

San José State University
Department of Counselor Education

EDCO 221: Research Seminar in Education
Fall 2009

Instructor:	Dr. Dolores Mena
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Office Location:	Sweeney Hall 418
Office Hours:	Mondays 2:00 – 3:30pm, Tuesdays 4:00 - 6:30pm, & by appointment
Class Days/Time:	Mondays 4:00 - 6:45pm
Classroom:	Sweeney Hall 435

Course Description

The role of research in education and society, procedures in the selection and evaluation of research projects, and techniques of data analysis will be examined.

Course Goals and Student Learning Objectives

The purpose of this course is to provide an overview of research procedures, forms of evaluation, and various types of techniques used for research data collection. The foundation and framework for the conceptualization of a thesis or thesis project will be the main focus of assignments, discussions, and overall coursework. The course objectives include:

- 1) To provide an opportunity to learn about educational research methods;
- 2) To read the professional literature in an area of interest to help define a current professional perspective;
- 3) To develop a problem statement that is researchable based on current professional practice and literature;
- 4) To formulate testable hypotheses and/or research questions that target the problem statement;
- 5) To generate a list of references showing the sources and methods used in the literature search;
- 6) To review and analyze professional literature that is relevant to the problem statement;
- 7) To develop a research design that is appropriate for a thesis/thesis project; and
- 8) To become familiar and proficient with utilizing American Psychological Association (APA) style formatting

Department of Counselor Education Professional Dispositions

Disposition 1 – Respect for all Forms of Diversity: Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seeks to foster culturally-appropriate communications, and demonstrates best practices in his/her field.

Disposition 2 – Equity & Excellence for all Students: Believes that all students can learn and holds high expectations for all students.

Disposition 3 – Life-Long Learning: Demonstrates a commitment to continuous self-directed learning, critical thinking, and reflection in order to deepen knowledge in the counseling field/profession.

Disposition 4 – Ethical & Professional Practice: Demonstrates ethical and professional behavior in the education profession, with integrity, by participating in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.

Disposition 5 – Democratic & Reflective Practice: Demonstrates the use of democratic values and a commitment to creating a learning environment that fosters active engagement in learning, and encourages positive social interactions.

Course Textbooks

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.
- American Psychological Association (2007). *APA style guide to electronic resources*. Washington, DC: American Psychological Association. Available at http://library.sjsu.edu/gateways/academic/style_reference.pdf (PASSWORD = sjsuAPA01)
- Harris, R. A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (2nd ed.). Glendale, CA: Pyrczak Publishing.
- Mills, G. E. (2007). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ: Merrill.

Library Liaison

San José State University Library (408) 924-2823, <http://library.sjsu.edu>
Bernd Becker, Reference Librarian and liaison for the Counselor Education Department,
(408) 808-2348, bernd.becker@sjsu.edu

University Policies

Academic Integrity

The University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. If you would like to include in your assignments any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires instructor approval.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. The Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists. The writing specialists are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is <http://www.sjsu.edu/writingcenter>

Grading Policy

All assignments are due by 4:00pm on the listed due dates unless otherwise indicated. Late assignments will be graded down unless prior arrangements are made with the instructor.

Grades will be awarded using the following scale:

Percentage	Grade
95% - 100%	A
90% - 94%	A-
87% - 89%	B+
84% - 86%	B
80% - 83%	B-
77% - 79%	C+
74% - 76%	C
70% - 73%	C-
Below 70%	Not considered a passing grade

<u>Course Requirements and Evaluation:</u>		<u>%</u>	<u>Points</u>
I.	Class Participation	10%	20
II.	Thesis/Thesis Topic Overview	5%	10
III.	Literature Review Outline with References in APA Style	10%	20
IV.	Research Design Overview	10%	20
V.	Peer Editing/Feedback	10%	20
VI.	Written Thesis/Thesis Project Proposal	50%	100
	- Chapter I: Introduction (10%)		
	- Chapter II: Literature Review (30%)		
	- Chapter III: Methodology (10%)		
VII.	Oral Presentation	5%	10
		100%	200

I. Class Participation (20 points – 10%):

Active participation and positive engagement are essential to the quality of the course. You are expected to attend every scheduled class on time and actively engage in class discussions and exercises relevant to the course content. You are also expected to listen attentively to your classmates' ideas and provide constructive feedback when appropriate. From time to time, you will be asked to report on the development of your thesis project to receive feedback, advice, and support on how best to proceed with your thesis project.

II. Thesis/Thesis Project Topic Overview (10 points - 5%):

In 2-3 pages, briefly present your research topic. Include background information, the problem to be explored, a purpose statement of what aspect of the problem will be the focus of your research, why it is important to research that topic/issue, and state your hypotheses or research questions.

III. Literature Review Outline with References in APA Style (20 points - 10%):

In outline format, provide the major headings and subheadings of your literature review (Chapter II) to show the organization of your literature review. Within each heading and subheading, include relevant references in alphabetical order by author last name and in APA format.

IV. Research Design Overview (20 points - 10%):

In 2-3 pages, describe how you plan to carry out your research. As appropriate, include relevant descriptions of the research plan, your sampling procedures, the dependent and independent variables, measurement tools or instruments, data gathering procedures, and data analysis procedures OR a description of your proposed intervention.

V. Peer Editing/Feedback (20 points - 10%):

As part of this course, you will be expected to read and provide feedback on classmates' work. This should be done with the upmost respect and professionalism and the focus should be on providing feedback that is constructive. Providing feedback to your peers will provide you with an opportunity to improve your own writing and editing skills. You will peer edit each others Chapters I and II drafts to get feedback from classmates before you submit them to get graded by the instructor.

VI. Written Thesis/Thesis Project Proposal (100 points - 50%):

In the written thesis/thesis project proposal include:

- Chapter I: Introduction (10%),
- Chapter II: Review of Literature (30%), and
- Chapter III: Methodology (10%).

Prepare your proposal in *American Psychological Association (APA)* format and include all references after Chapter III. (Your *References* section should also be cited and formatted in APA style.)

VII. Oral Presentation (10 points - 5%):

During the final weeks of class, you will conduct an oral presentation to briefly summarize your progress on your master's thesis project.

COURSE SCHEDULE

Wk	Date	Topics	Assignments
1	8/24/09	<ul style="list-style-type: none"> Introduction & Orientation to Course 	
2	8/31/09	<ul style="list-style-type: none"> Library Orientation and Visit - Bernd Becker (SJSU Library Liaison) 	Meet at MLK Library at 4:00pm in room 125
3	9/07/09	<ul style="list-style-type: none"> NO CLASS – Labor Day 	
4	9/14/09	<ul style="list-style-type: none"> Understanding Action Research <u>Reading</u>: Mills, G. E. (2007). <i>Action research: A guide for the teacher researcher</i> (3rd ed.). Upper Saddle River, NJ: Merrill – Chapter 1 	<i>Bring a journal article that relates to your topic to class.</i>
5	9/21/09	<ul style="list-style-type: none"> Deciding on an Area of Focus <u>Reading</u>: Mills (2007) – Chapter 2 	
6	9/28/09	<ul style="list-style-type: none"> The Review of the Literature & Citing Sources in APA Style <u>Reading</u>: Harris, R. A. (2005). <i>Using sources effectively: Strengthening your writing and avoiding plagiarism</i> (2nd ed.). Glendale, CA: Pyrczak Publishing – Chapters 1 & 2 	<i>Thesis/Thesis Topic Overview is due.</i>
7	10/05/09	<ul style="list-style-type: none"> Using Sources Effectively <u>Reading</u>: Harris (2005) – Chapters 3-6 	
8	10/12/09	<ul style="list-style-type: none"> Data Collection Techniques <u>Reading</u>: Mills (2007) – Chapters 3 & 4 	<i>Literature Review Outline w/ APA style references is due.</i>
9	10/19/09	<ul style="list-style-type: none"> NO CLASS – Faculty Furlough Day 	
10	10/26/09	<ul style="list-style-type: none"> Individual Appointments 	
11	11/02/09	<ul style="list-style-type: none"> Individual Appointments 	
12	11/09/09	<ul style="list-style-type: none"> Conducting Ethical Research <u>Reading</u>: Mills (2007) – Chapter 5 <i>Human Subjects Proposal Guidelines</i> 	<i>Research Design Overview is due.</i>
13	11/16/09	<ul style="list-style-type: none"> <i>Peer Editing/Feedback</i> 	<i>Bring two copies of your Chapter I and II drafts to class.</i>
14	11/23/09	<ul style="list-style-type: none"> Data Analysis & Interpretation; Action Planning <u>Reading</u>: Mills (2007) – Chapters 6 & 7 	
15	11/30/09	<ul style="list-style-type: none"> <i>Oral Presentations</i> 	<i>Written Thesis/Thesis Project Proposal is due.</i>
16	12/07/09	<ul style="list-style-type: none"> <i>Oral Presentations</i> 	
Finals	12/14/09	<ul style="list-style-type: none"> Complete <i>Oral Presentations</i> 	

Note: Course calendar is “subject to change with fair notice.”

Additional References

- Babbie, E. (2004). *The practice of social research* (10th ed.). Belmont, CA: Wadsworth.
- Berg, B. L. (2007). *Qualitative research methods for the social sciences* (6th ed.). Boston: Pearson/Allyn & Bacon.
- Best, J. W., & Kahn, J. V. (2003). *Research in education* (9th ed.). Boston: Allyn & Bacon.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston: Pearson.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill.
- Dooley, D. (2001). *Social research methods* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th ed.). Boston: Allyn & Bacon.
- Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed.). Glendale, CA: Pyczak Publishing.
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications* (8th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Hittleman, D. R., & Simon, A. J. (2006). *Interpreting educational research: An introduction for consumers of research* (4th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Holly, M. L., Arhar, J., & Kasten, W. (2005). *Action research for teachers: Traveling the yellow brick road* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Johnson, A. P. (2002). *A short guide to action research*. Boston: Allyn & Bacon.
- Johnson, B., & Christensen, L. (2004). *Educational research: Quantitative and qualitative approaches* (2nd ed.). Boston: Allyn & Bacon.
- Jones, W. P., & Kottler, J. A. (2006). *Understanding research: Becoming a competent and critical consumer*. Upper Saddle River, NJ: Pearson.
- Leedy, P. D., & Ormond, J. E. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Pearson.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction* (5th ed.). New York: Longman.
- Mertler, C. A., & Charles, C. M. (2005). *Introduction to educational research* (5th ed.). Boston: Pearson.
- Mills, G. E. (2000). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Merrill.
- Patten, M. L. (2005). *Understanding research methods: An overview of the essentials* (5th ed.). Glendale, CA: Pyczak Publishing.
- Pyczak, F. (2000). *Completing your thesis or dissertation: Professors share their techniques and strategies*. Los Angeles: Pyczak Publishing.
- Wiersma, W., & Jurs, S. (2005). *Research methods in education* (8th ed.). Boston: Allyn & Bacon.