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CO 725 Research Seminar: Theory and Design

Virginia Todd Holeman

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CO725 - Research Seminar: Theory and Design  
Spring 2002 – Version A

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Toddy_Holeman@asburyseminary.edu

Class Enrollment Limit: 25

**Recommend** completion of CO 720 before this class or previous experience with research and statistics from undergraduate psychology program.

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

Prerequisite: CO601

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.
5. Interpret descriptive and inferential statistics based on research data.
6. Understand the difference between qualitative and quantitative research.
7. Find, read, comprehends and applies published articles.

**Required texts:**

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

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

**Course Requirements**

**Class attendance and participation.** Poor attendance could impact your grade in a negative fashion. Specifically if you miss 5 class sessions, you will not receive a passing grade.

1. **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.

2. **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 (1986-2000). 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+].

3. 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Focus</th>
<th>Goals</th>
<th>Announcement</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Feb. 12 &amp; 14</td>
<td>Ch 1 &amp; 2 by Th.</td>
<td>Intro. To Research &amp; the Scientific Method</td>
<td>Goals of research. Steps in empirical research</td>
<td>Bring APA manual to class on Feb. 14</td>
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<td></td>
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<td>Getting along with APA</td>
<td>APA introduction</td>
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<tr>
<td>Feb. 19 &amp; 21</td>
<td>Ch 3 (T)</td>
<td>Information Gathering &amp; Analysis</td>
<td>How to conduct a lit. search.</td>
<td>No class on Feb. 21 for KAMFT conference in</td>
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<td>Louisville. Use that time to begin research.</td>
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<tr>
<td>Feb. 26 &amp; 28</td>
<td>Draucker; Finkelhor</td>
<td>Exploring the literature</td>
<td>Types of journal articles. Structure of articles.</td>
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<td></td>
<td>Skim Ch. 17</td>
<td>Research articles. Literature Review. Theory</td>
<td>Writing a coherent review of literature</td>
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<tr>
<td>Mar. 5 &amp; 7</td>
<td>Ch. 4 (Tues) Ch. 5 (Th)</td>
<td>Formulating a research problem &amp;</td>
<td>Create research problem</td>
<td>Exercise 1 p. 252 (t) Ex. 2 &amp; Packet-</td>
<td>One page summary of one research article &amp; one</td>
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<td></td>
<td></td>
<td>identifying variables Bring results of lit.</td>
<td>Levels of measurement</td>
<td>Measurement Work pages (th)</td>
<td>theory article, due Mar. 7</td>
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<tr>
<td>Mar. 12 &amp; 14</td>
<td>Ch 6</td>
<td>Con structing Hypothesis</td>
<td>Hypothesis p&lt;.05 Typel &amp; II errors</td>
<td>(t) Ex. 3 (th) Packet pages on statistical</td>
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<tr>
<td>Mar. 19 &amp; 21</td>
<td>Ch. 7 &amp; 8</td>
<td>Basic Research Design</td>
<td>Basic research design Internal &amp; External Validity</td>
<td>Exercise 4</td>
<td>Section 1 &amp; Reference (Mar. 19)</td>
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<tr>
<td>Mar. 26 &amp; 28</td>
<td>Ch. 14</td>
<td>Ethical Standards&amp; Review for Mid-term</td>
<td>Ethics</td>
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<td>MID TERM March 28 Covers through 3/21/02</td>
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<td>April 1-5</td>
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<td>Apr. 9 &amp; 11</td>
<td>Ch. 12 Ch. 9</td>
<td>Sampling Procedures Data Collection</td>
<td>Select your sample and your method of sampling</td>
<td>Cessna Lectureship on April 11 &amp; 12</td>
<td>4/11 Draft of Sections 1, 2, &amp; Ref. List</td>
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<tr>
<td>Apr.16 &amp; 18</td>
<td>McMinn</td>
<td>Descriptive Research Case study; Survey</td>
<td>Descriptive Research Case study Survey research</td>
<td>Discuss McMinn article on Th</td>
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<tr>
<td>Apr. 23 &amp; 25</td>
<td>Roth</td>
<td>Relational Research Correlational studies (r)</td>
<td>Correlational research Ex-post facto</td>
<td>Discuss Stabb &amp; Roth on Th</td>
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<td>April 20 &amp; May 2</td>
<td>Foster</td>
<td>Basic Experimental Design pre-post designs –</td>
<td>Basic types of experimental design. Types of</td>
<td>Discuss Foster on Th.</td>
<td>5/2– Rough Draft Sections 1, 2, 3 &amp; ref. list</td>
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<tr>
<td>May 7 &amp; 9</td>
<td>Lewis</td>
<td>Qualitative Research</td>
<td>Types of “groups” Sources of error</td>
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<td>May 14-16</td>
<td>Qualitative Research</td>
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<td>5/14 – Final Version of Paper</td>
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<td>Thursday</td>
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<td>Final Examination</td>
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<td>May 23</td>
<td>8:00-10:00 am</td>
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# 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.
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
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