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## CO 725 Research Seminar: Theory and Design

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## CO 725: Research Seminar: Theory and Design Spring 2003

Tuesdays – Thursdays, 2:30-3:45 pm

Stanger Hall 404

3 credits

**Instructor:** Janet B. Dean, M.A., M.Div.  
**Office:** Counseling Student Lounge during Office Hours  
**E-mail:** janet\_dean@asburyseminary.edu  
**Office Hours:** TBA and by appointment

### **Course Objectives:**

The purpose of this course is to introduce students to basic research methods, research ethics, simple statistics and their interpretation, and the communication of research results.

### **Course Goals:**

Goals: Upon completion of this course, you will be able to:

1. Define research vocabulary.
2. Describe various types of research.
3. Write using APA formats.
4. Compute simple descriptive statistics.
5. Interpret descriptive and inferential statistics based on research data.
6. Understand the difference between qualitative and quantitative research.
7. Find, read, comprehend, and apply published articles.

### **Required Texts:**

Kumar, R. (1996). Research methodology: A step-by-step guide for beginners. Thousand Oaks, CA: Sage.

Course article packet and course handout packet. Available through ATS bookstore.

Publication Manual of the American Psychological Association (5th ed.).

**Prerequisite / Enrollment Limits:** CO 601 and **recommend** completion of CO 720 (or previous experience with research and statistics from undergraduate psychology program) / No more than 25 students

### **Course Requirements:**

1. **Regular attendance** and active participation are very important to mastery of course material. Therefore, if you miss 5 or more class sessions, you will not receive a passing grade.
2. **Objective examinations – 30% each (60% total)**  
You will take one mid-term and one final exam on specified testing date to document your understanding of course content.
3. **Research proposal – 40%**  
Develop a research proposal. Your proposal must include the following elements:

**Section 1** - Clear statement of your research question and the importance of that question. In other words, why is your study needed (i.e., there is a lack of information in this area as demonstrated by XYZ). What do you hope to add to the "knowledge of the field" from your study? What difference will your results make? How do you hope to apply the results? See Chapter 13, pg. 170-176

**Section 2** – Review of the literature as it relates to your question. Your review must include a minimum of 10 references, 7 of which are journal articles (1986-2003). Of the 10 references, 5 must be a descriptive summary of empirical research. Format for these summaries will be discussed in class. The remaining 5 can be theoretical pieces. See Chapter 3.

**Section 3** – Methodology section. Includes description of your participants and your procedures [protocol and materials]. This finally includes a clear restatement of your variables (dependent and independent), your hypotheses, your research design (including statistics), & your alpha level. See Chapter 13 pg. 178-180.

You will develop your paper throughout the semester and you will submit it for review section by section on specified due dates. I will critique your work, focusing my attention on the section under review. I will not grade your paper at these points, but will give you ample feedback to help you develop a strong paper. However, should you not turn in your “in process” paper for review on the specified dates, your final grade will be lowered one grade for each missed review period. [1 period missed – final grade moved from A to A-; 2 periods missed – final grade moved from A to B+].

#### 4. Homework

Throughout the semester we will be discussing different kinds of research articles. Worksheets are included in your class packet to help you prepare for class. You should come to class prepared to discuss the article. Should the class fail to come to class prepared to discuss the articles, then the worksheet preparation will become mandatory. Discussion of articles will take place on Thursdays.

#### Course Evaluation:

The grading guidelines found in the 2002-2003 catalog will be used for grade assignment.

- A = Unusually high quality, exceptional work
- A- = Far above average, fine work
- B+ = Above average for graduate work
- B = Very good, but average for graduate work
- B- = Slightly below average for graduate work
- C+ = Meets requirements, but with noticeable inadequacies for graduate work
- C = Meets requirements, but with gaps for graduate work
- C- = Meets requirements, but with significant gaps for graduate work
- D+ = Minimal work, acceptable
- D = Minimal work, barely acceptable
- D- = Acceptable, but only with great reservation
- F = Unacceptable work

**Late assignments:** Your grade will be lowered by one-third for every week that your paper is late unless **prior** arrangements are made with me. In other words, plan ahead for that sudden pile of work or obligations.

*All materials can be made available in alternate formats.  
As soon as possible, please inform the instructor of any special needs you may have.*

Date	Reading	Focus	Goals	Announcement	Assignment Due
Feb. 11 & 13	Ch 1 & 2 by Th.	Intro. To Research & the Scientific Method Getting along with APA	Goals of research. Steps in empirical research APA introduction	Bring APA manual to class on Feb. 13	
Feb. 18 & 20	Ch 3 (T)	Information Gathering & Analysis	How to conduct a lit. search.		
Feb. 25 & 27	Draucker; Finkelhor Skim Ch. 17	Exploring the literature Research articles. Literature Review. Theory articles	Types of journal articles. Structure of articles. Writing a coherent review of literature		
Mar. 4 & 6	Ch. 4 (Tues) Ch. 5 (Th)	Formulating a research problem & identifying variables Bring results of lit. search to class on Tuesday.	Create research problem Levels of measurement	Exercise 1 p. 252 (T) Ex. 2 & Packet-Measurement Work pages (Th)	One page summary of one research article & one theory article, due Mar. 6
Mar. 11 & 13	Ch 6	Constructing Hypothesis Statistical Significance	Hypothesis $p < .05$ Type I & II errors	(T) Ex. 3 (Th) Packet pages on statistical significance	
Mar. 18 & 20	Ch. 7 & 8	Basic Research Design Internal & External Validity	Basic research design Internal & External Validity	Exercise 4	Section 1 & Reference (Mar. 18)
Mar. 25 & 27	Ch. 14	<i>Ethical Standards &amp; Review for Mid-term</i>	Ethics		MID TERM March 27 Covers through 3/20/02
Apr. 1 & 3	Ch. 12 Ch. 9	Sampling Procedures Data Collection	Select your sample and your method of sampling Determine how you are going to collect data		4/3 Draft of Sections 1, 2, & Ref. List
April 7-11		Spring Reading Week			
Apr. 15 & 17	McMinn	Descriptive Research Case study; Survey research	Descriptive Research Case study Survey research	Discuss McMinn article on Th	
Apr. 22 & 24	Roth	Relational Research Correlational studies (r)	Correlational research Ex-post facto	Discuss Stabb & Roth on Th	
April 29 & May 1	Foster	Basic Experimental Design <i>pre-post designs - t-test &amp; ANOVA</i>	Basic types of experimental design. Types of variables Types of "groups" Sources of error	Discuss Foster on Th.	5/1 - Rough Draft Sections 1, 2, 3 & ref. list
May 6 & 8	Lewis	Qualitative Research	Philosophy Methods		
May 13 & 15		Qualitative Research Faculty Presentations?			5/13 - Final Version of Paper
May 20 or 22		Final Examination			

**Student:**

## 2002 Spring Evaluation Form for Research Proposal

### Section 1

- |  |
|--|
| 1. Introductory paragraph  |
| 2. Subsequent paragraphs to build your argument for where the "hole" is in the knowledge base, and therefore, the need for your study. |
| 3. State research question. State hypotheses.  |
| 4. Identify Independent variable(s) and Dependent variable(s).   |

### Section 2

- |   |
|---|
| 5. A minimum of 10 articles are reviewed in detail – 7 from journals & of those 7, 5 are empirical research articles. |
| 6. Section starts with an Introductory paragraph.   |
| 7. Use of transitions. Do you provide transitional links between sections and within sections?                        |
| 8. Quality of your review of the literature. Do maintain a high quality of writing?                                   |
| 9. Organization of literature review. Did you use APA heading format?   |
| 10. Relevance of your literature review to the research question. Have you addressed the key variables?               |
| 11. Review of empirical research studies. How well have you unpacked the 5 empirical studies?                         |
| 12. Review of theoretical articles. How well do you tie in the theoretical articles with your research purpose.       |
| 13. Concluding paragraph  |

### Section 3

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|--|
| 14. Introductory paragraph to this section.  |
| 15. Paragraph describing your participants. Do you include salient factors about the participants?             |
| 16. Tell what you had the subjects do. How thorough is your description of what you have your participants do? |
| 17. Name your research design accurately.  |
| 18. Tell how subjects were recruited and name the kind of sampling procedures you used.                        |
| 19. Correct re-statement of research question and hypotheses, including probability level.                     |

### General

- |  |
|--|
| 19. Accuracy of manuscript preparation (APA) |
| 20.. Overall quality of work                 |

**Comments:**

**Grade**