

HREL 304, Introduction to Research, Syllabus (3 credits)

COURSE DESCRIPTION

HREL 304 is a study of research methodologies and statistical analyses, with primary emphasis on the ability to read and understand research, and the appropriate usage of research methods in a variety of applications.

REQUIRED TEXTS & RESOURCES

Required Textbook:

Privitera, G. L. B. (2014). *Research methods for the behavioral sciences*. Thousand Oaks, California: Sage. ISBN 13: 9781412975117

Supplemental Materials:

Multimedia Education Resource for Learning and Online Teaching (MERLOT II). (2016). California State University. Retrieved on March 15th, 2016 from <https://www.merlot.org/merlot/viewMaterial.htm?id=87836&hitlist=keywords%3Dresearch&fromUnified=true>

Multimedia Education Resource for Learning and Online Teaching (MERLOT II). (2016). Psychological Research on The Net. California State University. Retrieved on March 15th, 2016 from <http://psych.hanover.edu/research/exponnet.html>

Willemijn, H., Schuurmans, J., Koot, H. M., & Cuijpers, P. (2009). Prevention of depression and anxiety in adolescents: A randomized controlled trial testing the efficacy and mechanisms of Internet-based self-help problem-solving therapy. *Trials*. 10 (93), 1-13.

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.pointuniversityshop.com.

Videos:

Week 4: Benedict, K. (2014, May 1). The correlation coefficient: Explained in three steps. [Video file]. Retrieved on January 9th 2017, from https://www.youtube.com/watch?v=ugd4k3dC_8Y.

Week 7: Bozeman Science. (2013, January 4). Practice 4: Analyzing and interpreting data. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=9NkT-oYPkOA>.

Week 6: Britt, Michael. (2010, September 1). Factorial research design: An example. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=EgVmfrYCAkU>.

Week 5: ByPass Publishing. (2013, August 27). Research methods: Experimental design. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=qtLnBz6lbRQ>.

Week 1: Fatima, Bahir. (2015, August 3). Intro to research methods. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=kB4gKoS4MNw>.

Week 4: Flipp, Chris. (2014, January 15). Qualitative vs. quantitative. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=2X-QSU6-hPU>.

- Week 3: Flipp, Chris. (2014, March 17). Reliability & validity. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=9ltvDNAsO-I>.
- Week 2: Jigar, Thakkar. (2013, Jun 29). Lesson 02: Research methods. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=zAnY77TRleY>.
- Week 1: KStateLibraries. (2013, August 20). How to develop a good research topic. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=nXNztCLYqxc>.
- Week 5: Mulligan, Abigail. (2016, February 19). Within and between subject designs. [Video file]. Retrieved on January 9th 2017, from https://www.youtube.com/watch?v=zyH5_86u2bE.
- Week 4: NurseKillam. (2013, November 12). Quantitative research designs: Descriptive non-experimental, quasi-experimental or experimental? [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=10nMNH3Rmp0>.
- Week 1: Research Methods. (2016, January 9). Ways of knowing. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=i8i8Mzdg7Fg>.
- Week 3: Research Methods. (2016, January 18). External and internal validity. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=t5bTR-CleFQ>.
- Week 2: Riadh, Chohra. (2015, February 14). Research variables: Dependent, independent, control, extraneous & moderator. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=K4sObJbN4JU>.
- Week 5: Simple Learning Pro. (2015, November 25). Types of experimental designs (3.3). [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=10ikXret7Lk>.
- Week 1: Sparkling Psychology Star. (2013, December 22). How to write hypotheses. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=9NCbNgnlhH8>.
- Week 3: Statistics Learning Centre. (2012, March 13). Sampling: Simple random, convenience, systematic, cluster, stratified: Statistics help. [Video file]. Retrieved on January 9th 2017, from <https://www.youtube.com/watch?v=be9e-Q-jC-0>.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1		
	UNIT 1: Introduction to Research	
	Reading (Privitera): Chapters 1& 2	

	Review: Power Points Chapter 1: Introduction to Scientific Thinking & Chapter 2: Generating Testable Ideas/Week 1 Videos/Handouts #1 Name the Method of Knowing & #2: Sample Annotated Bibliography	
	Threaded Discussion: Conducting Research	Due Week 1, Day 5
	Assignment (Journal): Identifying Research Study	Due Week 1, Day 6
	Quiz #1	Due Week 1, Day 7
	Group: Final Project (continue working in your groups)	
Week 2		
	UNIT 2: APA, Ethics, and Research Variables	
	Reading (Privitera): Chapters 15, 3, & 4	
	Review: Power Points Chapter 15 Communicating Research: Preparing Manuscripts, Posters, and Talks, Chapter 3 Research Ethics, & Chapter 4 Identifying Scientific Variables / Week 2 Videos/Handouts #4: Using APA in Writing Exercise, #5: Ethics in History, & #3: Characteristics of the Hypothesis	
	Threaded Discussion: Variables	Due Week 2, Day 5
	Assignment (Journal): Hypothesis, Null Hypothesis, and Relevant Variables	Due Week 2, Day 6
	Assignment: Annotated Bibliography	Due Week 2, Day 7
	Quiz #2	Due Week 2, Day 7
	Group: Final Project (continue working in your groups)	
Week 3		
	UNIT 3: Sampling and Research Designs	
	Reading (Privitera): Chapters 5 & 6	
	Review: Chapter 5 Sampling From Populations & Chapter 6 Choosing a Research Design / Week 3 Videos/Handouts #6: Types of Sampling, & #7: Threats to Validity	
	Threaded Discussion (Willemijn, Schuurmans, Koot, & Cuijpers): Threats to Internal and External Validity in the Study	Due Week 3, Day 5

	Assignment (Journal): Sampling, Research Design, and Limitations	Due Week 3, Day 6
	Assignment: Annotated Bibliography	Due Week 3, Day 7
	Quiz #3	Due Week 3, Day 7
	Group: Final Project (continue working in your groups)	
Week 4	UNIT 4: Correlational and Descriptive Research Designs	
	Reading (Privitera): Chapters 7, 8, & 9	
	Review: Power Points Chapter 7 Naturalistic, Qualitative, and Existing Data Research Designs, Chapter 8 Survey and Correlational Research Designs, & Chapter 9 Quasi-Experimental and Single-Case Experimental Designs/ Week 4 Videos/Handouts t#8: Naturalistic, Qualitative, and Existing Data Designs: A True-False Exercise, #9: Characteristics of the Correlation Coefficient Exercise, #10: Independent and Dependent Variables, & #11: Identifying Quasi-Experimental Designs Exercise	
	Threaded Discussion: Research Designs	Due Week 4, Day 5
	Assignment (Journal): Perceptions of the Academic and Religious Community	Due Week 4, Day 6
	Quiz #4	Due Week 4, Day 7
	Group: Final Project (continue working in your groups)	
Week 5		
	UNIT 5: Between-Subjects and Within-Subjects Designs	
	Reading (Privitera): Chapters 10 & 11	
	Review: Power Points Chapter 10 Between-Subjects Experimental Designs & Chapter 11 Within-Subjects Experimental Design / Week 5 Videos/Handouts #12: Purpose Statement Script	
	Threaded Discussion: Types of Research	Due Week 5, Day 5
	Assignment: Annotated Bibliography	Due Week 5, Day 6
	Assignment: Draft of Study Summary Paper	Due Week 5, Day 7

	Quiz #5	Due Week 5, Day 7
	Group: Final Project (continue working in your groups)	
Week 6		
	UNIT 6: Factorial Research Designs	
	Reading (Privitera): Chapters 12 & 13	
	Review: Power Points Chapter 12 Factorial Designs & Chapters 13 & 14 Statistical Evaluation of Data/ Week 6 Videos	
	Threaded Discussion: Factorial Research Design	Due Week 6, Day 5
	Assignment (Journal): Next Steps in Resolving Research Problems	Due Week 6, Day 6
	Assignment: Annotated Bibliography	Due Week 6, Day 7
	Quiz #6	Due Week 6, Day 7
	Group: Final Project Submission	
Week 7		
	UNIT 7: Analysis and Interpretation of Data	
	Reading (Privitera): Chapters 14	
	Review: Week 7 Videos	
	Threaded Discussion: Analyzing and Interpreting Data	Due Week 7, Day 5
	Assignment: Study Summary Paper	Due Week 7, Day 7
	Assignment: Optional Extra Credit Activity	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Journals 5@30	150
Annotated Bibliography 4@25	100
Draft Study Summary Paper 1@100	100
Study Summary Paper 1@225	225
Quizzes 6@25	150
Group Project 1@170	170
Threaded Discussion 7@15	105
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: Students will explain the principles of research, scientific study, and testing.		
	Objective 1.1: Students define the process of scientific inquiry and how to generate ideas.	HREL 1.1, PSYC 1.1
	Objective 1.2: Students identify and describe the different types of variables which affect scientific study.	HREL 1.1, 1.2, and PSYC 1.1
	Objective 1.3: Students discuss the purpose and application of the scientific method of study and research designs.	HREL 1.1, 1.2, 1.4, and PSYC 1.1, 1.3
	Objective 1.4: Students will summarize hypothesis testing.	HREL 1.1, 1.2 and PSYC 1.1
Goal 2: Students will compare and contrast different research designs, related methods, and techniques.		
	Objective 2.1: Students differentiate between random and non-random sampling.	HREL 1.1, 1.2, PSYC 1.1
	Objective 2.2: Students identify and describe non-experimental, quasi-experimental, and experimental designs.	HREL 1.1, PSYC 1.1
	Objective 2.3: Students will apply basic statistical and research principles.	HREL 1.1, PSYC 1.1

	Objective 2.4: Students recognize and assess threats to validity of research designs.	HREL 1.1, PSYC 1.1
Goal 3: Students will recognize ethical and professional issues in research.		
	Objective 3.1: Students identify and apply the ethical considerations implicit in research.	HREL 1.2, 1.4, PSYC 1.3
	Objective 3.2: Students discuss ethical aspects of research and in particular those related to the research proposal.	HREL 1.4, PSYC 1.3
	Objective 3.3: Students will demonstrate the APA code of conduct for research in the treatment of human and nonhuman participants.	HREL 2.4, PSYC 2.3
Goal 4: Students develop and apply fundamental research skills such as literature searching, critical reading of articles, designing and presenting a research project proposal.		
	Objective 4.1: Students locate and analyze published studies and experiments based on quantitative, qualitative, and mixed method research.	HREL 2.4, PSYC 2.3
	Objective 4.2: Students analyze how others have conducted research on a specific problem or question and apply a research methodology to address that problem or question.	HREL 2.4, PSYC 2.3
	Objective 4.3: Students develop a research proposal that demonstrates ability to conduct a literature review, develop research questions, and a design to study them.	HREL 2.4, PSYC 2.3
	Objective 4.4: Students present a logically structured research proposal orally and in a written presentation form.	HREL 2.4, PSYC 2.3
Goal 5: Introduce students to APA style of writing for research papers and reports.		
	Objective 5.1: Students demonstrate an awareness of the purpose and use of the APA style manual through written assignments.	HREL 2.4, PSYC 2.3

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums,

assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

COPYRIGHT AND FURTHER DISSEMINATION

All content within this course is intended for transformative, educational, and informational purposes under ([Fair Use](#)). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.

Due to Copyright restrictions courses are unpublished thirty days after the completion of a course. If you wish to maintain access to your personal materials, save them before submitting to the course, or download them before the course is unpublished.