

**HDCN 6349 Research Design and Statistics**  
**Southern Methodist University**  
**Fall Term 2013**

**Instructor:** Donald Clardy, Ed. D.

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**Location:** SMU in Plano (Room TBA)

**Credit:** 3 hours

**Course Description:**

Students will learn descriptive and inferential statistical concepts and techniques commonly used in social science research. Organization of data, graphical representation, measures of central tendency and variability, normal distribution curve, sampling theory and tests of significant differences between related and independent samples. This course is designed as an initial Master's level statistics course often required in education, psychology, and behavioral sciences programs. It is important for persons in most professions to be able to use and understand basic statistical concepts. Our emphasis will be on understanding the meaning and utility of the data analysis methods rather than simply mastering calculations. The course will cover the range of methods typical of a Master's level course, including basic descriptive statistics through analysis of variance (ANOVA), with relatively strong emphasis on the correlation coefficient as the basis of the general linear model.

**Required Text:** Practical Research: Planning and Design (10<sup>th</sup> Edition/2013) by Paul D. Leedy and Jeanne Ellis Ormrod (Pearson Education Inc—ISBN 0-13-269324-0) NOTE: Omit Chapters 7 & 10.

| <b>Key Learning Objectives</b>  | <b>How Achieved</b>   |
|---|---|
| 1. Students will learn to identify, define and apply social science research methods.                             | Text assignments, simulations and related readings will be provided so students will be able to demonstrate understanding and application.      |
| 2. Students will learn to analyze, compare and contrast relationships in research and practice in human services. | Text readings, simulations, and independent research will be completed by students to provide vehicles for demonstrating understanding.         |
| 3. Students will learn similarities and differences between basic research and program evaluation.                | Students will collaborate with team members to design a paper and make presentations to demonstrate understanding.                              |
| 4. Students will learn to perform and interpret basic descriptive and inferential statistical procedures.         | Textbooks and related assignments will be provided so students can demonstrate the ability to perform and interpret the statistical procedures. |

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| 5. Students will learn the most commonly employed statistical and research terminology associated with human services.   | Text readings, classroom simulations, and external research completed by each student will provide opportunities to demonstrate understanding.               |
| 6. Students will learn statistical concepts (e.g. variability, normal curve properties, hypothesis testing, sampling, relationships, probability) most frequently associated with human services research. | Students will demonstrate competencies after completion of assigned readings (text & external sources) and completion of simulations and team presentations. |

**Course Evaluation/Grading:**

|  |                         |
|--|-------------------------|
| <u>Examinations (Text)</u>             | <u>120 points</u>       |
| <u>Examination (Stats)</u>             | <u>60 points</u>        |
| <u>Presentation of Research</u>        | <u>25 points</u>        |
| <u>Research Project Proposal Paper</u> | <u>75 points</u>        |
| <u>Individual Assignments</u>          | <u>120 points</u>       |
| <hr/> <b>TOTAL</b>                     | <hr/> <b>400 Points</b> |

| Grade     | Performance Description        | Range                 | GPA        | Points      |
|-----------|--------------------------------|-----------------------|------------|-------------|
| <b>A</b>  | <b>Exceptional</b>             | <b>93 – 100</b>       | <b>4.0</b> | <b>12.0</b> |
| <b>A-</b> |                                | <b>90 – 92</b>        | <b>3.7</b> | <b>11.1</b> |
| <b>B+</b> | <b>High Pass</b>               | <b>87 – 89</b>        | <b>3.3</b> | <b>9.9</b>  |
| <b>B</b>  |                                | <b>83 – 86</b>        | <b>3.0</b> | <b>9.0</b>  |
| <b>B-</b> | <b>Pass</b>                    | <b>80 – 82</b>        | <b>2.7</b> | <b>8.1</b>  |
| <b>C+</b> | <b>Failure, any C or below</b> | <b>77 – 79</b>        | <b>2.3</b> | <b>6.9</b>  |
| <b>C</b>  |                                | <b>73 – 76</b>        | <b>2.0</b> | <b>6.0</b>  |
| <b>C-</b> |                                | <b>70 – 72</b>        | <b>1.7</b> | <b>5.1</b>  |
| <b>D+</b> |                                | <b>67 – 69</b>        | <b>1.3</b> | <b>3.9</b>  |
| <b>D</b>  |                                | <b>63 – 66</b>        | <b>1.0</b> | <b>3.0</b>  |
| <b>D-</b> |                                | <b>60 – 62</b>        | <b>0.7</b> | <b>2.1</b>  |
| <b>F</b>  |                                | <b>59<sub>≥</sub></b> | <b>0.0</b> | <b>0.0</b>  |

Exams will be designed to assess knowledge and understanding of text and statistics assignments.

Presentations/Papers include design of a research proposal. (Elaboration and topic selection at first class meeting)

## **Attendance**

*With only 4 face-to-face meetings, the course mandates required attendance for EVERY class. If you MUST miss class because of "life", which would be limited to extreme illness or family crisis, please have the due assignment delivered and obtain handouts/class information from a classmate. Point deductions are 25% for each day late. Missing more than one class meeting would make it impossible to pass the course.*

## **Grade of Incomplete Attendance**

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 25 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 (six hours) concurrently held grades of Incomplete in courses other than thesis 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 other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

**SMU Code of Honor:** Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty.

[http://www.smu.edu/studentlife/PCL\\_05\\_HC.asp](http://www.smu.edu/studentlife/PCL_05_HC.asp)

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professor in writing at the beginning of the term, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

**Disability Accommodations:** Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or [www.smu.edu/alec/dass.asp](http://www.smu.edu/alec/dass.asp) to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make

appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

**Class Decorum:** Turn off (or set on vibrate) all cell phones or pagers. Do not read newspapers, books for other classes, or other outside reading material during class. Walking into class late is disruptive as is leaving early. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly. Professional respect and courtesy for your fellow students is imperative at all times.