

Instructor/TA Info

Instructor Information

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Course Information



Description

This course provides an introduction to (a) the design options available for conducting basic and applied research and (b) how to read and write research reports. Quantitative, qualitative, and program evaluation designs will be covered, along with ideas for protecting human subjects.

Prerequisites

Graduate student status in the David O. McKay School of Education.

Materials

Item	Price (new)	Price (used)
 <u>Understanding and Interpreting Educational Research - Required</u> by Martella, R	87.00	65.25
 <u>Publication Manual of the American Psychological Association 7e PB - Required</u> by APA	31.99	24.00

Learning Outcomes

Understand Major Research Approaches

To help students understand the major educational research approaches and their conceptual underpinnings.

Critical Thinking

To help students think critically about research as a producer and a consumer.

Research Ethics

To help students understand the nature of research ethics and institutional review processes.

Learning Objectives

This course is designed to help you:

(2) Gain knowledge, skills, and abilities needed both to: (a) design and conduct research and program evaluations of your own and (b) pass national licensing examinations.

(3) Prepare your thesis or dissertation proposal.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Students receive the grade earned and are not graded on a curve. Late work is penalized 10% per day late. Some assignments occur in class and require class attendance. Please contact the professor in advance in case of absence due to personal circumstances.

Participation Policy

Students are expected to participate in class by answering and asking questions, complete out of class readings and assignments, and meaningfully contribute to class learning and discussions. Students use of laptop computers and other technology during class time are for course-related work only (note-taking, etc.) and are not to be used for personal purposes (email, web surfing, completing assignments for other classes, etc.) as such behavior is distracting, inhibits class discussions, and is disrespectful to presenters - please reserve such personal activity for before or after class. As this is an online zoom class, students are expected to share a live video feed and mute their audio when not speaking.

Attendance Policy

Students are expected to attend each class and be on time. Please notify the professor in the case of anticipated absences or lateness.

Classroom Procedures

We will begin each class period with a spiritual message and prayer to help invite the Spirit into our meeting. We engage in presentations and discussions of the weekly readings and student research/evaluation projects. The class will include time to meet in groups and participate in applied learning activities. We may occasionally have guest speakers.

Study Habits

assignments. Participating in study groups with your peers will facilitate your performance in the class. Getting frequent feedback on your research proposal from peers, your chair, and others should also facilitate your course performance. Please let me know at any time if you need more personal assistance. I am here to help you.

Teaching Philosophy

Over the course of my career teaching at both the graduate and undergraduate levels, I have realized the importance of designing courses to ensure that students take an active role in the course and learn by doing. In general, I do not believe that professors lecturing always fosters student learning. Researchers across academic disciplines have also questioned the merits of the lecture as the main method of imparting knowledge in university classrooms. Students who idle passively in lecture halls have described their experience as the tediousness that the student body goes through between weekends. Critics of the lecture format strongly support the notion that educators encourage students to actively involve themselves in their own learning.

Learning by doing pertains to students' interaction with course content in multiple ways. Students who interact with class material cognitively and behaviorally retain information, transfer knowledge to novel situations, and develop higher-order thinking skills better than students who only attend lecture classes. Moreover, practical benefits can arise from active learning strategies including a decrease in student attrition, as well as increased student commitment and intent to return to their institution if they drop out.

Given my past teaching experiences, as well as findings from the literature, I encourage students to actively involve themselves in their learning. My goal in teaching is to help students learn by doing on multiple levels. There are several ways I try to accomplish this; incorporating self-directed learning, using primary works, using technology in the classroom, including student co-teaching opportunities, and using applied homework assignments.

Assignments

Assignment Descriptions

Step 1 - Topic

Jan
21

Due: Thursday, Jan 21 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following;

Your research proposal topic addressing the questions below;

1. What is the topic of your proposed study?
2. What is the purpose of your study?
3. Why will this study be important?
4. What is your proposed study title?

Jan
21

Due: Thursday, Jan 21 at 1:30 pm

It is essential that you come to class having completed the assigned readings to be able to participate effectively in class discussions and activities. During class, a learning activity will occur related to the assigned readings and in-class discussions from the previous week. These will be interactive exercises or quizzes. If students miss these activities it is not possible to make them up, as they involve group interaction and discussion.

Research Group 1

Jan
21

Due: Thursday, Jan 21 at 3:15 pm

The last 15-20 min of the class will be research group time during which students share progress they have made on their research project during the previous week, along with struggles they may be having, and get feedback from other group members. Students sharing of written work and drafts of their proposals, completed during the previous week, should occur, rather than merely talking about their research projects. Dr. Caldarella will join research groups periodically, or upon request, to provide his support.

Step 2 - Context

Jan
28

Due: Thursday, Jan 28 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following;

It is important to place your proposed study in the context of prior research.

1. List at least three relevant prior studies in your topic area.
2. How do these prior studies related to your proposed study?
3. How will your study build on these prior studies?

Learning Activity 2

Jan
28

Due: Thursday, Jan 28 at 1:30 pm

Research Group 2

Jan
28

Due: Thursday, Jan 28 at 3:15 pm

Step 3 - Questions/Hypotheses

Feb
04

Due: Thursday, Feb 04 at 1:00 pm

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following;

List the specific research questions and/or hypotheses that will be addressed in your study.

Research Group 3

Feb
04

Due: Thursday, Feb 04 at 3:15 pm

Learning Activity 3

Feb
04

Due: Thursday, Feb 04 at 4:00 pm

Step 4 - Design and threats

Feb
11

Due: Thursday, Feb 11 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following;

1. What research design will you employ for your study?
2. Why is this the most appropriate design?
3. What are some threats to the reliability of your study? How will you try to control these?
4. What are some threats to the validity of your study? How will you try to control these?

Learning Activity 4

Feb
11

Due: Thursday, Feb 11 at 1:30 pm

Research Group 4

Feb
11

Due: Thursday, Feb 11 at 3:15 pm

Step 5 - Setting and Participants

Feb
18

Due: Thursday, Feb 18 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already

In your new page of proposal writing this week, please include the following;

1. Where will your study take place? Provide descriptive data about the setting.
2. Who will your participants be? Provide likely descriptive data about your participants.
3. What sampling procedure will you use to obtain your participants?

Learning Activity 5

Feb
18

Due: Thursday, Feb 18 at 1:30 pm

Research Group 5

Feb
18

Due: Thursday, Feb 18 at 3:15 pm

Step 6 - Measures

Feb
25

Due: Thursday, Feb 25 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following;

1. What measures will you use in your study?
2. What evidence will you provide for the reliability of your measures?
3. What evidence will you provide for the validity of your measures?
4. Include a copy of your proposed measures in an Appendix.

Learning Activity 6

Feb
25

Due: Thursday, Feb 25 at 1:30 pm

Answer the following questions on your own without using your book, class notes, PowerPoint slides, or any other resources. You will have time to consult with your peers before submitting your answers.

Research Group 6

Feb
25

Due: Thursday, Feb 25 at 3:15 pm

Step 7 - Procedures

Mar
04

Due: Thursday, Mar 04 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already

In your new page of proposal writing this week, please include the following;

1. What research procedures will you employ in your study?
2. What training, if any, will be required?
3. How will data be collected?
4. What research personnel (you and any others) will be involved in the study?
5. What will each of these people do to help carry out the study?

Learning Activity 7

Mar
04

Due: Thursday, Mar 04 at 1:30 pm

Answer the following questions on your own without using your book, class notes, PowerPoint slides, or any other resources. You will have time to consult with your research group before submitting your answers.

Learning Activity 6 c

Mar
04

Due: Thursday, Mar 04 at 1:35 pm

Answer the following questions on your own without using your book, class notes, PowerPoint slides, or any other resources. You will have time to consult with your research group before submitting your answers.

Research Group 7

Mar
04

Due: Thursday, Mar 04 at 3:15 pm

Step 8 - Analysis

Mar
11

Due: Thursday, Mar 11 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following;

1. How will you analyze your data?
2. Will you use statistics, if so which ones?
3. Will you include qualitative analysis, if so how will this be accomplished?

Learning Activity 8

Mar
11

Due: Thursday, Mar 11 at 1:40 pm

Answer the following questions on your own without using your book, class notes, PowerPoint slides, or any other resources. You will have time to consult with your research group before submitting your answers.

11

Step 9 - Ethics

Mar
18

Due: Thursday, Mar 18 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following;

1. What ethical issues relate to your study?
 2. How will these issues be addressed?
 3. Include a copy of the consent form(s) to be used in your study, or explain why one these will not be needed.
-

Learning Activity 9

Mar
18

Due: Thursday, Mar 18 at 1:30 pm

Answer the following questions on your own without using your book, class notes, PowerPoint slides, or any other resources. You will have time to consult with your research group before submitting your answers.

Research Group 9

Mar
18

Due: Thursday, Mar 18 at 3:15 pm

Step 10 - Timeline

Mar
25

Due: Thursday, Mar 25 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following;

Create a proposed timeline for your study, listing the major steps in your study and the amount of time each will take.

Learning Activity 10

Mar
25

Due: Thursday, Mar 25 at 1:30 pm

any other resources. You will have time to consult with your research group before submitting your answers.

Research Group 10

Mar
25

Due: Thursday, Mar 25 at 3:15 pm

Research Presentation/Discussion

Apr
01

Due: Thursday, Apr 01 at 1:00 pm

For this assignment, you are required to lead a 15-20 min research-oriented presentation/discussion. You may choose to do any of the following.

- a. Lead a discussion of a research article related to your thesis/dissertation – if you choose this option please send me the article in advance, so I can review it and send it out over Learning Suite.
- b. Lead a brainstorming session to discuss what you are planning to do for your thesis/dissertation.
- c. Conduct a presentation of what you are currently doing for your thesis/dissertation study.

If you have any handouts or slides that you want to share, send those out to the class and me via an email in Learning Suite by 12 noon on Thursday. Also, please prepare and opening prayer and sharing of a brief spiritual message.

Best Practice Standards

Apr
01

Due: Thursday, Apr 01 at 1:00 pm

There are best practice standards for the various designs available for use in research and evaluation projects. For this assignment, your task is to locate a journal article, a book or book chapter (other than our textbook), or a technical document from a trusted source (government agency, professional organization, etc.) that highlights agreed upon design standards for the type of research or evaluation project you are planning to conduct. Please let me know if you have questions about which source(s) to use to evaluate your proposed project - your thesis or dissertation chair should also be able to help you. Your job is to review these standards to learn more about the design requirements for these types of projects and then critically apply them to the research or evaluation project you are planning to carry out.

- You could choose to use the Journal Article Reporting Standards found on pp. 71-108 of the APA Manual 7th Edition (2020), which has guidelines for quantitative, qualitative, mixed-methods, and meta-analytic studies.
- For qualitative designs, the article by Brantlinger and colleagues (2005) entitled “Qualitative studies in special education” is a good source.
- For single subject designs, Horner and colleagues (2005) article “The use of single-subject research to identify evidence-based practice in special education” is a good source.
- For group designs, Gersten and colleagues (2005) article “Quality indicators for group experimental and quasi-experimental research in special education” could work well.
- For internet surveys, Eysenbach’s (2004) article “Improving the quality of Web surveys: the Checklist for Reporting Results of Internet E-Surveys (CHERRIES)” may be appropriate.
- For scale development using EFA and CFA, Worthington and Whittaker’s (2006) article “Scale development research: A content analysis and recommendations for best practices” could work.
- For systematic reviews and meta-analyses, see Moher, D., et al. (2009). Preferred reporting items

- For correlational designs, see Thompson, B., Diamond, K. E., McWilliam, R., Snyder, P., & Snyder, S. W. (2005). Evaluating the quality of evidence from correlational research for evidence-based practice. *Exceptional Children*, 71(2), 181-194.

You are to create a two to three page APA formatted summary, first listing the standards you used. Next, review each standard and describe how your project meets or does not meet each standard. Finally, describe ways you could strengthen your design to better meet these standards, or tell the reader why you will be unable to meet the standard. You may also discuss this with other class members.

See the examples below;

Best Practice Standards Assignment Example 1.docx [Download \(plugins/Upload/fileDownload.php?fileId=2cd60144-Texi-P3Qf-d2jQ-629e68ddff29&pubhash=kp3kHrC6Jnp9JDJkOx-sfDF6AiIIPKDOMCz-zdFJA7mC7UuYEmkgLym1Yr_Wigh5_kO2YpUBdI7sQETH2vaS5g==\)](#)

Best Practice Standards Assignment Example 2.docx [Download \(plugins/Upload/fileDownload.php?fileId=c3f1e3f0-Q9vJ-ISlh-QghD-V70f36e6f509&pubhash=OmZkhQ2-wz3r_kd_CU-nfw6DSbzHAY4Ebm9rB7fVb34th8lc-LTCchN-II76kmKFeQ7O0LSapJj7Em31iiZicQ==\)](#)

Learning Activity 11

Apr
01

Due: Thursday, Apr 01 at 1:35 pm

Answer the following questions on your own without using your book, class notes, PowerPoint slides, or any other resources. You will have time to consult with your research group before submitting your answers.

Research Group 11

Apr
01

Due: Thursday, Apr 01 at 3:15 pm

Research Proposal Poster

Apr
08

Due: Thursday, Apr 08 at 5:00 pm

Research Proposal Poster: To help you gain experience preparing and presenting research posters, you are required to create a poster with the basic components of your research proposal; title, literature review highlights, methods section. You will upload these posters electronically to Learning Suite. You are not required to print them out. We will spend time in class reviewing these posters in groups. I have attached some sample poster proposals to serve as a guide. Your posters may also be presented at the MSE research poster session..

Angela_Praise_Note_Poster.pptx [Download \(plugins/Upload/fileDownload.php?fileId=2faa1ac8-Yzpf-xgIL-bUKj-iHf39556eeae&pubhash=VK3Lr5AzLjtHYkxw4OY5CzTrgj-](#)

[hXCcQbVt3yA0fGVs9U3vDAVIH22bWc8y8iKgwM-3hgvCtdwFfpRPLuoyQQ==\)](#)

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McKay Poster Thomas Kramer.pptx [Download \(plugins/Upload/fileDownload.php?fileId=a0175ab8-EcpM-tBFD-83XH-ISE96d212ab7&](#)

[pubhash=TsQpxrGsnGV0rSCnIkleo9LfUy4fCWQFwRpYq6bNwhJeZ6v2zbsG3I89Hqsh2A1xImd4_Ngml_gkMdN_dLKdv](#)

Below are the criteria (up to 3 points each) which will be used to grade the posters:

1. Research goal clearly stated. (Includes specific research questions addressed.)
2. Brief context given. (A brief literature review that shows why research is of interest and how the

- the construction of materials used in research, research design, and a plan for data collection.)
4. Description of how the data will be/was analyzed. (Analysis may vary depending on the type of research e.g., quantitative-statistical analysis, single-subject-visual analysis, qualitative or action research –combination of quotes or evidence from the data and what the quotes or evidence mean.)
 5. Explanation of results expected/obtained from the data analysis.
 6. Discussion/description of what will be/was learned from the research and implications/limitations.
 7. Overall poster clarity.
 8. Visual Appeal.

Final Score ____/24

Comments:

Complete the end of semester course rating

Apr
08

Due: Thursday, Apr 08 at 5:00 pm

You can earn 3 extra credit points by completing the end of semester course rating by April 9th. To receive credit, please submit a statement in Learning Suite notifying me that you have completed the course rating.

Attend a guest researcher presentation

Apr
08

Due: Thursday, Apr 08 at 5:00 pm

For 3 extra credit points, and to help you learn about methodology from expert researchers, you may view a webinar, video, or zoom recording given by an expert researcher on a topic related to your research project.

You are required to submit a 1-2 page summary highlighting (a) who the researcher was, (b) what the presentation was about, (c) the methods used by the researcher, (d) the strengths and weaknesses of the presentation, (e) what you learned from attending the presentation, and (f) a link to the webinar, video, or zoom recording of the presentation.

Written Research Proposal

Apr
19

Due: Monday, Apr 19 at 5:00 pm

Research Proposal: You are required to develop a 20 page minimum (not including cover pages, appendices, etc.) APA formatted research paper/proposal on a topic of your choice (see sample research proposals below). You will develop a stronger understanding of educational research by creating a proposal while studying the chapters in our text. The purpose of this assignment is not to require you to create a full-blown thesis or dissertation proposal – that is something you will do working with your chair and committee. Rather, the intent is to help you produce a draft proposal, containing key elements of a research proposal, but with the advantage that it can be revised quickly as you get new ideas or respond to feedback from others. Furthermore, because it does not require as much effort, you will find it easier to abandon if you develop a new research problem that you find more compelling and doable. I have attached sample completed research proposals below to help guide you.

Proposal.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ebc40fda-81nL-zHRD-kXoE-2oe3605cc8f5&pubhash=NrEvuRjulafMs84_PPQuaqteWgw-u6BDDrb3DRzuRqCCH49yZ56h3NXgBWWvDdbG5zIPBqT5ME6j-sbewSOCmaw==\)](#)

Thesis Proposal.docx [Download \(plugins/Upload/fileDownload.php?fileId=1a524b74-6mow-iApo-f2cn-Ttc1b308b499&pubhash=dQnLCDTRQ7kbi9KM4kp3_COqLvXK51Dul-](#)

Proposal Score Sheet.docx [Download \(plugins/Upload/fileDownload.php?fileId=c077ee2b-YeWN-W23Y-nDMe-3T589f2335af&pubhash=7TT2TB3tMsL5laJCXjk5lvSxxjX-DhuAvlJK6yeuHV2wfUNAwJVxVnzfhL7PDe89K-fhxbdiQOIdzalijx_-Q==\)](https://plugins/Upload/fileDownload.php?fileId=c077ee2b-YeWN-W23Y-nDMe-3T589f2335af&pubhash=7TT2TB3tMsL5laJCXjk5lvSxxjX-DhuAvlJK6yeuHV2wfUNAwJVxVnzfhL7PDe89K-fhxbdiQOIdzalijx_-Q==)

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source

from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Class number	Readings/Assignments
Week 1		
Th Jan 14 Thursday	Class 1: Introductions, Review Syllabus, Assignment to Research Groups	Chapter 1: Thinking Critically About Research
Week 2		
Th Jan 21 Thursday	Class 2	Chapter 2: Fundamental Issues for Interpreting Research Research Study Presentation: N/A Learning Activity 1 Research Group 1 Step 1 - Topic
Week 3		
Th Jan 28 Thursday	Class 3	Chapter 3: Reliability, Validity, and Interobserver Agreement Research Study Presentation: Zack and Josh Learning Activity 2 Research Group 2 Step 2 - Context
Week 4		

Th Feb 04 Thursday	Class 4	<p>Chapter 9: Basic Understandings in Qualitative Research</p> <p>Research Study Presentation: Deli</p> <p>Learning Activity 3 Research Group 3 Step 3 - Questions/Hypotheses</p>
Week 5		
Th Feb 11 Thursday	Class 5	<p>Chapter 10: Data Collection and Designs in Qualitative Research</p> <p>Research Study Presentation: Kylie, Adam, and Brandi</p> <p>Learning Activity 4 Research Group 4 Step 4 - Design and threats</p>
Week 6		
Th Feb 18 Thursday	Class 6	<p>Chapter 11: Withdrawal and Associated Designs</p> <p>Research Study Presentation: Carol and Bailey</p> <p>Step 5 - Setting and Participants Learning Activity 5 Research Group 5</p>
Week 7		
Th Feb 25 Thursday	Class 7	<p>Chapter 5: Experimental Designs</p> <p>Research Study Presentation: Stephanie</p> <p>Learning Activity 6 Research Group 6 Step 6 - Measures</p>
Week 8		
Th Mar 04 Thursday	Class 8	<p>Chapter 6: Causal-Comparative Research</p> <p>Research Study Presentation: Rhonda and Kathy</p> <p>Learning Activity 6 c Learning Activity 7 Research Group 7 Step 7 - Procedures</p>
Week 9		

Th Mar 11 Thursday	Class 9	Chapter 7: Correlational Research (excluding pp. 220-231) Research Study Presentation: Shannon and Devan Learning Activity 8 Research Group 8 Step 8 - Analysis
Week 10		
Th Mar 18 Thursday	Class 10	Chapter 8: Survey Research Research Study Presentation: Malka and Ty Learning Activity 9 Research Group 9 Step 9 - Ethics
Week 11		
Th Mar 25 Thursday	Class 11	Chapter 14: Program Evaluation Research Study Presentation: Eric and Audrey Learning Activity 10 Research Group 10 Step 10 - Timeline
Week 12		
Th Apr 01 Thursday	Class 12	Research Presentation/Discussion Chapter 15: Evaluating the Literature Research Study Presentation: Angela Best Practice Standards Learning Activity 11 Research Group 11
Week 13		
Th Apr 08 Thursday	Class 13	No Class - Work on Research Proposals Attend a guest researcher presentation Complete the end of semester course rating Research Proposal Poster
Week 14		
Th Apr 15 Thursday	Winter Exam Preparation (04/15/2021 - 04/15/2021)	
Week 15		
M Apr 19 Monday	Final: Written Research Proposal Submit to Learning Suite by 5:00pm	Written Research Proposal

