

Argosy University
San Francisco Bay Area Campus
Department of Education
R7031 Descriptive Research Methods

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R7031
Summer 2005

Course Overview:

R7031: Descriptive Research Methods focuses on the structure and process of descriptive research across the disciplines of business, education, and behavioral science. The course presents the concepts of relationships, correlations, and descriptive paradigms, and examines computer applications, logistical issues, and the ethical considerations.

The student will be exposed to the various important aspects of descriptive research process, including utilizing correct descriptive sampling techniques; collecting and organizing data systematically; adhering to acceptable reliability and validity standards in measurement; applying appropriate descriptive methodology; performing descriptive statistical analysis including mean, mode, median, correlations, chi square and t-tests with matched groups; and present findings.

Course topics include the language of descriptive research; how to distinguish between various methodologies; conducting literature surveys that provide the foundation of investigation; critiquing descriptive research; reviewing the dissertation research process; and constructing effective descriptive research proposals.

Texts:

Statistics for People Who (Think they) Hate Statistics, 2nd Edition. Salkind, Neil (2004)
Sage Publishers ISBN 0-7619-2776-X (paper)

Educational Research: An Introduction, Seventh Edition. Meredith D. Gall, Joyce P. Gall, Walter R. Borg (2004) Allyn and Bacon ISBN: 0-321-08189-7

Grades:

Course grades are derived as follows:

A to A-: This grade indicates work of superior quality. It clearly exceeds expectations.

B+ to B: This grade indicates work that is well above average, thoroughly competent.

B-: This grade indicates work that meets expected minimum standards.

C+ and below: This grade indicates work that shows little comprehension of the subject and falls significantly below expected minimum standards. This grade indicates the student must repeat the course to earn credit.

The course grade will be determined by the student's performance on several class assignments, a midterm project, and a final project. The weights used are:

Class Assignments	40 points
Midterm Project	160 points
Final Project	200 points

Grade Intervals:

A	365 - 400 points
B	330 - 364 points
C	295 - 329 points
D	260 - 294 points
F	below 260 points

Course Methodology:

Classes sessions will be comprised of lectures, discussions, review of selected homework problems, and computer demonstrations. Students are encouraged to participate in class discussions and to discuss homework problems. Calculators are required and statistical software is used throughout the course.

Prior to our first class meeting on Saturday, May 21st read Chapters 1,2, 3,& 4 in the Salkind text.

Course Outline:

Session	Chapter(s)	Topics
May 21	Salkind, Ch. 7	Probability Distributions Introduction to Statistical Inference
May 22	Salkind, Ch. 6, 8 ,9 & 10	Hypothesis Testing Techniques
	Salkind, Ch. 14	Regression Analysis
	Salkind, Ch. 11, 12 & 15	Chi-Square & Anova
June 25		Midterm Project due
	Gall, Ch. 1, 2, 3 & 4	The Research Process / Research Proposal
	Gall, Ch. 6 & 7	Sample Selection / Measurement
	Gall, Ch. 8	Questionnaires
June 25	Gall, Ch. 10, 11, 12 & 13	Quantitative Research Design

WEB SITES

http://www.ed.gov/index.jhtml	<i>The U.S. Department of Education:</i> Its original directive remains its mission today — to ensure equal access to education and to promote educational excellence throughout the nation.
http://nces.ed.gov/	<i>National Center for Education Statistics (NCES)</i> is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations.
http://www.eric.ed.gov/	<i>Educational Resources Information Center (ERIC)</i> is a national information system funded by the U.S. Department of Education's Institute of Education Sciences to provide access to education literature and resources.
http://www.smithsonianeducation.org/educators/resource_library/resource_library.asp	<i>Smithsonian Education – Resource Library:</i> The Smithsonian Center for Education and Museum Studies provides leadership in education at the Smithsonian and produces a variety of programs, services, and resources for the education and museum communities. The Center studies education at the Institution and builds consensus on standards for strengthening its educational programs, publications, and websites.

PROFESSIONAL ASSOCIATIONS AND JOURNALS

The American Planning Association brings together thousands of people — practicing planners, citizens, elected officials — committed to making great communities happen. APA is a nonprofit public interest and research organization committed to urban, suburban, regional, and rural planning. APA and its professional institute, the American Institute of Certified Planners, advance the art and science of planning to meet the needs of people and society.

<http://www.cefpi.org/> ***The American Educational Research Association*** is concerned with improving the educational process by encouraging scholarly inquiry related to education and by promoting the dissemination and practical application of research results.

<http://www.aera.net/> ***Education Commission of the States*** (ECS) keeps policymakers on the leading edge of what's happening in the states by gathering, analyzing and disseminating information about current and emerging issues, trends and innovations in state education policy.

<http://www.ppionline.org/> ***American Educational Research Journal*** (AERJ) is a quarterly publication of the American Educational Research Association. It has as its purpose to publish original empirical and theoretical studies and analyses in education.

http://www.eval.org/american_journal_of_evaluation.htm ***Harvard Business Review*** - The mission of Harvard Business School Publishing is to improve the practice of management and its impact on a changing world.

http://harvardbusinessonline.hbsp.harvard.edu/b02/en/hbr/hbr_home.jhtml **ED Review** is a bi-weekly update on U.S. Department of Education activities relevant to the Intergovernmental and Corporate community and other stakeholders.

<http://www.ed.gov/news/newsletters/edreview/index.html?src=ln> **Education Week** is a national weekly newspaper that provides to administrators and faculty in higher education the news and information they needed for effective leadership and decision-making.

<http://www.edweek.org/> **The Chronicle of Higher Education** is a weekly publication that is a leading news source for college and university faculty members and administrators.