

**Methods of Educational Research  
EDU 500**

**The University of Detroit Mercy**  
*College of Liberal Arts and Education*

**Fall Term, 2004**  
**Wednesday 6:40 p.m.**  
**Briggs Room 33**

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Instructor: William S. Dunifon. Ph.D.  
207 Reno Hall  
313-578-0455 – Voice Mail  
248-227-1808 – Voice Mail  
[dunifow@udmercy.edu](mailto:dunifow@udmercy.edu)  
[Bdunifon@aol.com](mailto:Bdunifon@aol.com)

Office Hours:  
Wednesday 4:30-6:30 p.m.  
Tuesday 10:00 a.m.-12:00 Noon

**Required Textbooks:** Primer of Educational Research, Suter, Allyn & Bacon,  
1998

Publication Manual of the American Psychological Association, Fourth Edition, The American Psychological Association, Washington, D.C.

**Course Description:** This course is designed to develop and hone competencies that will enable students to understand and critique educational research. The course is particularly designed to prepare students to conduct the research which will be expected in the master's research seminar and the thesis paper which is a requirement of that course.

Students will become knowledgeable of a variety of qualitative and quantitative research methods and research tools. Students will also have experience with wide use of the full range of library resources relevant to their master's research papers. By the conclusion of the course students will be able to articulate research problems appropriate for master's level academic work as well as execute methods of data collection and analysis appropriate to the topic chosen for the thesis.

The primary culminating "product" for this course will be the writing and approval of a well focused and tightly integrated research proposal to be implemented in the subsequent research seminar as students write the master's thesis. A significant amount of time will be devoted to individual and small group work with class colleagues and the instructor based on current progress in the master's program and proximity to developing and writing the master's thesis.

### **Course Outcomes**

Students will be able to by the conclusion of the course:

- Use graduate level library resources with ease and precision
- Review and critique selected published research
- Sort out appropriate and inappropriate resources
- Access and use relevant research technologies
- Conceive and articulate a research question and develop a hypothesis based on the research question where appropriate
- Draft the introduction, and research methodology sections of the thesis

### **Course Requirements**

- Class participation constitutes 25% of the final grade for the course. Students are expected to attend all class and small group sessions as well as individual appointments with the instructor. Students must also be punctual for all sessions and activities related to the class. Class members are expected to be active participants regularly contributing points of view, professional experiences, and readings beyond the basis readings in the two required texts.
- The research proposal for the master's thesis is the primary emphasis and product for the course. The research proposal will be assessed from the standpoint of whether or not it is appropriate to allow the student to move to the next step of writing the thesis itself.

- It is assumed students enrolled in the course have mastered the grammatical styles and spelling accuracy appropriate to a graduate thesis. The course requires precision and clarity in writing as well as consistent use of the American Psychological Association standards for academic style. Those who may wish to seek assistance in these or related areas may do so through the Academic Advising Offices in room 16 of Briggs Hall (313-993-1143).
- It is also assumed that students have previously acquired a fundamental mastery of various research methodologies which has readied the students for the development of the thesis proposal.
- *It is assumed that all work submitted by a student is the original work of the student unless otherwise indicated. All material of any sort that originates with someone else is to be duly referenced and fully credited. Plagiarism is the submission of the words, thoughts, ideas, or style of another person without acknowledgments or documentation. Plagiarism will automatically lead to a failing grade for the course and the filing of academic misconduct charges against the student.*

### Course Schedule

September 8	Introduction
September 15	Key Components of Education Research Chapters 1-4 <u>Primer for Educational Research</u>
September 22	Orientation to Library Research Resources
September 29	The Selection of a Research Methodology Appropriate to the Focus of the Thesis
October 6-27	Small Group and Individual Meetings
November 3	Practical and Theoretical Issues Chapters 5-11, <u>Primer for Educational Research</u> Small Group and Individual Meetings
November 10	In-class Presentations of Draft Proposals
November 17	In-Class Presentations of Draft Proposals
November 24	University Holiday
December 1	In-Class Presentations of Draft Proposals
December 8	<b><u>Final Proposals Due by 12:00 Noon</u></b>

