

## 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

Summer Term

June 16, 2014 – July 18, 2014

### INSTRUCTOR INFORMATION

John Potter, OD, MA  
Mobile: 415-298-5322  
Email: [jwpotter@smu.edu](mailto:jwpotter@smu.edu)  
Office Hours: By appointment only  
Class Time: Monday and Wednesday, 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. (2013). *Practical research: planning and design* (10th ed.). Boston: Pearson.

Assigned readings.

### CLASS SCHEDULE AND ASSIGNMENTS

1/4 of the final grade will be based on class 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.

Date	Topics
Monday, June 16, 2014	<p>Read Leedy, P. D., &amp; Ormrod, J. E. (2013). Chapter 1: The nature of research and tools. <i>Practical research: planning and design</i> (10th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Wednesday, June 18, 2014	<p>Read Leedy, P. D., &amp; Ormrod, J. E. (2013). Chapter 2: The problem: The heart of research. <i>Practical research: planning and design</i> (10th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Monday, June 23, 2014	<p>Read Leedy, P. D., &amp; Ormrod, J. E. (2013). Chapter 3: Review of the related literature. <i>Practical research: planning and design</i> (10th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Wednesday, June 25, 2014	<p>Read Leedy, P. D., &amp; Ormrod, J. E. (2013). Chapter 4: Planning your research project. <i>Practical research: planning and design</i> (10th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Monday, June 30, 2014	<p>Read Leedy, P. D., &amp; Ormrod, J. E. (2013). Chapter 5: Writing the research proposal. <i>Practical research: planning and design</i> (10th ed.). Boston: Pearson.</p> <p><b>First Examination</b></p>
Wednesday, July 2, 2014	<p>Read Leedy, P. D., &amp; Ormrod, J. E. (2013). Chapter 6: Qualitative research. <i>Practical research: planning and design</i> (10th ed.). Boston: Pearson.</p> <p>Assigned Readings</p>
Monday, July 7, 2014	<p>Read Leedy, P. D., &amp; Ormrod, J. E. (2013). Chapter 8: Descriptive research. <i>Practical research: planning and design</i> (10th ed.).</p>

	Boston: Pearson. Assigned Readings
Wednesday, July 9, 2014	Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 9: Experimental quasi-experimental, and ex post facto designs. <i>Practical research: planning and design</i> (10th ed.). Boston: Pearson. Assigned Readings
Monday, July 14, 2014	Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 10: Mixed-methods research. <i>Practical research: planning and design</i> (10th ed.). Boston: Pearson. Assigned Readings
Monday, March 24, 2014	Read Leedy, P. D., & Ormrod, J. E. (2013). Chapter 12: Writing the final research report. <i>Practical research: planning and design</i> (10th ed.). Boston: Pearson. <b>Second Examination</b>

#### 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-	A barely satisfactory performance. Contributes little to class

Adequate	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 Hand Book*. 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/studentlife/PCL\\_05\\_HC.asp](http://www.smu.edu/studentlife/PCL_05_HC.asp)

### **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 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.

### **DISABILITIES ACCOMMODATIONS**

Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

### **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; your instructor cannot do it for you.

### **SMU EMERGENCY PREPAREDNESS**

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu

cases could increase substantially. 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>. 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members. 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

### **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 25 deadline, the grade of 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.