

**San Jose State University**  
Counselor Education Department  
EDCO 221 Research Seminar in Education  
Spring 2011

Dr. Marion Beach – Sweeney Hall 418 – (408) 924-3709  
Office Hours: Mondays 3:00-4:00 pm. by appt  
Wed 6:00-7:00pm by appt in IRC  
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**MISSION STATEMENT:**

The mission of the Department of Counselor Education is to prepare guidance and counselor candidates who will promote equality and excellence for all students in an increasingly diverse and technologically complex global community.

**COURSE DESCRIPTION:**

The role of research in education and society; procedures in selection and evaluation of research projects; and techniques of research data analysis will be examined. Three units.

**COURSE PURPOSE:** The design of this course: (1) provides an overview of the theory, procedures, application and use of research in educational settings; (2) assists in the study of a specific area of applied research from the current professional literature; and (3) assists in the development of a specific research proposal. Many students use this seminar to develop their thesis or research project topic, but this is not a course requirement.

**METHOD OF INSTRUCTION:**

The course will include lectures, class discussions, activities and group work. Small group discussions will also be important components of the course.

**COURSE OBJECTIVES:**

- Provide an opportunity to learn about research and its application in the field of education.
- Read the professional literature in an area of interest to help define the current professional perspective.
- Develop a problem statement that is researchable based on that current professional perspective.
- Generate testable hypotheses or research questions that address the problem statement.
- Review relevant professional literature pertaining to the problem statement.
- Generate a list of references showing the sources and methods used in the literature search.

- Develop a research design appropriate for the problem statement and hypotheses/research questions that describes the sampling procedures, the dependent and independent variables, measurement tools/instruments, data gathering procedures, and statistical procedures for data analysis.
- Become familiar with the manuscript styles of the current *Publication manual of the American Psychological Association* (APA) (available at the Spartan Bookstore).
- Write a research proposal in thesis or project format following the current *Publication manual of the American Psychological Association*.

### **TEXTS:**

Mills, G. E. (2011). *Action research: A guide for the teacher researcher* (any edition ok.). Upper Saddle River, NJ: Merrill.

SJSU- Counselor Education *Writer's Guide* (download from Blackboard)

### **As well as...**

Recent issues of the professional journals that present the research in your chosen professional area.

### **Strongly Recommended Texts:**

*Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition). (2011). Washington DC: American Psychological Association.  
(This can also be purchased online at APA.com).

*The Elements of Style*, Strunk & White, (3<sup>rd</sup> or 4<sup>th</sup> ed.)

### **Recommended Reading on Research Design & Methodology**

American Psychological Association. (2001). *Publication manual of the American Psychological Association*

*Association* (5th ed.). Washington, DC: Author.

Babbie, E. (1998). *The practice of social research* (8th ed.). Belmont, CA: Wadsworth Publishing

Berg, B. L. (2001). *Qualitative research methods for the social sciences* (4th ed.). Boston: Allyn & Bacon.

Charles, C. M. (1995). *Introduction to educational research* (2nd ed.). White Plains, NY: Longman.

Creswell, J.W. (2002). *Research design: Qualitative, quantitative, and mixed approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Hedrick, T.E., Bickman, L., & Rog, D.J. (1993). *Applied research design: A practical guide*. Thousand Oaks, CA: Sage Publications.

Johnson, B., & Christensen, L. (2000). *Educational research: Quantitative and qualitative approaches*. Boston: Allyn & Bacon.

Leedy, P. D., & Ormrod, J. E. (2001). *Practical research* (7th ed.). Columbus, OH: Prentice Hall.

Wiersma, W. (2000). *Research methods in education* (7th ed.). Boston: Allyn and Bacon.

**Course Requirements and Grading Procedure:** All graded activities provide practical "hands-on" experience in doing applied research. Forming research teams is useful for completing course requirements. This course requires an 'A', 'B', 'C' etc grading system. Note the weights for each graded activity. Completion of all graded activities sum to form your final grade. Graded activities are:

**Participation:** Actively participate in seminar activities. Evaluation reflected in completing assignments below.

\* **Problem/Purpose Statements (10pts):** This is a brief presentation (usually one sentence each) of your research topic including the problem to be explored and a purpose statement of what aspect of the problem will be the focus of the research. A sample is provided on DTL. (Due Feb 23).

\* **Literature Review Outline & Bibliography (10pts):** This is a brief outline of the major headings and subheadings to show the organization for the literature review. Include an alphabetical list (APA format) of the references so far. (Due March 9).

\* **Research Design Outline (10pts):** This is a brief presentation describing how you plan to carry out your research. Use appropriate sections explained in the Writer's Guide (ex: Participants, Theoretical Rationale and Outline of Handbook or Workshop). If 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 (Due March 23).

\* **Peer Review and Editing of Proposal (10pts):** Students will report to the seminar on the development of their research proposal. Please bring an outline for instructor and fellow students and prepare to speak for 5-10 minutes. *Choose one week scheduled at the end of the semester. No need to RSVP.*

<p>NOTE: You should be writing at a Master's Level. I will not be your editor and will not correct for grammar/spelling. It is your responsibility to find an editor to check your work. Your grade will suffer from incorrect grammar, spelling, and punctuation.</p>
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**\* Oral and Written Presentation of Proposal (300pts):** This is a written proposal in thesis or project format with references following the current *Publication manual of the American Psychological Association*. This will be presented in an oral presentation scheduled for last class meetings. The proposal will include:

Chapter I Introduction	Due April 13	(100pts)
Chapter II Review of Literature	Due May 4	(100pts)
Chapter III Methodology	Due May 11	(100pts)

**GRADING SCALE  
(Points possible- 340)**

320-350 pts A

290-320 pts A-

260-290 pts B+

230-260 pts B

200-230 pts B-

**COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Turn In</b>	<b>Reach Chapter</b>
<b>Jan 26</b>	Introduction & Orientation to Course		
<b>Feb 2</b>	Understanding Action Research Introduction to Educational Research		1

	<b>9</b>	<b>Library Visit</b> (MLK Library) Room #125. Meet in library	
	<b>16</b>	Deciding on an Area of Focus Qualitative, Quantitative and Mixed Research Finish Prob/Purpose statements in class	2
	<b>23</b>	The Review of the Literature	<b>Prob/Purpose Statement</b>
<b>Mar</b>	<b>2</b>	The Action Research Plan Lit Review Outline	6
	<b>9</b>	Data Collection Techniques Sign up for One-on-one session Discuss Research Design Outline	<b>Lit. Rev. Outline</b> 3
	<b>16</b>	One-On-One phone sessions. No class	
	<b>23</b>	One-On-One phone sessions. No class	<b>Res. Design Outline</b>
	<b>30</b>	<b>Spring Break. No class</b>	
<b>April</b>	<b>6</b>	Finishing your Chapter 1 Data Analysis/ Interpretation	4, 5
	<b>13</b>	Sharing, Critiquing & Celebrating Research	<b>Ch 1</b> 7
	<b>20</b>	Oral Presentations (on SJSU campus)	

27 Oral Presentations (on SJSU campus)

May 4 Oral Presentations (off campus?)

Ch II

11

Ch III

- Choose only one of the oral presentation nights. Just show up. No need to RSVP
- Please take your chapters off of DTL as they will be erased after the semester ends

### **Counselor Education – Dispositions**

Disposition 1 – Respect for all Forms of Diversity

Disposition 2 – Equity & Excellence for all Students

Disposition 3 – Life-Long Learning

Disposition 4 – Ethical & Professional Practice

Disposition 1 – Democratic & Reflective Practice

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information (<http://www.sjsu.edu/larc/>).