










### Razor's Edge Research Minor

Nova Southeastern University provides:

-  Standards-based instructional and leadership programs that link theory to practice with the
-  Use of data for evaluation, ethical decision-making, and intervention for the
-  Needs and accommodations for diverse students who provide
-  Reflective and ethical practice based on meaningful field and clinical experiences as part of
-  Innovative and convenient postsecondary delivery systems with a
-  Shared responsibility for quality education programs and professional advocacy with stakeholders with an
-  Emphasis on technology and best practices for dynamic learning environments

This conceptual framework is reflected in the following course syllabus:

Course Number: RAZR 2000R

Course Title: Seminar in Research Design and Implementation II

**Nova Southeastern University  
Abraham S. Fischler College of Education  
RAZR 2000R Syllabus**

**I. COURSE NUMBER AND TITLE:** RAZR 2000R Seminar in Research Design and Implementation II (3 credits)

**II. INSTRUCTOR FOR THIS COURSE**

Name: Steven A Hecht, Ph.D.

Email address: shecht@nova.edu

Telephone: 954-262-8468

Text: 561-271-8113

Office: Campus Support Building, 7500 SW 36th Street, Room 152K

Name: Dana S. Mills, Ph.D.

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Office: Campus Support Building, 7500 SW 36th Street, Room 152F

**NSU students should contact their on-site instructor for any questions regarding this course.**

**PROFESSOR RESPONSIBLE FOR SYLLABUS**

Name: Steven A Hecht, Ph.D.

Email address: shecht@nova.edu

Telephone: 561-271-8113

Office: Campus Support Building, 7500 SW 36th Street, Room 152K

**Instructors are invited to contact the professor above for questions about this syllabus.**

NOTE: To ensure program consistency, all sections of each course in the Abraham S. Fischler College of Education, regardless of delivery format, follow the same course requirements as listed in this syllabus that is provided by the responsible professor. Instructors may modify readings, topics, or assignments in consultation with the responsible professor listed above.

To that end, the course will employ guided discussions during weekly meetings focusing on published peer reviewed studies. Class presentations will be delivered by teams of selected students focused on demonstrating a clear understanding of the research design and results from published, timely and relevant articles within a chosen field of study. Students will complete all aspects of the University-based project that commenced in RAZR1000R as follows: formulating research questions and hypotheses, designing a brief instrument, collecting data within the university, analyzing the data, and presenting findings to the class.

**III. COURSE DESCRIPTION**

Students will continue to explore how basic scientific paradigms are used to both understand published research and plan new investigations. This seminar course will involve guided class discussions focusing on both published peer reviewed studies and conducting an original University-based project. Class presentations will be delivered by teams of students and will focus on the role of theory in development of research questions and hypotheses, research design, and interpretation of results from peer-reviewed research articles within a chosen field of study. Students will complete all aspects of the University-based project that was started in RAZR1000R as follows: formulating a research question, designing a brief instrument, collecting data within the University, analyzing the data, formally writing-up results, and presenting findings to the class. Prerequisites: Students must pass RAZR1000R with a B letter grade or better. Frequency: Every Winter

Course Rationale: This seminar course is part of a two-part series of courses designed to provide Razor's Edge Research Scholarship Program participants with exposure to the research process through a) evaluation of published research studies, and b) conducting a University-based research project. Participation in this course will provide the following competencies and experiences:

- Knowledge about research from various disciplines
- Acquisition of a deeper understanding of published research through class presentations that both describe and evaluation prior work.
- Understanding of the importance of the application of science-based principles within each student's area of study
- Hands-on research experience by conducting an authentic University-based research project.
- Description and justification of one's own research by presenting a University-based research project.

#### **IV. COURSE LEARNING OUTCOMES AND OBJECTIVES**

##### **A. LEARNING OUTCOMES**

Upon completion of this class, students will:

- 1) Demonstrate understanding of published research by summarization and evaluation of same to a peer audience via class presentation.
- 2) Implement a unique University-based research project.
- 3) Conduct basic descriptive and inferential statistical analyses using SPSS to answer research questions
- 4) Describe and defend original research to peers

##### **B. OBJECTIVES FOR THE COURSE**

1.0 To develop students' research-related skills

- 1.1 Students will use technology to communicate research in class.
- 1.2 Students will identify and communicate the significance, purpose, methods, main results, and conclusions from published research.
- 1.3 Students will critically reflect upon scientific knowledge and discoveries in relation to quality of the evidence.

- 1.4 Students will compose and submit appropriate forms for approval of collection of data from human subjects (Institutional Review Board and university wide Survey Research Committee).
- 2.0 To guide and mentor students in developing, completing, writing-up, and presenting a valid and ethical scientific study.
  - 2.1 Students will learn basic descriptive and inferential statistics.
  - 2.2 Students will enter data into IBM SPSS and carry-out statistics to answer research questions by completing a IBM SPSS Data Analysis Project.
  - 2.3 Students will complete a University-based research project that includes the following elements: formulating a research question, designing a brief instrument, collecting data within the university, analyzing the data using SPSS, writing-up a research report
  - 2.4 Students will both summarize and justify conclusions obtained from their University-based research project to the class via a technology enhanced class presentation.

## **V. REQUIRED MATERIALS**

### **A. Required Printed Textbook(s):**

\*Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Upper Saddle River, NJ: Pearson.

Edmonds, W. A., & Kennedy, T. D. (2012). *An applied reference guide to research designs: Quantitative, Qualitative, and Mixed Methods*. Thousand Oaks, CA: Sage

\* This text was also required for RAZR1000R.

### **B. Required Supplemental Materials:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Peer reviewed journal articles which will be provided to you in electronic form.

- C. Required Technology:** Each NSU student must acquire a working NSU email address for enrollment in all courses, whether instruction is live or online. To open an NSU email, go to <http://www.nova.edu/resources/nsuidentity.html>. Students will need a computer for online chats via Go To Training. Students will need to obtain a rental version of SPSS.

## **VI. CALENDAR OF WEEKLY REQUIREMENTS**

### **A. General Information**

The primary methods of instruction used in this course are presentation, in-class discussions, and hands-on research experience. Students will individually present via PowerPoint a published peer reviewed research study focusing on a topic in their area of interest. The research article will be located by the student and approved by the course instructor no later than Thursday, February 2 by 11:59pm. Student must have research article approved by this date in order to obtain course credit for this presentation.

Each student will conduct their own University-based research project that was approved and presented in RAZR1000R. Review the syllabus carefully and have available in class in paper or electronic form. Student must present the University-based research project to the class on the date that student is scheduled to present in order to obtain course credit for this presentation.

### B. Legend for Calendar

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
Week 1  1/10 & 1/12	<p>Review Syllabus, Including Overview of Structure of the Course, Basic Introduction to IBM SPSS, The parts of a University Based Research proposal.</p> <p>Readings: Please bring a hard copy of your IRB application for your  University Based Research Project.</p> <p>Classroom activity: Lecture and group discussion</p> <p>Group Assignment: Start work on your <b>Group Project 1</b> (<b><u>First draft</u></b> of your University based research proposal).</p>
Week 2  1/17 & 1/19	<p>Topic: IRB Manager Tutorial, Basic Introduction to IBM SPSS</p> <p>Readings: Yockey (2011). <i>SPSS Demystified: A step-by-step guide to successful data analysis</i>.</p> <p>Classroom activity: Professor led discussion of IBM SPSS data entry and basic descriptive statistics (mean, median, mode, standard deviation, range).</p> <p>Assignment: None</p>
Week 3  1/24 & 1/26	<p>Topic: Basic Introduction to IBM SPSS; Basic Quantitative Designs: Between-Subjects</p> <p>Readings: Edmonds &amp; Kennedy (2013), pages 19-38</p> <p>Classroom activity: Professor led discussion</p> <p>Assignment: Individual Assignment: <b>Project 2</b> (IBM SPSS statistical analysis project).</p> <p>Group Project 1 (<b><u>First draft</u></b> of your University based research proposal) due Thursday, January 26.</p>

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
Week 4  1/31 & 2/2	<p>Topic: Basic Quantitative Designs: Within-Subjects</p> <p>Readings: Edmonds &amp; Kennedy (2013), pages 44-57</p> <p>Classroom activity: Professor led discussion</p> <p>Group Assignment: <b>Project 3 (Final draft</b> of your University Based Research Project research proposal) AND IRB submission due February 2.</p> <p><b>Submit copy of your article for the <u>individual</u> discussion board presentation of published research assignment to Dr. Hecht for approval by February 2.</b></p>
Week 5  2/7 & 2/9	<p>Topic: Basic Quantitative Designs: Factorial Designs</p> <p>Readings: Edmonds &amp; Kennedy (2013), pages 58-73</p> <p>Classroom activity: Professor led discussion</p> <p>Individual Assignment: <b>Project 2 (IBM SPSS statistical analysis project) due February 9th.</b></p>
Week 6  2/14 & 2/16	<p>Topic: Basic Quantitative Designs: Solomon N-Group Designs, Single-Case</p> <p>Readings: Edmonds &amp; Kennedy (2013), 74-94</p> <p>Classroom activity: Professor led discussion</p> <p>Assignment: None</p>
Week 7  2/21 & 2/23	<p>Topic: Basic Quantitative Designs: Ex Post Facto, Posstest-Only, Observational, Survey Approaches</p> <p>Readings: Edmonds &amp; Kennedy (2013), 95-110</p> <p>Classroom activity: Professor led discussion</p> <p>Assignment: Noneguidance</p>

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
Week 8 2/28 & 3/2	<p>Topic: Collecting and Analyzing Qualitative Data</p> <p>Readings: Creswell, 2015, Chapter 7 Collecting Qualitative Data</p> <p>Classroom activity: Professor led discussion</p> <p>Assignment: Individual Assignment: <b>Project 4 (Qualitative analysis project).</b></p>
Week 9 3/7 & 3/9	<b>Spring Break – No Class</b>
Week 10 3/14 & 3/16	<p>Topic: Basic Qualitative Designs: Grounded Theory Approach</p> <p>Readings: Edmonds &amp; Kennedy (2013): pages 111-121</p> <p>Classroom activity: Professor led discussion</p> <p>Individual Assignment: None.</p> <p><b>Project 5 (Individual discussion presentation) due March 16.</b></p>
Week 11 3/21 & 3/23	<p>Topic: Basic Qualitative Designs: Ethnographic Approach</p> <p>Readings: Edmonds &amp; Kennedy (2013): pages 122-128</p> <p>Classroom activity: Professor led discussion</p> <p>Individual Assignment: None.</p>
Week 12 3/28 & 3/30	<p>Topic: Basic Qualitative Designs: Narrative, Phenomenological</p> <p>Readings: Edmonds &amp; Kennedy (2013): pages 129-144</p> <p>Classroom activity: Professor led discussion</p> <p>Individual Assignment: <b>Project 4</b> (Qualitative analysis project)</p>

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
Week 13 4/4 & 4/6	<p>Topic: Undergraduate Student Symposium – Friday, April 7<sup>th</sup>. See <a href="http://honors.nova.edu/student-symposium/index.html">http://honors.nova.edu/student-symposium/index.html</a> .</p> <p>Readings: Posters at the Undergraduate Student Symposium on Friday, 4/6</p> <p>Classroom activity: Professor led discussion on 4/4 and <b>No Class 4/6</b></p> <p>Individual Assignment: <b>Project 6</b> (Undergraduate Student Symposium Reaction Paper).</p> <p>Group Assignment: <b>Project 7</b> (Group PowerPoint presentation that includes the results from your University Based Research Project).</p>
Week 14 4/11 & 4/13	<p>Topics: Impressions from the Undergraduate Student Symposium; Mixed Methods Approach</p> <p>Readings: Edmonds &amp; Kennedy (2013): pages 145-181</p> <p>Classroom activity: Professor led discussion</p> <p><b>Project 4 (Qualitative analysis project) due April 13</b></p> <p><b>Project 6 (Undergraduate Student Symposium Reaction Paper) due April 13</b></p>
Week 15 4/18 & 4/20	<p>Topic: <u>Group</u> presentation and discussion of University Based Research Project Results</p> <p>Readings: TBD</p> <p>Classroom activity: Student-led technology-assisted presentations and group discussion</p> <p>Group Assignment: <b>Project 7 (Prepare your group PowerPoint presentation that includes the results from your University Based Research Project) due this week.</b></p> <p><b>Project 8: Critiques of peers' individual discussion board presentations due April 20.</b></p>



Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
Week 16 4/25 & 4/27	<p>Topic: <u>Group</u> presentation and discussion of University Based Research Project Results</p> <p>Readings: TBD</p> <p>Classroom activity: Student-led technology-assisted presentations and group discussion</p> <p>Group Assignment: <b>Project 7 (Prepare your group PowerPoint presentation that includes the results from your University Based Research Project) due this week.</b></p>

## VII. DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

Understanding research involves both careful study and communication with peers. Participants will be expected to engage in the material, complete assigned research articles, and be actively engaged during class. The grade for this course will be based upon the following:

**Class Attendance and Participation:** Students will be expected to attend class regularly and be actively engaged in discussion with peers during in-classroom presentations of published research. In the event of nonattendance, points will be awarded at the discretion of instructor based on reason for nonattendance.

Attendance and Participation –

**(6 pt. per week X 16 weeks = 96 pts Total)**

Rubric:

Expectations	Not Met (0 points)	Met (1-2 points)	Exceeds (3 points)
Timely Attendance 1 point <u>per class</u> possible	Did not attend class session or did not attend class session on time.		Attended class session on time
Active Participation 3 points <u>per class</u> possible	Chose not to participate in discussions and in-class activities	Some participation in class discussions and in-class activities	Engaged participation in class activities, asked questions, significant contribution to discussion

**Project 1: First draft of University based research proposal:** Students will produce a research proposal that includes final details concerning all procedures and instruments that will be employed to carry out the University Based Research Study. This proposal will be written with the goal in mind to have sufficient development of the project so that you can a) submit your Institutional Review Board submission, and b) conduct your study. Proof of purchase and use of specialized software (e.g., pulse monitor in the case of studying heart rate during sleep) will need to be documented as well. Students will be provided a **Project 1 Guidance Document** which will describe the specific elements to include in this research proposal.

Rubric:

Item	Insufficient (0 to 1 points)	Adequate (2-3 points)	Excellent (4-5 points)
<b>Introduction Problem Statement</b>	<ul style="list-style-type: none"> <li>The statement of the research problem is incomplete and/or unfocused.</li> <li>The statement of the problem is not interesting, nor engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the research problem.</li> <li>Effectively demonstrates the importance of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly and concisely identifies the research problem in a single sentence</li> <li>Effectively demonstrates the importance of the problem.</li> <li>The statement of the problem is engaging, and thought provoking.</li> </ul>
<b>Purpose of the Study</b>	The purpose of the study is incomplete or missing.	Clearly states the purpose of the study.	Clearly and concisely states the purpose of the study.
<b>Review of Related Literature</b>	<ul style="list-style-type: none"> <li>Reviewed literature is not relevant to the study.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews relevant literature.</li> <li>Establishes how research fits with existing work.</li> <li>Presents a logical argument of the importance of the study.</li> <li>The literature review is presented in a fluid and coherent manner.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews relevant literature.</li> <li>Establishes how research fits with existing work.</li> <li>Presents a logical argument of the importance of the study.</li> <li>The literature review is presented in a fluid and coherent manner.</li> <li>Critical analysis of relevant literature.</li> </ul>
<b>Methods Research Questions</b>	<ul style="list-style-type: none"> <li>Research questions are lacking or do not adequately address the purpose of the study.</li> <li>Research hypotheses are missing or do not adequately answer the research questions.</li> </ul>	<ul style="list-style-type: none"> <li>At least one research question is stated to address the purpose of the study.</li> <li>Most of the research hypotheses are written to adequately answer the research questions.</li> </ul>	<ul style="list-style-type: none"> <li>All obvious research questions are stated to address the purpose of the study.</li> <li>Research hypotheses are written, as expected, to adequately answer the research questions.</li> </ul>
<b>Research Design</b>	Missing or very sparse description of the plan to be used to investigate the research questions.	Description of the plan to be used to investigate the research questions. A minimal number of elements or steps are missing in the plan.	Thorough and accurate description of the plan to be used to investigate the research questions.

Item	Insufficient (0 to 1 points)	Adequate (2-3 points)	Excellent (4-5 points)
<b>Data Sources</b> <b>Participants</b>	<ul style="list-style-type: none"> <li>Provides no detail about the participants to identify the population from which the sample of participants is drawn.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some detail about the participants to identify the population from which the sample of participants is drawn.</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient detail about the participants to identify the population from which the sample of participants is drawn.</li> </ul>
<b>Sampling Procedures</b>	Incomplete description of the procedures used for sampling.	Provides a partial description of the procedures used for sampling. It is unclear whether or not the stated description will provide a sufficient number of participants.	Provides a complete and full description of the procedures used for obtaining the sample. It is clear that the stated description provides a plausible strategy for obtaining a sufficient number of participants.
<b>Data Collection Strategies</b>	<ul style="list-style-type: none"> <li>Incomplete description of the strategies that will be used to collect the data.</li> <li>There is no justification for the selection of the instruments.</li> <li>Provides no information on the reliability and validity of any published measurement instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a partial description of the strategies that will be used to collect the data.</li> <li>Provides some justification for the selection of the strategies for data collection.</li> <li>Provides partial information about the reliability and validity of any published measurement instruments.</li> <li>If a new instrument will be created, insufficient documentation concerning how reliability/validity of the instrument will be examined.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a complete and full description of the strategies that will be used to collect the data.</li> <li>Justifies the selection of the strategies.</li> <li>Provides reliability and validity of any published measurement instruments.</li> <li>If a new instrument will be created, sufficient documentation provided concerning how reliability/validity of the instrument will be examined.</li> </ul>
<b>Analyses of Data</b>	<ul style="list-style-type: none"> <li>There is no description of the plan for data analysis.</li> <li>The data analyses plans do not adequately match the research questions</li> </ul>	<ul style="list-style-type: none"> <li>Partially describes the analysis of the data to test the stated hypotheses or to answer the stated research questions.</li> </ul>	<ul style="list-style-type: none"> <li>Describes thoroughly the analysis of the data to test the stated hypotheses or to answer the stated research questions. (Note: it is not necessary to state the appropriate statistical test at this point).</li> </ul>
<b>Plan to Minimize Potential Issues Related to Data Quality and Inference Quality</b>	<ul style="list-style-type: none"> <li>There is no description of the procedures for ensuring data quality.</li> </ul>	<ul style="list-style-type: none"> <li>Describes some of the procedures for ensuring data quality, but some obvious strategies are left out.</li> </ul>	<ul style="list-style-type: none"> <li>Describes thoroughly the procedures for ensuring data quality.</li> </ul>
<b>Adheres to APA format; coherent; grammatically correct</b>	<ul style="list-style-type: none"> <li>Multiple errors in APA format.</li> <li>Awkward construction and/or poor flow of ideas.</li> <li>Grammatically incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>Some APA errors.</li> <li>Writing shows evidence of self-editing with some construction and/or flow problems.</li> <li>Some grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Accurate use of APA format with minimal errors.</li> <li>Coherent development of the ideas using well-formed sentences and flowing paragraphs.</li> <li>Grammatically correct.</li> </ul>

**Project 2: IBM SPSS statistical analysis project:** Students will analyze mock quantitative data using IBM SPSS statistical software. Directions for this assignment will be provided in a **Project 2 Guidance Document**. Students will paste relevant SPSS output into a MSWord document and also provide narrative concerning interpretation of statistical results in the same MSWord document.

Rubric:

<b>Item</b>	<b>Insufficient (0 to 1 points)</b>	<b>Adequate (2-3 points)</b>	<b>Excellent (4-5 points)</b>
<b>Content Knowledge</b>	Shows some understanding of the content knowledge covered by the assignment, but does not include most of the elements required to complete the project.	Shows good understanding of the content knowledge covered by the assignment, and includes some but not most of the elements required to complete the project.	Shows excellent understanding of the content knowledge covered by the assignment, and includes most of the elements required to complete the project.
<b>Critical Thinking</b>	Shows minimal creative thinking or generalization of content covered in class to a new assessment context	Demonstrates some creative thinking but limited generalization of content covered in class to new assessment context. Too much reiteration of assessment content covered in class..	Demonstrates substantial creative thinking and generalization of content covered in class to new assessment context.
<b>Communication</b>	Most inferential or descriptive statistical results are not reported or reported with major errors in APA format; Severe problems with sentence coherence & grammar.	Some inferential or descriptive statistical results reported with errors in APA format; Moderate problems with coherence of sentences and grammar.	Only minor errors in APA format; Minor problems with coherence of sentences or grammar.
<b>Interpretation of IBM SPSS® Outputs (5 points max)</b>	Results from IBM SPSS® output are not interpreted at all or misinterpreted; Interpretation of findings not provided in complete sentences;	Most of the results from IBM SPSS® output are interpreted correctly;	Consistently correct interpretation of results from IBM SPSS® output;

**Project 3: Final draft of University based research proposal:** Students will produce a FINAL version of the University based research proposal. This final version will incorporate all feedback that was provided for Project 1. In addition, students will complete preparation of all aspects of the Institutional Review Board application via IRBManager, including consent forms and uploading of all research protocols.

Rubric:

<b>Expectations</b>	<b>Not Met (0 points)</b>	<b>Met (1 to 2 points)</b>	<b>Exceeds (3 points)</b>
Responsiveness to Feedback from the prior Project 1 Submission	Student did not adequately respond to most of the feedback provided from the prior Project 1.	Student adequately responded to most of the feedback provided from the prior Project 1.	Student adequately responded to all of the feedback provided from the prior Project 1.
IRB Submission via IRBManager	Student did not submit protocol through the IRBManager, or most entries in IRBManager were incorrect or poorly written.	Most of the entries submitted via IRBManager were done correctly and written well; protocol is almost ready to submit to the IRB office, one or more documents were not created properly or were not uploaded (e.g., informed consent form, instruments).	Protocol is ready to submit to the IRB office with only minor editing or no editing required.

**Project 4: Qualitative data analysis project:** Students will analyze mock qualitative data using appropriate procedures. Directions for this assignment will be provided in a **Project 4 Guidance Document**.

Rubric:

<b>Item</b>	<b>Insufficient (0 to 1 points)</b>	<b>Adequate (2-3 points)</b>	<b>Excellent (4-5 points)</b>
<b>Content Knowledge</b>	Shows some understanding of the content knowledge covered by the assignment, but does not include most of the elements required to complete the project.	Shows good understanding of the content knowledge covered by the assignment, and includes some but not most of the elements required to complete the project.	Shows excellent understanding of the content knowledge covered by the assignment, and includes most of the elements required to complete the project.
<b>Critical Thinking</b>	Shows minimal creative thinking or generalization of content covered in class to a new assessment context	Demonstrates some creative thinking but limited generalization of content covered in class to new assessment context. Too much reiteration of assessment content covered in class..	Demonstrates substantial creative thinking and generalization of content covered in class to new assessment context.

Item	Insufficient (0 to 1 points)	Adequate (2-3 points)	Excellent (4-5 points)
<b>Communication</b>	Most qualitative results are not reported or reported with major errors in APA format; Severe problems with sentence coherence & grammar.	Some qualitative results reported with errors in APA format; Moderate problems with coherence of sentences and grammar.	Only minor errors in APA format; Minor problems with coherence of sentences or grammar.
<b>Appropriateness of thematic analysis</b>	Results from thematic analysis are ambiguous or not plausible.	Most of the thematic categories are plausible, but some of the results are ambiguous or not plausible.	All aspects of the thematic analysis are plausible and well-described.

**Project 5: Individual discussion board presentation of a research study pertaining to YOUR research interest:** Each student will independently produce and deliver a technology-assisted presentation of a research article. The article must be published in a peer reviewed scientific journal. This is not a group project; as such, no two students can present the same article. The article must be approved by Dr. Steve Hecht by no later than Thursday, February 2 by 11:59pm. Student must have research article approved by this date in order to obtain course credit for this presentation. The article should focus on an area of research that is within the scope of the student's research interests. The presentation of this article will include essential elements which will be described in a **Project 5 Guidance Document**. The student will present the article by posting a narrated PowerPoint or Prezi presentation in the discussion board. Please be sure that the presentation is saved in a format that anyone can hear and see (for example, even someone who does not have Prezi installed on their computer). The presentation should be presented in such a way that all audience members, including those without any background in the research area, will understand the material and its contribution to scientific inquiry.

Rubric:

Expectations	Not Met (0 points)	Met (1 to 2 points)	Exceeds (3 points)
PowerPoint Presentation	Student did not present PowerPoint presentation.	Student presented PowerPoint presentation; however, there were less than 10 slides	Student presented PowerPoint presentation with over 10 slides.
Quality of PowerPoint Presentation	PowerPoint presentation does <u>not</u> include or inadequately describes more than one of these sections: a) background and significance, b) methods, c) results, d) conclusions, e) limitations and future directions.	PowerPoint presentation adequately describes at least four of these sections: a) background and significance, b) methods, c) results, d) conclusions, e) limitations and future directions.	PowerPoint presentation adequately describes all of these sections a) background and significance, b) methods, c) results, d) conclusions, e) limitations and future directions.

**Project 6: Undergraduate Student Symposium reaction paper:** Students will attend the Undergraduate Student Symposium on Friday, April 6<sup>th</sup>. Students will be provided a **Project 6 Guidance Document** that will describe the specific elements to include in a reaction paper. These tasks include: a) previewing and critiquing assigned posters, b) attending and critiquing assigned oral presentations, and c) summarize impressions from panel discussion with faculty reviewers prior to the USS event. This panel discussion will focus on the philosophy and history of academic review.

Rubric:

Expectations	Not Met (0 points)	Met (1 to 2 points)	Exceeds (3 points)
Article Critique	Student did not critique all assigned posters and/or critiques were poorly written or otherwise reflected very little effort.	Student critiqued all assigned posters and most critiques were well-written and showed considerable thought.	Student's critiques all assigned posters, and all critiques were well-written and thorough.
Oral Presentation Critique	Student did not critique all assigned oral presentations and/or critiques were poorly written or otherwise reflected very little effort.	Student critiqued all assigned oral presentations and most critiques were well-written and showed considerable thought.	Student's critiques all assigned oral presentations, and all critiques were well-written and thorough.
Panel Discussion Summary	Student did not submit panel discussion summary and/or summary was poorly written or otherwise reflected very little effort.	Student's panel discussion summary was well-described but did not include some obvious discussion points or writing quality was poor.	Student's panel discussion summary was well-described and thorough.

**Project 7: Presentation of results from your University Based Research Project:** Students will deliver a group presentation of the results obtained from their University Based Research Project. Students will be provided a **Project 7 Guidance Document** will describe the specific elements to include in this presentation.

Rubric:

Expectations	Not Met (0 points)	Met (1 to 2 points)	Exceeds (3 points)
PowerPoint presentation 3 points possible	Student did not present or contribute	Student contributed fair share to both formulation	Student demonstrates deep

_____/ 3 points	to PowerPoint presentation.	and presentation of PowerPoint presentation.	understanding of article contents.
Quality of PowerPoint Presentation 3 points possible _____/ 3 points	PowerPoint presentation does <u>not</u> include or inadequately describe the results.	PowerPoint presentation adequately describes results and at least three of these sections: a) background and significance, b) methods, c) conclusions, d) limitations and future directions.	PowerPoint presentation adequately describes all of these sections a) background and significance, b) methods, c) results, d) conclusions, e) limitations and future directions.

**Project 8: Critiques of peers' individual discussion board presentations project.** Students will critique each of their peer's individual presentation of a research study. Up to three points will be awarded per critique, and there will be 20 critiques (one for each peer in the class). A **Critique Guidance Document** will provide specific elements to include in each critique. Each critique is due the immediate Sunday following the peer's presentation. No late critique will be accepted.

Rubric:

Expectations	Not Met (0 points)	Met (1 to 2 points)	Exceeds (3 points)
Presentation Critique	Student does not critique peer's presentation or critique reflected very little effort.	Student critiques peer's presentation and most of critique well-written and showed considerable thought.	Student's critiques peer's presentation, and entire critique is well-written and thorough.

## IX. CLASS POLICIES

Refer to the class policies attached to this syllabus. Additional specific requirements for this course follow.

## X. GRADING CRITERIA

**A. Guidelines** – The requirements for each assignment are outlined in detail in this syllabus and attachments. Please follow the guidelines carefully in order to receive full credit.

**B. American Standard English (ASE)** – All written work must be submitted in professional form. American Standard English grammar and mechanics is required. Please pay particular attention to correct spelling, capitalization, punctuation, grammar, and sentence and



paragraph structure. All assignments must be submitted using Microsoft Word, be error free, and grammatically correct.

**C. American Psychological Association Manual** – All assignments must be completed using the style delineated in the *Publication Manual of the American Psychological Association* (APA). Please pay close attention to the format for the spacing, margins, title page, header, numbering of pages, headings, and references pages. Be sure to cite or quote all reference material, using the correct format. (See the APA Manual pages 207-214 for citations and pages 117-122 for quotations.)

**D. Grading of Assignments** – The instructor reserves the right to refuse to read and/or correct an assignment that does not meet professional form using ASE and APA style standards.

**E. Assignments Not Meeting Standards** – The instructor refers teacher candidates who are having difficulty with reading the course content and/or writing assignments to meet ASE and APA standards to the Office of Academic Services for remediation. For critical tasks/key assessments that do not meet standards, the instructor works directly with the teacher candidate to remediate the work.

**F. Synchronous Online Sessions** – Teacher candidates enrolled in online course sections are required to attend a minimum of one Go To session conducted by the instructor.

**G. Late Assignments** – Late assignments are NOT accepted.

**H. Grading Rubrics** – Rubrics for all assignments are located in the Appendixes.

**I. Grading Scale** – A list of the course requirements and the grade scale follow.

Letter Grade	Percentage	Letter Grade	Percentage
A	94-100	C	73 -76
A-	90 -93	C-	70 -72
B+	87 -89	D+	67 -69
B	83 -86	D	60 -66
B-	80 -82	F	0 -59
C+	77 -79		

#### **J. Course Assignments and Their Percentage of the Final Grade**

Course Requirements	Percentage of Total Grade
Class attendance and participation	10%
<b>Project 1: First draft of University based research proposal</b>	1%
<b>Project 2: IBM SPSS statistical analysis project</b>	10%
<b>Project 3: Final draft of University based research proposal</b>	9%
<b>Project 4: Qualitative data analysis project</b>	10%
<b>Project 5: Individual discussion board presentation</b>	20%
<b>Project 6: Undergraduate Student Symposium</b>	10%

reaction paper	
<b>Project 7: Presentation of results from your University Based Research Project</b>	20%
<b>Project 8: Critique of peer presentations</b>	10%
<b>Total:</b>	100%

## XI. LIST OF SUGGESTED RESOURCES

### A. Books:

Anderson, L. W., Krathwohl, D. R. & Bloom, B. S. (Eds.). (2000). *Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives, complete edition*. Upper Saddle River, NJ: Longman.

Bell, J. (1999). *Doing your research project: A guide for first-time researchers in education and social science*. Buckingham: Open University Press.

Leedy, P. D., & Ormrod, J. E. (2013). *Practical Research: Planning and Design*. New York, NY: Pearson.

Yockey, R.D. (2011). *SPSS Demystified: A step-by-step guide to successful data analysis*. Boston: Prentice Hall.

### B. Websites:

American Psychological Association. (2009). *APA online*. Retrieved from <http://www.apastyle.org/>

E B Communications. (1996-2001). *The APA wizard*. Retrieved from <http://www.stylewizard.com/apa/apawiz.html>

Warlick, D./The Landmark Project. (2006). *Landmarks citation machine*. Retrieved from <http://citationmachine.net/>

Note: As internet addresses tend to change overtime, we cannot guarantee the viability of the links listed.

## XII. APPENDIXES

### Appendix A Academic Policies

#### A. Academic Misconduct

Please refer to the Undergraduate Students Catalog for information on Conduct, Academic Honesty, and Integrity. In particular, teacher candidates must tend to the following.

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals

and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards.

1. Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise
3. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this code
4. Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals. Students are expected to comply with the following academic standards.

### **1. Original Work**

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

### **2. Referencing the Works of another Author**

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) is considered plagiarism at Nova Southeastern University.

### **3. Tendering of Information**

All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

### **4. Acts Prohibited**

Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following.

- Plagiarism
- Any form of cheating
- Conspiracy to commit academic dishonesty
- Misrepresentation
- Bribery in an attempt to gain an academic advantage
- Forging or altering documents or credentials
- Knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

### **5. Additional Matters of Ethical Concern**

Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

### **B. Americans with Disabilities Act**

Please refer to the Undergraduate Student Catalog for information on this topic.

### **C. Last Day to Withdraw from Course**

Students/teacher candidates may initiate a withdrawal from a course after the first two weeks from the start of the course. Students may withdraw from a course with no financial refund or credit up until the end of the week following the halfway point of the semester or term, depending on the course length. For example, students may withdraw up until the end of the fifth week of a term for an 8-week course or up until the end of the ninth week of a semester for a 16-week course. For exact dates, please refer to the *Academic Calendars* section of the Undergraduate Student Catalog. For further assistance, contact your Academic Advisor.

### **D. Course/Instructor Evaluation**

Course evaluations facilitate the collection of feedback from students/teacher candidates about their classes—how they feel about course content, instructors’ effectiveness, appropriateness of textbook selection, and other aspects. All evaluations are confidential and anonymous. Students are urged to be honest and constructive in their remarks. The course evaluation process is conducted completely online. Students must have an NSU email account to access the course evaluation website. Students/teacher candidates may fill out online course evaluations beginning 14 days prior to the start of the session, term, or semester’s exam week. Evaluations remain open to students for seven days.

### **E. Attendance – VERY IMPORTANT**

Due to the fact that RAZR series of courses are directly tied to the goals and purpose of the Razor’s Edge Program, attendance is critical to your success in both the class and the Program. With that in mind, students who miss more than one class, unexcused, will automatically receive a loss of one letter grade in addition to other points deducted for regular assignments. Every additional two unexcused absences will result in an additional loss of letter grade. PLEASE NOTE: Arriving LATE to class (as defined by arriving after the instructor officially starting the class) will also be deemed an unexcused absence. Recall that Razor’s Edge

students must earn a “B” or better in all RAZR series courses in order to maintain good standing in the Program and subsequent scholarship support. It is up to the discretion of the instructor in terms of what does or does not constitute an excused absence.