations.

Deadlines: Students are expected to meet deadlines for assignments. Late assignments will be penalized one full grade level for each day after the due date (A-level work to a B if turned in after the specified time on the due date, B to a C if more than 24 hours late). Unless otherwise specified, all written assignments are due at 11:59 PM Mountain Standard Time on the due date listed, to be submitted via Canvas. If you find that you are running low on time as you complete an assignment, it is usually best (from a purely grading perspective) that you turn in the work on time “as is”, rather than using an extra day to work on your assignment and incurring the grading penalty. Thus, plan ahead to give ample time to complete the assignments. I maintain this because as students and professionals, we all must meet deadlines (e.g., for conference proposals, job applications).

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

Food Insecurity and Basic Needs: Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at [sos@unco.edu](mailto:sos@unco.edu) or via phone at 970-351-2796
**Academic Integrity:**
You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

**Title IX:**
The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.
- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

**Equity and Inclusion Statement:**
The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Readings</th>
<th>Activities</th>
<th>Important notes/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/31</td>
<td>Ch. 1: The Nature of Research in Education Ch. 2: The Research Problem</td>
<td>Introduction to the course</td>
<td>Check Canvas for course information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Form groups for research proposal</td>
<td>Complete reflection questions prior to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Think about research ideas and brainstorm research questions</td>
<td></td>
</tr>
<tr>
<td>2/1</td>
<td>Ch. 3: Reviewing the Literature Ch. 5: Measurement Ch. 6: Validity and Reliability Ch. 9: Experimental Research Ch. 10: Experimental Research Designs</td>
<td>Conduct literature search</td>
<td>Quiz 1 (in-class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss how to critique journal articles</td>
<td>Complete reflection questions prior to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select journal articles to critique</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss how to find and utilize appropriate instruments/measures</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>Ch. 11: Ex Post Facto Research Ch. 12: Correlational Research Ch. 13: Survey Research</td>
<td>Work on introduction and literature review</td>
<td>Complete reflection questions prior to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meet with professor</td>
<td>Exam 1 Distributed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brainstorm methods section</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss design choices</td>
<td></td>
</tr>
<tr>
<td>Week of</td>
<td>Gap week 1</td>
<td>Work with group members on research proposal</td>
<td>Quantitative article critiques <strong>due by 11:59 on 2/9/2020</strong></td>
</tr>
<tr>
<td>2/3</td>
<td></td>
<td>Complete Quantitative article critique</td>
<td></td>
</tr>
<tr>
<td>Week of</td>
<td>Gap week 2</td>
<td>Work with group members on research proposal</td>
<td>First draft of research proposal <strong>due by 11:59 on 2/13/2020</strong></td>
</tr>
<tr>
<td>2/10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>Ch. 7: Descriptive Statistics Ch. 8: Sampling and Inferential Statistics Ch. 14: Interpreting and Reporting Results of Quantitative Research</td>
<td>Discuss how research questions drive the statistical analyses.</td>
<td>Exam 1 Due by 4:00 p.m. 2/14/2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss how to provide feedback on proposal drafts</td>
<td>Complete reflection questions prior to class</td>
</tr>
<tr>
<td>2/15</td>
<td>Ch. 15: Defining and Designing Qualitative Research Ch. 16: Types of Qualitative Research Ch. 17: Data-Collection Tools in Qualitative Research Ch. 19: Analyzing and Reporting Qualitative Research</td>
<td>Discuss differences between quantitative and qualitative research</td>
<td>Quiz 2 (in-class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss how research questions drive the methodology</td>
<td>Complete reflection questions prior to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group critique of research proposals</td>
<td>Peer review of research proposal (complete in-class and submit by 5 PM MST)</td>
</tr>
<tr>
<td>2/16</td>
<td>Ch. 4: Ethics in Educational Research</td>
<td>Finish course topics</td>
<td>Journal article critique (qualitative) due at 4 PM MST (finish if not complete during class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meetings with groups for presentations</td>
<td>Presentation of Research Proposal (in-class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review for Exam</td>
<td>Exam 2 (In-class)</td>
</tr>
<tr>
<td>2/29</td>
<td></td>
<td></td>
<td>Final Research Proposal <strong>due by 11:59 p.m. on 2/29/2020</strong></td>
</tr>
</tbody>
</table>

**The schedule of topic dates is tentative. Any changes to the schedule will be made in class and posted on Canvas. Attendance is expected.**