

HDDR 6310 RESEARCH METHODS

Southern Methodist University
Annette Caldwell Simmons School of Education and Human Development
Dispute Resolution and Conflict Management
5228 Tennyson Parkway Suite 118
Plano, TX 75024
972-473-3425

Jan Term

October 17, 2016 – January 6, 2017

INSTRUCTOR INFORMATION

John Potter, OD, MA
Mobile: 415-298-5322
Email: jwpotter@smu.edu
Office Hours: By appointment only
Class Time: Monday, 6:00-10:15 PM
Credit: 3 hours

COURSE DESCRIPTION

HDDR 6310 Research Methods (3 credit hours)

The focus will be to provide students with a fundamental understanding in research methods allowing them to be discerning consumers of literature in the dispute resolution field. Students will learn sound research design, inference from data to conclusions, and the assumptions underlying various methods. In this way, students will be empowered to judge for themselves the value, validity, and reliability of studies they read.

<http://smu.edu/education/disputeresolution/coursedescriptions.asp>

KEY LEARNING OBJECTIVES AND OUTCOMES

Key Learning Objectives	How Achieved
1. Students will learn the basic tenets of research methods within the field of dispute resolution and conflict management.	Textbook and related articles will be provided so students can assimilate research methods skills and techniques.

2. Students will learn how to evaluate the critical argument in research in dispute resolution and conflict management.	Students will read and review specific articles from the dispute resolution and conflict management field with a focus on understanding the critical argument.
3. Students will learn the basic approaches to the development of research proposals.	Students will use the textbook and related readings to understand how a proposal is created and implemented
4. Students will learn ethical issues related to research methods in dispute resolution and conflict management.	Students will use the textbook and articles to develop an understanding of the norms of ethics in research methods in dispute resolution and conflict management with an emphasis on the treatment of all those involved in a research enterprise, including norms for proper credit for authorship, confidentiality, treatment of research subjects, and disclosure.
5. Students will develop basic skills in research proposal drafting and presentation of their proposals for consideration for funding.	Students will work in groups and follow a specific APA Style format for preparing a research proposal.
6. Students will learn to integrate and synthesize all theoretical concepts and skills discussed during the term.	Students will sit for two examinations to demonstrate their understanding of the concepts and materials presented during the term.

Required Reading

Leedy, P. D., & Ormrod, J. E. (2016). *Practical research: planning and design* (11th ed.). Boston: Pearson

Assigned readings

CLASS SCHEDULE AND ASSIGNMENTS

1/4 of the final grade will be based on session participation. 1/4 of the final grade will be based on the first examination. 1/2 of the final grade will be based upon the second examination.

Session	Topics
Session 1	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 1: The nature and tools of research. <i>Practical research: planning and design</i> (11th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Session 2	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 2: The problem: The heart of research. <i>Practical research: planning and design</i> (11th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Session 3	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 3: Review of the related literature. <i>Practical research: planning and design</i> (11th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Session 4	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 4: Planning your research project. <i>Practical research: planning and design</i> (11th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Session 5	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 5: Writing the research proposal. <i>Practical research: planning and design</i> (11th ed.). Boston: Pearson.</p> <p>First Examination</p>
Session 6	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 6: Descriptive research. <i>Practical research: planning and design</i> (11th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Session 7	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 7: Experimental quasi-experimental, and ex post facto designs. <i>Practical research:</i></p>

	<p><i>planning and design</i> (11th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Session 8	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 9: Qualitative research methods . <i>Practical research: planning and design</i> (11th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Session 9	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 12: Mixed-methods designs. <i>Practical research: planning and design</i> (11th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Session 10	<p>Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 12: Planning and preparing a final research report. <i>Practical research: planning and design</i> (11th ed.). Boston: Pearson.</p> <p>Second Examination</p>

STUDENT EVALUATION AND GRADING SCALE

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.

77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.
---------------------------	--

COURSE POLICIES

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*.

Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Class Decorum:

To foster a good learning environment for yourself and your fellow students we ask that you adhere to the following guidelines during class:

- Please turn off (or set on vibrate) all cell phones
- Do not engage in social media, read newspapers, books for other classes or other outside reading material during class
- Walking into class late is as disruptive as leaving early. If you must leave early, make arrangements with the instructor before class begins, and when you leave, do so quietly.
- Professional respect and courtesy for your fellow students is imperative at all times
- Interfering with or disrupting any University teaching, research or administrative activity may result in referral for review to the Director, Chair and/or Office of Student Conduct and subject to removal from the program

Absence

Students may miss no more than five (5) hours of a seminar format (weekend) class and no more than 2 full classes of regular evening courses. Basic and Family Mediation courses are part of the Texas Statutory certificate requirement, no more than two hours total may be missed to qualify for these certificates.

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the online university catalog for more explanations. You are required to complete any assignments or take any

examinations missed as a result of the absence within the time frame specified by your instructor.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or billing.

Withdrawing is a formal procedure which you must initiate with the Dispute Resolution office; your instructor cannot do it for you.

Grade of Incomplete

A student may receive a grade of “I”(Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures deadline, the grade of I will be changed to the grade provided by the instructor at the time the incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student’s work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two concurrently held grades of Incomplete in courses is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses will be put on probation and not allowed to enroll further until the total is reduced.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other personal information, reactions, etc., only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. Failure to do so can result in termination from the program.

Acknowledgement of receipt and comprehension of the course syllabus for HDDR 6310, Jan Term 2016.

I have received a copy of the course syllabus, grading policy, and I understand the course requirements and how grades will be determined for HDDR 6310 Research Methods, Jan Term 2016.

Print Name _____

Signature _____

Date _____

Please submit signed form to Dr. John Potter