COURSE SYLLABUS

Course Number: EDA6421  
Course Title: Advanced Research Methods

Prerequisite(s):  
Course Credit: 03  
Course Hours: 03

College: Education  
Department: Educational Leadership & Human Services


Supplies:

Faculty Name: Dr. Ghazwan A. Lutfi  
Term and Year: Fall 2009

Place and Time: 200, GEC-B Saturday 8:00-11:00

Office Location: 201B, GEC-B  
Telephone: 850.599.8511  
e-mail: ghazwan.lutfi@famu.edu

Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday
--- | --- | --- | --- | --- | --- | ---
By Appt | 9:15AM-1:15PM | By Appt | 9:15AM-1:15PM | By Appt | By Appt | By Appt

Course Description

The primary purpose of this course is to provide the opportunity for students to learn and apply appropriate quantitative methodologies for use in educational settings.

_F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  
(S)=Skill  
(D)=Disposition_
Course Purpose

The successful completion of the course requirements is expected to result in the increased ability to (a) intelligently read and evaluate research literature, (b) recognize the strengths and limitations of statistical analysis in the conduct of disciplined inquiry, (c) communicate with peers and other professionals on research issues, and (d) compute and apply basic descriptive and inferential statistics to real data.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

**TECHNOLOGY**

- CF 2

  Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**

- CF4

  Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
</table>

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(K)=Knowledge (S)=Skill (D)=Disposition

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**PROFESSIONALISM**

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
</tbody>
</table>

**Academic Learning Compact**

**Overall Goals of the Course**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>Professional Organization</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
</table>

**Specific Behavioral Objectives**

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<table>
<thead>
<tr>
<th>The homework assignments (either paper-and-pencil or computer assignments)</th>
<th>elect, calculate, and interpretive statistics, given sets of data Define basic educational research concepts, methods, and applications of educational research.</th>
<th>a. NCATE The second standard, Information Management and Evaluation; Substandard 2.2, Substandard 2.4), Leadership: 7. Research and Data Analysis (indicators K, S, &amp; D).</th>
<th>CF: 4.5 (S) CF: 2.1 (S) CF: 5.1 (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal projects</td>
<td>Identify and describe the major sections and subsections of a research report or proposal</td>
<td>The same as above</td>
<td>The same as above</td>
</tr>
<tr>
<td>The dissertation critical analysis</td>
<td>Read and identify and describe a researchable problem in the field of education and develop a research dissertation designed to answer the identified research problem</td>
<td>The same as above</td>
<td>The same as above</td>
</tr>
<tr>
<td>The article critical analysis</td>
<td>Read and identify and describe a researchable problem in the field of education and develop a research article designed to answer the identified research problem</td>
<td>The same as above</td>
<td>The same as above</td>
</tr>
<tr>
<td>Exams (midterm &amp; final)</td>
<td>Define basic educational research concepts, methods, and applications of educational research, Identify and describe a researchable problem in the field of education and develop a research proposal designed to answer the identified research problem</td>
<td>The same as above</td>
<td>The same as above</td>
</tr>
</tbody>
</table>

a. Define basic educational research concepts, methods, and applications of educational research. (NCATE; The second standard, Information Management and Evaluation; Substandard 2.2, Substandard 2.4), Leadership: 7. Research and Data Analysis (indicators K, S, & D); (CF: 2.1(S))

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b. Identify and describe the major sections and subsections of a research report or proposal. (NCATE; The second standard, Information Management and Evaluation; Substandard 2.2, Substandard 2.4), Leadership: 7. Research and Data Analysis (indicators K, S, & D); (CF: 2.1(S))

c. Identify and describe features of a research report that are adequate or inadequate and describe how they affect the quality of the report/dissertation or how they could be altered to enhance quality.

d. Identify and describe a researchable problem in the field of education and develop a research proposal designed to answer the identified research problem. (CF: 4.5(S) and 5.1 (K), NCATE; The second standard, Information Management and Evaluation; Substandard 2.2, Substandard 2.4), Leadership: 7. Research and Data Analysis (indicators K, S, & D).

e. Select, calculate, and interpret descriptive statistics, given sets of data (CF: 4.5 (S) and 5.1 (K). NCATE; The Leadership: 7. Research and Data Analysis (indicators K, S, & D). second standard, Information Management and Evaluation; Substandard 2.2, Substandard 2.4, Substandard 3.9), Leadership: 7. Research and Data Analysis (indicators K, S, & D).

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**Standards Crosswalk**

**National and State Standards Addressed in the Course**

**Professional Organization/Learned Society Standards**

a. NCATE; The second standard, Information Management and Evaluation; Substandard 2.2, Substandard 2.4),
b. Leadership: Research and Data Analysis (indicators K, S, & D).

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**Topical Outline**

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Process of Conducting Research</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Quantitative and Qualitative Approaches</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Identifying a Research Problem, and Reviewing the Literature</td>
<td>Chapter 3, 4</td>
</tr>
<tr>
<td>Specifying a Purpose and Research Questions or Hypotheses</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Collecting Quantitative Data</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Analyzing and Interpreting Quantitative Data</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Interpreting Quantitative Data</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Correlational Design</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Survey Design</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Experimental Design</td>
<td>Chapter 11</td>
</tr>
</tbody>
</table>

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**Teaching Methods**

Lecture  
Guided Discussion  
Group Work  
Presentations

**Course Evaluation**

The final course grade will be computed as a weighted combination of (a) homework, (b) article review, (c) mini-research project, and (d) examinations. The assigned weights are:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework - CF: 4.5(S), 5.1(K), &amp; Leadership (7.S,K,D)</td>
<td>10.0%</td>
</tr>
<tr>
<td>Article critical analysis - CF: 4.5(S) &amp; 5.1(K), &amp; Leadership (7.S,K,D)</td>
<td>15.0%</td>
</tr>
<tr>
<td>Dissertation critical analysis - CF: 4.5(S), 5.1(K), &amp; Leadership (7.S,K,D)</td>
<td>15.0%</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>15.0%</td>
</tr>
<tr>
<td>Research proposal - CF: 4.5(S), 5.1(K) &amp; Leadership (7.S,K,D)</td>
<td>30.0%</td>
</tr>
<tr>
<td>Final examination</td>
<td>15.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Grading**

Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade counts. Grades are determined by the quality of student performance.

<table>
<thead>
<tr>
<th>Grading A=100-90</th>
<th>B=89-80</th>
<th>C=79-70</th>
<th>D=69-60, F=Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>F=Favorable</td>
<td>A=Acceptable</td>
<td>M=Marginal</td>
</tr>
</tbody>
</table>

**Favorable** performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

**Acceptable** performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and

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blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

**Unacceptable** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

**Course Policies**

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Tentative Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>The Process of Conducting Research, 1</td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Quantitative and Qualitative Approaches Library Orientation 2</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9/12</td>
<td>Identifying a Research Problem, and Reviewing the Literature</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td>Specifying a Purpose and Research Questions or Hypotheses</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>Collecting Quantitative Data</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/3</td>
<td>Analyzing and Interpreting Quantitative Data</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/10</td>
<td>Interpreting Quantitative Data</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>Midterm Examination</td>
<td>1-7</td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>Correlational Design</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Critical Analysis due</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/31</td>
<td>Survey Design</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>Survey Design</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td>Experimental Design</td>
<td>11</td>
</tr>
<tr>
<td>13</td>
<td>11/21</td>
<td>Action research &amp; Report and Evaluation Research</td>
<td>18, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Critical analysis of a dissertation due</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/28</td>
<td>Thanksgiving</td>
<td></td>
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<tr>
<td>15</td>
<td>12/5</td>
<td>Proposal Presentations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Proposal due</strong></td>
<td></td>
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<tr>
<td>16</td>
<td>12/12</td>
<td>Final Examination</td>
<td>10-13 &amp; 18</td>
</tr>
</tbody>
</table>

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