SAMPLE SYLLABUS

# Introduction to Research in Education

EDRM 700 – Fall 2011

Gambrell 153

Tuesday Thursday 5:30 - 6:45

Instructor: Sam Smith

Office: LeConte 106

Office hours: 9:00 – 5:00

Email: professor@mailbox.sc.edu

Phone: 803-777-7777

**I. Course Description** (**The main headings are tagged as Heading 1)**

Introduction to Research in Education is a three-credit course that focuses on the major methods and techniques of educational research. It is primarily intended for students of education. The course prerequisite is full admission to graduate standing or permission from the instructor.

# II. Goals and Learning Outcomes

The overall goal of EDRM 700 is to provide students with the knowledge and skills necessary to critically evaluate educational research. The measurable learning outcomes used to determine the degree to which this goal is being met follow:

**(Bullet points are great with lists because screen readers recognize them)**

* Students will describe the research process.
* Students will apply research terminology to educational and everyday settings.
* Students will analyze a described situation and select/explain the appropriate method of analysis.
* Students will interpret the meaning of data analysis findings.
* Students will critically analyze published works.

# III. Required Readings

* Fraenkel, J. R., and Wallen, N. E. (2002) How to Design and Evaluate Research in Education. New York: McGraw Hill, 5th edition
* Selected course handouts

# IV. Overall Structure of the Course

The course is designed to provide students with a variety of contexts for understanding and evaluating research methods and processes. Students will be expected to apply all terms and concepts presented in the course to research problems and studies. The typical class session will consist of:

* Simple experiment
* Lecture/discussion tying the readings to the experiment
* Group sessions applying the week's readings and lecture material
* Question/answer session

# V. Course Requirements

Students are required to participate in group and class discussion, take two examinations, and complete assigned homework. Students are expected to attend class, complete the weekly readings before class, ask questions, and turn in assignments on time.

## (Sub headings marked as Heading 2, 3, 4, etc.)

## Homework

Graded homework will be assigned approximately six times. The homework must be turned in the following class session.

## Examinations

The midterm will cover material from the first half of the course and should take approximately 1.5 hours to complete. The final exam will be comprehensive and may take the total time allotted for a class session.

# VI. Course Policies

Homework will not be accepted after the due date. Exceptions will only be made in extenuating circumstances and at the discretion of the instructor.

The examinations must be taken as scheduled on this syllabus and as announced in class. Exceptions will only be made in extenuating circumstances and at the discretion of the instructor. Make-up exams will differ from those given in class, but will cover the same material. The examinations are open book.

Students who have disabilities requiring special arrangements for class participation or test administration should notify the instructor of the need for such arrangements at the beginning of the semester.

Students in this course should be familiar with the university policies on Academic Responsibility contained in the Carolina Community: Student Handbook & Policy Guide, 2005-2006. Violations of academic responsibility in this course will be handled as stipulated in that publication.

# VII. Assessment and Grading

Students will be evaluated on homework assignments and two examinations. The examinations will be objectively scored using a scoring key. The homework assignments will be graded on a scale from 0 to 100, reflecting percent of possible points earned. Grades will be assigned using the following weights:

Homework - 30%

Midterm - 30%

Final - 40%

Grades will be assigned as follows:

 90% - A

 85% - B+

 80% - B

 75% - C+

 70% - C

 65% - D+

 60% - D

# VIII. Course Outline

Topics for each class meeting are listed below. However, circumstances may call for a departure from this schedule. Any changes to the schedule will be made in advance. Homework assignments will be handed out one week prior to the due date.

DATE, TOPIC, and READINGS:

**(Calendar of assignments are written linearly rather than in a table which can be difficult for a screen reader. Dates are Headings.)**

Jan 11**:**

Introduction to Research - Chapter 1 pp. 3-14, 16-22.

How we know - Chapter 2 pp. 28-34.

Types of research - Chapter 4 pp. 55-66.

Research questions - Chapter 7 p. 118.

Ethics.

Jan 18**:**

Qualitative Research - Chapter 18.

Overview - Chapter 19 pp. 449-464.

Observation - Chapter 20 pp. 481-494.

Interview.

Jan 25**:**

Qualitative Research - Chapter 21 pp. 511-519, 521-525.

Ethnographic studies - Chapter 22 pp. 547-556.

Historical research.

### ALTERNATIVE LAYOUT:

### Jan 25:

Topic - Qualitative Research, Ethnographic studies, Historical research.

Readings - Chapter 21 pp. 511-519, 521-525. Chapter 22 pp. 547-556.