Instructors: Drs. John R. Slate & Anthony J. Onwuegbuzie
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Classrooms: The University Center Assigned rooms

Location and Time: Dr. Slate: Wednesday, 6 pm – 8:50 pm
Dr. Onwuegbuzie: Saturday, 1:00 pm – 4:50 pm

Required Materials:


Online Reading Sources:
http://davidmlane.com/hyperstat/index.html
http://www.statsoft.com/textbook/stathome.html
http://www.onlinestatbook.com/
http://www.socialpsychology.org/methods.htm#onlinetexts
http://wise.cgu.edu/

SUGGESTED MATERIAL


Prerequisites: Methods of Research
Course Goal: This course is designed to familiarize doctoral students with the logic and dynamics of the research process in education and provide students with the opportunity to develop skills in posing research questions, designing studies, collecting and examining data, and interpreting and reporting research results. In particular, students will be taught how to use a variety of introductory-level statistical techniques to analyze quantitative data in educational research in general and the areas of educational leadership and/or counselor education in particular. A strong focus will be placed on the use of statistical software (e.g., SPSS, GPOWER) to analyze data.

Course Objectives:
By the end of the semester, it is expected that the student will be able to:
1. Define terms and concepts commonly utilized in quantitative research.
2. Write researchable quantitative-based questions.
3. Demonstrate how to utilize effectively the library and its resources (e.g., electronic information-retrieval systems) as part of the research process.
4. Identify major sampling schemes
5. Use software (e.g., GPOWER) to conduct an a priori statistical power analysis to determine an appropriate sample size.
6. Understand the concept of psychometric properties of quantitative instruments (e.g., score reliability, score validity)
7. Identify quantitative research designs.
8. Identify the criteria for selection of research designs
9. Identify the major procedures for collecting quantitative data
10. Identify the major threats to the internal validity and external validity of findings.
11. Differentiate between independent and dependent variables.
12. Distinguish levels of data (i.e., nominal, ordinal, interval, and ratio).
13. Differentiate between grouping variables and measuring variables.
14. Write null hypotheses directly related to research questions.
15. Write nondirectional hypotheses directly related to research questions.
16. Write directional hypotheses directly related to research questions.
17. Use Statistical Package for Social Sciences (SPSS) to code data, enter data, define variables, run analyses, and interpret printouts.
18. Explain basic concepts and terminology pertinent to statistical methods.
19. Identify and compute basic measures of central tendency (e.g., mode, median, mean) by hand and through the use of SPSS.
20. Identify and compute basic measures of variability (e.g., range, variance, standard deviation) by hand and through the use of SPSS.
21. Identify and compute basic measures of position (e.g., t-scores, z-scores, percentiles) and through the use of SPSS.
22. Identify basic measures of distributional shape (e.g., skewness, kurtosis) through the use of SPSS.
23. Test assumptions to determine whether parametric or non-parametric statistics should be used.
24. Using SPSS, graph data (e.g., bar charts, histograms, pie charts).
25. Identify, compute, and interpret statistical analytic methods of determining parametric and nonparametric bivariate relationships (e.g., Pearson product-moment correlation coefficient, Spearman rank order correlation coefficients, Chi-square analysis).

26. Create and interpret scatterplots directly related to correlational procedures.

27. Write, in appropriate APA style, an interpretation of correlational results, both for Pearson rs and for Spearman rhos.

28. Identify, compute, and interpret statistical analytic methods of determining relationships through the use of simple linear regression.

29. Create and interpret scatterplots directly related to simple linear regression procedures.

30. Write, in appropriate APA style, an interpretation of simple linear regression results.

31. Identify, compute, and interpret statistical analytic methods of determining mean differences through the use of parametric and nonparametric t-tests (i.e., one-sample, independent samples, and dependent samples) in SPSS.

32. Write, in appropriate APA style, an interpretation of a parametric and nonparametric one-sample t-test result.

33. Write, in appropriate APA style, an interpretation of a parametric and nonparametric independent samples t-test results.

34. Write, in appropriate APA style, an interpretation of a parametric and nonparametric dependent samples t-test results.

35. Identify, compute, and interpret statistical analytic methods of determining mean differences through the use of parametric and nonparametric analysis of variance (i.e., simple and factorial) in SPSS.

36. Write, in appropriate APA style, an interpretation of parametric and nonparametric analysis of variance (i.e., simple and factorial) results.

37. Calculate and interpret effect sizes for each statistical procedure.

38. Demonstrate knowledge of the major steps involved in conducting a quantitative research study.

39. Identify ethical and legal considerations involved in conducting and reporting educational research.

40. Apply guidelines for presenting papers professionally.

**Format for class:**
- Mini lectures and demonstrations based on your reading assignments.
- Application of topics discussed using SPSS on the computer.
- Interpretation of statistical analyses.
- Class discussions
Tentative Schedule for Saturday Course

First Class Meeting on August 25th
Introduction to Research Design/Statistics
Research Questions
Inductive Reasoning versus Deductive Reasoning
Theories and Hypotheses
Quantitative Approaches
Purpose of Research (i.e., basic research, applied research, evaluation research, research and development, and action research)
Important Terms (i.e., independent variable, dependent variable, levels of measurement, dichotomous variable, categorical variable, continuous variable).

Readings:
http://www.southalabama.edu/coe/bset/johnson/dr_johnson/lectures/lec1.htm
http://www.southalabama.edu/coe/bset/johnson/dr_johnson/lectures/lec2.htm
http://www.csulb.edu/~msaintg/ppa696/696intro.htm#696intro
http://www.csulb.edu/~msaintg/ppa696/696meas.htm#696meas
Morgan, Leech, Gloeckner, & Barrett (2007) text Chapter 1
Variables, Research Problems and Questions
  Research Problems
  Variables
  Research Hypotheses and Questions
  A Sample Research Problem: The Modified High School and Beyond (HSB) Study
  Interpretation Questions

Powerpoints to be Covered:
  Selecting a Research Problem
  Introduction to Educational Research
  Quantitative Research Questions and Hypotheses
  Sample Quantitative Research Questions
  Research Question Quantitative
  The Scientific Method and the Role of Theory

Assignment for Second Class Meeting on September 8th
*Develop quantitative-based research question
Email proposed research topic areas and tentative questions for feedback prior to second class meeting

Required Readings for Second Class Meeting on September 8th
http://www.csulb.edu/~msaintg/ppa696/696meas.htm#696meas

Onwuegbuzie, A. J. (2003). Expanding the framework of internal and external validity in quantitative research. Research in the Schools, 10(1), 71-90. (Handout)


Second Class Meeting on September 8th

Types of quantitative research designs (i.e., historical, descriptive, correlational, causal-comparative/quasi-experimental, experimental)

Selection of a Sample (random sampling vs. non-random sampling)
Selection of Measuring Instruments (score reliability, score validity)
Internal and External Validity

Powerpoints to be Covered:
- DescriptiveResearch
- CorrelationalResearch
- Causal-ComparativeResearch
- ExperimentalResearch
- SamplingSchemesandSampleSizes
- Reliability.SHSU
- Internal-externalvalidity
Research Proposal Guidelines

Assignment to be Electronically Submitted by September 15th
Quantitative research prospectus on which you will receive feedback prior to the next class meeting on September 22nd

Required Readings for Next Class Meeting on September 22nd
http://faculty.ncwc.edu/toconnor/308/308lect02.htm
http://www.uh.edu/~srama/Research%20Basics/keyideas.htm
http://www.uh.edu/~srama/Quantitative%20Methods/Quant%20Methods%20Overview.htm


Third Class Meeting on September 22nd
Statistics Glossary of Terms
http://www.stats.gla.ac.uk/steps/glossary/index.html
Measurement
http://www.psychstat.smsu.edu/introbook/sbk06.htm
http://vassun.vassar.edu/%7ELowry/webtext.html
http://vassun.vassar.edu/%7ELowry/webtext.html
Frequency distributions
http://www.psychstat.smsu.edu/introbook/sbk07.htm
Distribution models
http://davidmlane.com/hyperstat/normal_distribution.html
http://www.psychstat.smsu.edu/introbook/sbk10.htm
http://www.psychstat.smsu.edu/introbook/sbk11.htm
Statistics
http://davidmlane.com/hyperstat/desc_univ.html
http://www.psychstat.smsu.edu/introbook/sbk12.htm
http://www.psychstat.smsu.edu/introbook/sbk13.htm
SPSS
http://www.ats.ucla.edu/stat/spss/sk/default.htm
http://www.psych.utoronto.ca/courses/c1/spss/toc.htm
http://www.indiana.edu/~statmath/stat/spss/win/index.html
http://www.richland.cc.il.us/james/lecture/spss/data_editor/
Morgan, Leech, Gloeckner, & Barrett (2007) text Chapter 2
Data Coding, Entry, and Checking
Plan the Study, Pilot Test, and Collect Data
Code Data for Data Entry
Problem 2.1. Check the Completed Questionnaires
Problem 2.2. Define and Label the Variables
Problem 2.3. Display Your Dictionary or Codebook
Problem 2.4. Enter Data
Problem 2.5. Run Descriptive and Check the Data
Interpretation Questions
Extra SPSS Problems
Morgan, Leech, Gloeckner, & Barrett (2007) text Chapter 3
Measurement and Descriptive Statistics
Frequency Distributions
Levels of Measurement
Descriptive Statistics and Plots
The Normal Curve
Interpretation Questions

Powerpoints to be Covered:
DescriptiveStatistics.SHSU

Assignment to be Electronically Submitted by September 29th
*Prepare application to Institutional Review Board (IRB) on which you will receive feedback prior to the next class meeting

Required Readings for Next Class Meeting:

Fourth Class Meeting on October 6th
Morgan, Leech, Gloeckner, & Barrett (2007) text Chapter 4
Understanding Your Data and Checking Assumptions
Exploratory Data Analysis (EDA)
Problem 4.1. Descriptive Statistics for the Ordinal and Scale Variables
Problem 4.2. Box Plots for One Variable and Multiple Variables
Problem 4.3. Box Plots Split by a Dichotomous Variable
Problem 4.4. Descriptives for Dichotomous Variables
Problem 4.5. Frequency Tables a few Variables
Interpretation Questions
Extra SPSS Problems
Relationships
Pearson Product Moment Order Correlation
Spearman rank order correlation
Readings:
http://davidmlane.com/hyperstat/desc_biv.html
http://www.statsoft.com/textbook/stathome.html
http://www.psychstat.smsu.edu/introbook/sbk17.htm
http://www2.sjsu.edu/faculty/gerstman/StatPrimer/correlation.pdf
Regression
Readings:
http://davidmlane.com/hyperstat/prediction.html
http://vassun.vassar.edu/%7Elowry/webtext.html
http://www.psychstat.smsu.edu/introbook/sbk16.htm
Morgan, Leech, Gloeckner, & Barrett (2007) text Chapter 8
Correlation and Regression
Problem 8.1. Scatterplots to Check Assumptions
Problem 8.2. Bivariate Pearson and Spearman Correlations
Problem 8.3. Correlation Matrix for Several Variables
Problem 8.4. Internal Consistency Reliability with Cronbach’s Alpha
Problem 8.5. Bivariate or Simple Linear Regression
Interpretation Questions
Extra SPSS Problems

Powerpoints to be Covered:
CorrelationStatistics2.SHSU
CorrelationalResearch2.SHSU

Required Readings for Next Class Meeting:

Fifth Class Meeting on October 20th
Mean differences: t-tests
Hypothesis testing
http://davidmlane.com/hyperstat/logic_hypothesis.html
http://www.psychstat.smsu.edu/introbook/sbk18.htm
http://www.psychstat.smsu.edu/introbook/sbk26.htm
Sampling
http://www.psychstat.smsu.edu/introbook/sbk19.htm

 t-tests
http://www.statsoft.com/textbook/stathome.html
http://www.psychstat.smsu.edu/introbook/sbk24.htm
http://www.psychstat.smsu.edu/introbook/sbk25.htm
http://vassun.vassar.edu/%7Elowry/webtext.html
http://vassun.vassar.edu/%7Elowry/webtext.html
Confidence intervals
http://davidmlane.com/hyperstat/confidence_intervals.html
Power
http://davidmlane.com/hyperstat/power.html
Morgan, Leech, Gloeckner, & Barrett (2007) text Chapter 9
Comparing Groups with t Tests and Similar Nonparametric Tests
Problem 9.1. One-Sample t Test
Problem 9.2. Independent Samples t Test
Problem 9.3. The Nonparametric Mann-Whitney U Test
Problem 9.4. Paired Samples t Test
Problem 9.5. Using the Paired t Test to Check Reliability
Problem 9.6. Nonparametric Wilcoxon Test for Two Related Samples
Interpretation Questions
Extra SPSS Problems

**Powerpoints to be Covered:**
- ttest.SHSU
- GeneralLinearModel.SHSU

**ASSIGNMENT DUE:**
Parametric Correlation Statistics Report
Nonparametric Correlation Statistics Report

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**Class Meeting on November 3rd**

Mean differences: ANOVA
Readings:
- [http://vassun.vassar.edu/%7Elowry/webtext.html](http://vassun.vassar.edu/%7Elowry/webtext.html)
- [http://www.psychstat.smsu.edu/introbook/sbk27.htm](http://www.psychstat.smsu.edu/introbook/sbk27.htm)
- [http://www2.chass.ncsu.edu/garson/pa765/anova.htm](http://www2.chass.ncsu.edu/garson/pa765/anova.htm)

Morgan, Leech, Gloeckner, & Barrett (2007) text Chapter 10
Analysis of Variance (ANOVA)
  - Problem 10.1. One-Way (or Single Factor) ANOVA
  - Problem 10.2. Post Hoc Multiple Comparisons Tests
  - Problem 10.3. Nonparametric Kruskal-Wallis Test
  - Problem 10.4. Two-Way (or Factorial) ANOVA
Interpretation Questions
Extra SPSS Problems

**ASSIGNMENT DUE:**
Parametric independent samples $t$-test Report
Nonparametric independent samples $t$-test Report
Parametric dependent samples $t$-test Report
Nonparametric dependent samples $t$-test Report

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**Class Meeting on November 17th**

Nonparametric statistics
Chi-square
- [http://www.stats.gla.ac.uk/steps/glossary/categorical_data.html#chigof](http://www.stats.gla.ac.uk/steps/glossary/categorical_data.html#chigof)
- [http://vassun.vassar.edu/%7Elowry/webtext.html](http://vassun.vassar.edu/%7Elowry/webtext.html)
- [http://www.psychstat.smsu.edu/introbook/sbk28.htm](http://www.psychstat.smsu.edu/introbook/sbk28.htm)

Morgan, Leech, Gloeckner, & Barrett (2007) text Chapter 7
Cross Tabulation, Chi-Square, and Nonparametric Measures of Association
  - Problem 7.1. Chi-square and Phi (or Cramer’s V)
  - Problem 7.2. Other (Nonparametric) Associational Statistics
  - Problem 7.3. Cross-tabulation and Eta
  - Problem 7.4. Cohen’s Kappa for Reliability with Nominal Data
Interpretation Questions
Extra SPSS Problems
ASSIGNMENT DUE:
Parametric one-way analysis of variance Report
Nonparametric one-way analysis of variance Report

Assignment for Final Class Meeting:
Complete Quantitative Research Report
Prepare for Oral Presentation of Quantitative Research Report
Prepare for Poster Presentation of Quantitative Research Report

Final Class Meeting on December 1st

Final Examination:
Oral Presentation of Quantitative Research Report

ASSIGNMENT DUE:
Quantitative Research Report
Poster Presentation of Quantitative Research Report
Chi-square Report
Parametric two-way analysis of variance Report

Evaluation Guidelines

The final course total comprises six components. Each is described below.

1. Each student will be assigned to a cooperative learning group comprising 2-3 students. Each group will write a quantitative research prospectus. This prospectus will represent an abbreviated version of a quantitative research proposal. It is encouraged that the study proposed is in the students’ area of research and, if possible, represents a potential dissertation/thesis topic. The proposed investigation MUST provide sufficient information about the statement of the problem, list of potential topics and/or headings for the literature review section, theoretical framework/conceptual framework, rationale of the study, statement of the purpose, research questions, hypotheses, educational significance, population, sampling frame, selection criterion, participants, instruments, procedures, and analyses. “The main body of the quantitative research prospectus (i.e., not including reference pages and appendices) must not exceed 10 pages double–spaced using 12-point font and 1-inch margins. Please note that complete and consistent references must be provided.” Please note that the quantitative research prospectus will not be scored; however, detailed feedback will be given to help each student conduct and write a quality research report.
2. Each student will maintain a statistics notebook that will be handed on a weekly basis. In total, the following 10 statistics procedures will be assigned: (1) parametric correlation, (2) nonparametric correlation, (3) parametric independent samples t-test, (4) nonparametric independent samples t-test, (5) parametric dependent samples t-test, (6) nonparametric dependent samples t-test, (7) chi-square, (8) parametric one-way analysis of variance, (9) nonparametric one-way analysis of variance, and (10) parametric two-way analysis of variance. A scoring rubric will be used. Each statistics notebook assignment is worth 20 points.

3. Each group will submit one journal-ready research report using real data. It is strongly encouraged that archival data be used. Each research report is worth 100 points. The goal is to allow students to practice conducting reviews of the literature, and collecting, analyzing, and interpreting quantitative data. That is, the research report should contain all the major elements of a traditional published research article. It is expected that, upon completion of the report, students will be very familiar with the research process. As such, the research project will play a major role in demystifying the research process. A scoring rubric will be used. The journal-ready research report is worth 100 points. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on.

4. Each group will conduct a 15-minute professional presentation of the journal-ready research report. The goal is to give students an opportunity to present their research findings in a formal setting. Detailed feedback will be given via a scoring rubric. The presentation is worth 50 points. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on.

5. Each person will participate in a poster session, which will be presented to students and/or faculty at Sam Houston State University. The goal is to give students an opportunity to share their research findings to fellow academicians. The poster presentation is worth 50 points. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on.

6. Each student will maintain a reflexive journal. This journal labeled, "CNE 787 Reflections," should be updated on at least a weekly basis. Indeed, it should consist of experiences, thoughts, reflections, opinions, and attitudes towards the CNE 787 course. In particular, students are encouraged to delineate their experiences both
within and outside the classroom. These journals, which must be typed (e.g., Word document), are worth 100 points. All information will be kept confidential.

**GRADES**

A = 500-450  
B = 449-400  
C = 399-350  
D = 349-300  
F = Below 300

**FOR YOUR INFORMATION**

✓ If you are a student with a disability that may affect your academic performance, please contact the professor as soon as possible or you may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students at 294-1720.

✓ Academic honesty is expected in this class. Plagiarism is a violation and will result in course failure.

✓ **Attendance.** Spring & Fall attendance policy. Students are permitted to miss one class (4 hours) with no penalty, but a call to the professor of the class is expected. A second absence will require that the student submit a letter to the Department of Educational Leadership & Counseling Faculty explaining the circumstances of the absence. The faculty will decide if the second absence should be excused. If it is not excused, a deduction of a letter grade for the course will occur. Subsequent absences will result in automatic letter grade reductions. Summer attendance policy is different. You will be permitted one excused absence (one class period). Subsequent absences will result in a deduction of one letter grade per absence.

✓ **Religious Holidays.** An institution of higher education shall excuse students from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to planned absence.

✓ Late assignments will be penalized by one letter grade for each 24-hour- period they are not turned in.

✓ The syllabus is subject to change pending notification.
PLAGIARISM: WHAT IT IS

The following comments are taken verbatim from Campbell, Ballou, and Slade's (1986) book entitled, Form and Style Theses, Reports, Term Papers (7th ed.).

"Quotations in a research paper, thesis, or dissertation can be of two types: indirect (paraphrased or summarized), or direct (verbatim). Both indirect and direct quotations must be documented. That is, you must indicate the source either with parenthetical documentation accompanied by a list of works cited...

Plagiarism—the use of another person's ideas or wording without giving proper credit—results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. When intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.

Any fact or opinion that you read in one of your sources, whether you first discovered the idea there or have assimilated it so thoroughly that it seems to be your own, should be documented in your paper. Two exceptions are facts that are common knowledge (e.g., John Hancock signed the Declaration of Independence) and facts that can be verified easily and would not differ from one source to another (the headquarters of the Common Market are in Brussels, Belgium). Under most circumstances, these kinds of materials would not need to be documented. On the other hand, material available in only one source or a limited number of sources (a fact about changes in the birth rate in China) should usually be documented." (p. 59).

Commenting about paraphrasing, Campbell, Ballou, and Slade (1986) add: "Your paraphrase or summary should represent the source's ideas accurately, avoiding distortion through misstatement or improper emphasis. At the same time, your summary should be..."
stated entirely in your own words. Avoid imitating sentence structure, rearranging words and phrases, and borrowing phrases even of two or three words, since these constitute plagiarism. If you find that you cannot avoid using a phrase from the original, place the words in quote marks. Even when you have restated a passage completely in your own words, indicate that you encountered the information in your reading by" (p. 59-60) citing the reference and including the reference on your reference page.