



**ONLINE**

## **PSY533 Research Design and Analysis I (3 credit hours) Course Syllabus**

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### **Course Description**

Research Design and Analysis I is an introduction to research. The student will learn the basics of research methods, the language by which research is conducted in various disciplines and around the world. Students will be introduced to basic concepts in research, and learn the conceptual basis for the application of statistical techniques (the joining of statistics to research concept). Students will develop a working hypothesis, derived from an empirical theory to create their own original empirical research. Students will learn to transform that idea into a measurable research design. Students will learn ethical guidelines and measurement construction for their research. Students will write an IRB\* proposal and submit it for approval.

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Identify the basic principles of research methods, and conduct their own original empirical research.
2. Prepared for the research demands of graduate education and applied professional research.
3. Apply the language of research.
4. Identify the different types of research.
5. Identify independent and dependent variables, and other key elements from published or professionally presented research, and be able to recognize these features in their own research.
6. Design original empirical research from an initial question to an answer
7. Transform a research question into a research proposal and adhere to the requirements of an \*Institutional Review Board.

## Required Textbook(s) and Resources

A digital copy of your textbooks are included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your books.

Creswell, J. W. (2022). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (6th ed.). Sage Publications.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

In this course, you will be working on creating an IRB-Ready research proposal. Each week will have a reflection or two-part assignment on the readings and topics presented in the form of a forum post. Part 1 will be due on Wednesday, and Part 2 will be due on Saturday. No discussion will be required. You will then work on the sections of your proposal each week in the assignments, submitting them for feedback from your instructor. The culminating assignment in this course will be an IRB-Ready research proposal to be used in PSY534.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Forum</b> Activity 1.1 (n/a)	<b>Forum</b> Activity 2.1 (40)	<b>Forum</b> Activity 3.1 (40)	<b>Forum</b> Activity 4.1 (40)	<b>Forum</b> Activity 5.1 (40)	<b>Forum</b> Activity 6.1 (40)	<b>Forum</b> Activity 7.1 (40)	<b>240</b>
<b>Assignments</b> Activity 1.2 (60)	<b>Assignments</b> Activity 2.2 (40) Activity 2.3 (80)	<b>Assignments</b> Activity 3.2 (100)	<b>Assignments</b> Activity 4.2 (100)	<b>Assignments</b> Activity 5.2 (80)	<b>Assignments</b> Activity 6.2 (100)	(n/a)	<b>560</b>
(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	Activity 7.2 <b>Final Proposal</b> (200)	<b>200</b>
<b>60</b>	<b>160</b>	<b>140</b>	<b>140</b>	<b>120</b>	<b>140</b>	<b>240</b>	<b>1000</b>

## Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Introduction and Research Interests
Week 1: Statistical Analysis Techniques Ethical Research Guidelines Empirical Research Design	<input type="checkbox"/> WED: Activity 1.1: Introduction and Research Interests – Optional Secondary Response <input type="checkbox"/> SUN: Activity 1.2: Research Topic Proposal
Week 2: Research Refinement Process Overarching Research Question University IRB Training	<input type="checkbox"/> WED: Activity 2.1: Topic and Research Question Refinement <input type="checkbox"/> SAT: Activity 2.1: Topic and Research Question Refinement – Second Response <input type="checkbox"/> SUN: Activity 2.2: IRB Certification <input type="checkbox"/> SUN: Activity 2.3: Finalizing Research Topic and Methodology
Week 3: Sample Size Calculation Population Selection Inclusion/Exclusion Criteria	<input type="checkbox"/> WED: Activity 3.1: Sample Size and Calculation <input type="checkbox"/> SAT: Activity 3.1: Sample Size and Calculation – Second Response <input type="checkbox"/> SUN: Activity 3.2: Selecting a Sampling Method
Week 4: Academic Literature Navigation Literature Synthesis Skills Comprehensive Review Writing	<input type="checkbox"/> WED: Activity 4.1: Recognizing Design Types <input type="checkbox"/> SUN: Activity 4.2: Literature Review

<p>Week 5:</p> <p>Introduction's Critical Role</p> <p>Crafting Captivating Introductions</p> <p>Writing Skills for Introductions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 5.1: Understanding Introductions</li> <li><input type="checkbox"/> SAT: Activity 5.1: Understanding Introductions – Second Response</li> <li><input type="checkbox"/> SUN: Activity 5.2: Submit Introduction Section</li> </ul>
<p>Week 6:</p> <p>Research Methodology</p> <p>Sampling Strategies</p> <p>Data Collection</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 6.1: What's your Method?</li> <li><input type="checkbox"/> SAT: Activity 6.1: What's your Method? – Second Response</li> <li><input type="checkbox"/> SUN: Activity 6.2: Methods Proposal and IRB Consent</li> </ul>
<p>Week 7:</p> <p>Research Proposal Completion</p> <p>Forecasting Data Collection</p> <p>Actionable Research Plans</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 7.1: Reflection and Feedback</li> <li><input type="checkbox"/> SAT: Activity 7.2: Submit IRB-Ready Research Proposal (Due Saturday)</li> </ul>

## Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### Your instructor will expect you to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
  - Utilize and incorporate instructor-provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

### **You should expect your instructors to:**

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu).

## Additional Resources & Support

For technical support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program, see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

## Comments or Concerns

TU's online programs are designed to be student-driven: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).