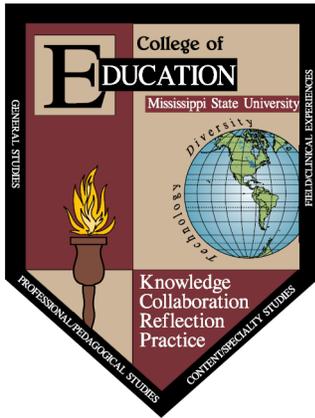


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	EPY 9263
Course Title:	Applied Research Seminar
Credit Hours:	3 semester hours
Course Type:	Lecture
Catalog Description:	(Prerequisites: EPY 6214, EDF 8363 or PSY 8513, and EDF 9363.) Three lectures. Study of advances in thought on research approaches and conduct of research in behavioral sciences.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Instructional Objectives:

(Note: CFPO numbers given come from Advanced program, General.)

1. Develop skill in locating and summarizing extant research on topics in the field of education. (CFPO #1, 6, 8, 11)
2. Appraise published research studies using criteria for sound research. (CFPO # 1, 6, 12)
3. Plan and conduct research related to education. (CFPO # 1, 8, 12)
4. Develop skill in preparing research results for publication in conformance with American Psychological Association (APA) style. (CFPO # 2, 8, 12)

Topics to Be Covered:

1. Techniques for summarizing existing research. [18 hours]
 - a. Characteristics of sound research.
 - b. Identification and use of sources of information on research in education.
 - c. Quantitative and qualitative research synthesis/summary.
 - d. Estimating magnitude of effect.
2. Planning for research. [12 hours]
 - a. Ethical considerations in research involving human subjects.
 - b. Institutional Review Board policies, application.
 - c. Artifact and spurious results in research: Implications for design.
 - d. Design and analysis implications for single-subject, naturalistic, experimental, and longitudinal designs.
 - e. Qualitative vs. quantitative research.
3. Writing research for publication. [12-15 hours]
 - a. Considerations of authorship, copyright, plagiarism, and intellectual property.
 - b. Preparation of research manuscripts using APA style.
 - c. The referee process; critiquing research.
 - d. Choosing among journals.

Required Text:

The principal texts to be used for this course are:

Light, R. J., & Pillemer, D. B. (1984). *Summing up: The science of reviewing research*. Cambridge, Massachusetts: Harvard University Press.

Rosnow, R. L., & Rosenthal, R. (1997). *People studying people: Artifacts and ethics in behavioral research*. New York: W. H. Freeman.

Methods of Instruction:

This course is to be conducted as a seminar; students will be assigned the readings and work on a scheduled basis during the semester. Class discussion, presentations, and outside work will comprise the principal activities of the course.

Suggested Student Activities:

As part of this course and the assignments, each student will:

1. Develop an annotated list of journal titles pertinent to his or her field within education.
2. Conduct computer-aided information retrieval searches on selected topics.
3. Review the MSU IRB manual, pass an appropriate competency measure (if not already holding current IRB certification), and complete an application to the IRB for a research study.
4. Critique experimental studies.
5. Synthesize the findings of research studies.
6. Prepare at least one presentation for the class on a topic relevant to research in education (topic must be approved by instructor).
7. Plan, conduct, analyze, and write up one research study in the student's area of study. The study must be prepared for submission to a research journal. A presentation to the rest of the class is also required.

Honor Code:

Plagiarism (Academic misconduct)

You should be aware of the university policies on academic misconduct, the MSU honor code: <http://students.msstate.edu/honorcode/>) and should follow these and other appropriate guidelines endorsed by professional organizations such as the American Psychological Association and American Counseling Association. Any instance of copied or otherwise plagiarized work will receive a score of "0" and will be referred to the Honor Code Council Office. Please note that academic misconduct is also cause for dismissal from most graduate programs.

Technology:

Technology will be used in this course as it relates to research collection and analysis.

Disabilities:

It is the responsibility of any student requiring special accommodations due to having a properly-documented (via the office of Student Support Services on campus) physical or learning limitation to contact the instructor at the earliest possible time to discuss what sorts of arrangements will be satisfactory.

Nondiscrimination Policy/Diversity:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms to Title IX of the education amendments of 1972, section 503. The Department of Counseling and Educational Psychology's Counseling Program at Mississippi State University encourages the recruitment, acceptance, and enrollment of diverse individuals including students from traditionally underrepresented groups. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of underrepresented groups are strongly encouraged to seek admission in the Counseling Program. The Counseling program also seeks to engage in opportunities to retain and support a diverse and inclusive learning community.

Field Component:

This course does contain a field component in the form of clinical experiences.

Evaluation of Student Progress:

Course marks will be determined by the nominal weighting shown below:

Assignments	55%
Class topic presentation/s:	10%
Major study:	25%
Participation:	10%

Assignments are marked on a scale from 0-3, based on the following guidelines:

- 3: Excellent work, virtually error-free and complete, well expressed, no flaws in written expression (spelling, grammar, punctuation, follows APA style where appropriate).
- 2: Good work: Several errors, or omissions or incomplete portion(s) not more than 20% of total, few if any flaws in written expression.
- 1: Poor work: Many errors and few or no omissions, or many omissions (21-40%) (problems with written expression count as errors).
- 0: No credit: Substantial omissions (over 40%) or incomplete portion(s), copied work, off-task responses, or excessively late submission.

One point is deducted for each class period that passes (including the due date) for late assignments. *Occasionally*, you may be asked to make revisions and resubmit an assignment; the revised work will be evaluated as if it were the original, if turned in by the announced due date (typically the next class period). Omissions will not be included in any requests for revision, nor will copied work (regardless of who did the copying).

Marks will be determined by rounding the course average (calculated as described in the nominal weighting system above) to the nearest integer and using the following scale:

Course average Mark

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Course Policies:

Attendance and Course materials

An attendance record will be kept. A student is counted as absent if not in class when attendance is taken, or if s/he leaves before the end of class. Students are responsible for obtaining class notes and handouts for any classes they miss. Course materials, including handouts and assignments, are available on the course web page. Students are responsible for obtaining copies of assignments; the other materials are optional.

Assignments

Each due date is stated on the course calendar, which is posted on the course web site. *The work you turn in must be your own.* Copied work, whether from another class member or from previous class members, will result in a zero (0) score being recorded for the assignment, and handled as described below in the section on Academic Misconduct.

Participation

As this is a seminar class, participation is an essential component. Students are expected to keep up with the assigned work and participate as a member of the class. Attendance does not comprise participation, but you can not earn participation credit by being absent. Answering questions in class, contributing to class activities and discussion, and asking appropriate questions are the principal elements of participation given consideration by the instructor. Having your cell phone, pager, or other electronic device (that includes watches set to beep as if to remind you that time has passed) go off audibly during class is unprofessional and will result in loss of participation credit.

Project

Each student will select a research or data analysis project requiring some design(s) covered as part of the course, obtain the data, analyze the data, and present the findings (written up in APA style and as an in-class presentation). The topic and scope of your project must be approved in advance by the instructor. See the course web site for additional information. Note that final project presentations will take place during the scheduled examination time for this class (Mon April 29, 6-9 pm).

Bibliography:

American Psychological Association. (1999). *The standards for educational and psychological testing*. Washington, D.C.: Author. [Published jointly with American Educational Research Association and the National Council on Measurement in Education.]

- American Psychological Association Council of Editors. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.
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- Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2009). *Introduction to meta-analysis*. West Sussex, England: Wiley.
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- Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2009). *The handbook of research synthesis and meta-analysis* (2nd ed.). New York: Russell Sage Foundation.
- Hunter, J. E., & Schmidt, F. L., & Jackson, G. B. (2004). *Methods of meta-analysis: Correcting error and bias in research findings* (2nd ed.). Newbury Park, CA: Sage Publications.