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2020

Applied Research in Family and Consumer Sciences

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Agriculture and Environmental Sciences

Department Name: Department of Family and Consumer Sciences

Course Name: Applied Research in Family and Consumer Sciences

COURSE INFORMATION

- Course Number/Section: FCS 460-001
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

Course Syllabus (rev 05-15-20 by the Extended Campus)

Junior or Senior Year.

COURSE DESCRIPTION

This course is designed to provide students with “hands-on” inquiry experience in the acquisition of knowledge and skills in the research and evaluation process. Students will participate in applied research activities as preparation for conducting a research project.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as “General Education.”

- SLO 1: Identify, analyze, and critically discuss issues and trends focused on family and consumer sciences.
- SLO 2: Describe, plan, implement, and evaluate steps in the research process.
- SLO 3: Define and describe types of research such as quantitative, qualitative, descriptive, action, correlational, casual-comparative, and experimental research.
- SLO 4: Design, implement, and evaluate an in-depth research project focused on a topic in family and consumer sciences.
- SLO 5: Prepare an in-depth research paper including all major research components (e.g., study purpose, hypothesis/research question, literature review, methodology, results, conclusion, and recommendations).
- SLO 6: Demonstrate knowledge and skills about a research topic through an oral and/or visual presentation.

CAES Student Learning Outcomes

Communication: Upon graduating from the College of Agriculture and Environmental Sciences at NC A&T State University students will be able to demonstrate the ability to effectively communicate knowledge and issues impacting the food, agricultural, and environmental science disciplines as measured by a variety of oral and written methodologies.

Critical Thinking/Analytical Reasoning: Upon graduating from the College of Agriculture and Environmental Sciences at NC A&T State University, students will be able to critically analyze issues impacting the food, agricultural, and environmental science disciplines as measured by a variety of inquiry-based methodologies.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Leedy, P.D., & Ormrod, J.E. (2016). *Practical research: Planning and design* (12thed.). Pearson.

REQUIRED MATERIALS:

Additional readings may also be assigned through Blackboard.

SUGGESTED COURSE MATERIALS**SUGGESTED READINGS/TEXTS:****SUGGESTED MATERIALS:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). American Psychological Association. (Helpful resource)

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Individual & Group Assignments	10	20
Research Paper Components	3	25
Final Paper	1	25
Class Presentation	1	10
Group Evaluation	1	10
Exam	1	10
Total		100%

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54
EXTRA CREDIT**

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES (e.g., Copyright Guidelines, Confidentiality, etc.)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

For GRADUATE STUDENTS: Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Welcome & Introduction	<p>ULO1: Navigate around the course site (SLO1).</p> <p>ULO2: Describe the contents of the course syllabus (SLO1).</p> <p>ULO3: Post your self-introduction to a discussion forum on Blackboard (SLO1).</p>	Complete: Discussion Board #1
	Unit 2: The Nature and Tools of Research: What is Academic Research?	<p>ULO1: Distinguish between (a) common uses of the term research that reflect misconceptions about what research involves and (b) the true nature of academic research (SLO2).</p> <p>ULO2: Describe the iterative, cyclical nature of research, including the steps that a genuine research project involves (SLO2).</p> <p>ULO3: Identify examples of how six roles in a research project: (a) the library and its resources, (b) computer technology, (c) measurement, (d) statistics, (e) language, and (f) the human mind (SLO3).</p> <p>ULO4: Describe steps you might take to explore research in your field (SLO3).</p>	<p>Complete: Discussion Board #2</p> <p>Complete: Individual/Group Assignment #1</p>
	Unit 3: The Problem: The Heart of the	ULO1: Identify strategies for choosing and refining an	Complete: Individual/Group Assignment #2

	Research Process	<p>overall research problem or question (SLO2).</p> <p>ULO2: Describe how to subdivide a main research problem or question into useful subproblems (or subsequent questions) (SLO2).</p> <p>ULO3: Describe how to conduct a research study by (a) identifying relevant theoretical framework or conceptual framework; (b) identify the general concepts or more-specific variables to be examined; (d?) defining terms; (e) stating assumptions; (f) if applicable identifying delimitations and limitations; and (g) explaining the study's potential importance or significance (SLO5).</p> <p>ULO4: Identify who will be in working research groups (SLO1).</p>	
	Unit 4: Review of the Related Literature (pg. 398)	<p>ULO1: Students should be familiar with conducting a literature review for a scholarly educational study:</p> <ul style="list-style-type: none"> • The steps in the overall process. • The types of databases often searched. • The criteria for evaluating the quality of a study. • The ways of organizing the material found. • The different types of literature reviews (SLO2, 3) 	<p>Complete: Individual/Group Assignment #3</p> <p>Complete: Research Paper Component #1</p>
	Unit 5: Review of the Related Literature	ULO1: Have greater knowledge and understanding of writing a literature review (SLO3).	Complete: Individual/Group Assignment #4

		<p>ULO2: Describe how to organize a literature review (SLO3).</p> <p>ULO3: Better understand how to write topic sentences in their literature review (SLO5).</p>	
	Unit 6: Planning Your Research Project	<p>ULO1: Describe how to complete a research methodology section (SLO3).</p> <p>ULO2: Differentiate between nominal, ordinal, interval and ratio scales of measurement (SLO4).</p> <p>ULO3: Describe the difference between various types of reliability and validity that are important for assessment research strategies and how they justify your research (SLO4).</p> <p>ULO4: Discuss ethical issue and explain the role of the IRB (SLO1).</p>	Complete: Individual/Group Assignment #5
	Unit 7: Writing Your Research Proposal: Groups meeting with Dr. A	ULO1: Describe three general characteristics of a good research proposal, and identify strategies for organizing and writing the first draft of the proposal (SLO3, 5).	Complete: Individual/Group Assignment #6
	Unit 8: Writing Your Research Proposal	<p>ULO1: Describe three general characteristics of a good research proposal, and identify strategies for organizing and writing the first draft of the proposal (SLO 3, 5).</p> <p>ULO2: Write a research proposal (SLO6).</p>	Complete: Research Paper Component #2
	Unit 9: Descriptive Research/Experimental, Quasi-Experimental, and Ex Post Facto Designs	ULO1: Describe the general characteristics and purpose of observational studies, correlation research, developmental design, experimental sampling methods, and survey research. Also, describe	Complete: Individual/Group Assignment #7

		<p>strategies used in each of these research methodologies (SLO3, 4).</p> <p>ULO2: Describe different research sampling techniques (SLO3, 4).</p> <p>ULO3: Explain possible uses of checklists, rating scales, rubrics, computer software, and the internet in data collection (SLO3, 4).</p> <p>ULO4: Identify effective strategies constructing and administering a questionnaire (SLO3, 4).</p> <p>ULO5: Describe common sources of bias and identify strategies to minimize that bias (SLO3, 4).</p>	
	Unit 10: Mixed-Methods Design	<p>ULO1: Describe effective strategies for planning and conducting mixed-methods research, including strategies related to (a) identifying research questions and hypotheses, (b) conducting a literature review, (c) choosing one or more samples, and (d) ensuring a study's overall credibility (SLO3).</p> <p>ULO2: Describe effective strategies for planning and conducting mixed-methods research, including strategies related to (a) identifying research questions and hypotheses, (b) conducting a literature review, (c) choosing one or more samples, and (d) ensuring a study's overall credibility (SLO3).</p>	<p>Complete: Individual/Group Assignment #8</p> <p>Complete: Research Paper Component #3</p>
	Unit 11: Mixed-Methods Design	<p>ULO1: Explain how the nature of the data may limit the kinds of statistical analyses that can be conducted (SLO4).</p>	<p>Complete: Research Paper Component #3</p>

		<p>ULO2: Describe strategies for organizing a data set in order to reveal possible patterns within the data (SLO4).</p> <p>ULO3: Describe several ways in which you might use the results of statistical analyses to help you interpret and impose meaning on a data set (SLO4).</p>	
	Unit 12: Analyzing Qualitative Data	<p>ULO1: Describe general strategies you might effectively apply when organizing and analyzing qualitative data (SLO4).</p> <p>ULO2: Identify appropriate and efficient approaches to analyzing data in a mixed-methods study (SLO4).</p>	Complete: Research Paper Component #3
	Unit 13: Analyzing Qualitative Data	<p>ULO1: Describe several essential components of a good research report, including the discussion, research problem, research question, study design, data collection, analysis, interpretation of the data, possible weaknesses, and planning your final report (SLO6).</p> <p>ULO2: Identify effective strategies for writing and presenting a research report (SLO7).</p>	Complete: Individual/Group Assignment #9
	Unit 14: Planning and Preparing a Final Research Report	ULO1: Discuss various means by which a research study can be succinctly described (SLO6).	Complete: Final Paper
	Unit 15: Planning and Preparing a Final Research Report: Groups meeting with Dr. A	<p>ULO1: Describe and present a final presentation (SLO7)</p> <p>Research Presentation</p> <p>ULO1: Evaluate peer participation in the final project (SLO7)</p>	<p>Complete: Individual/Group Assignment #10</p> <p>Complete: Class Presentation</p> <p>Complete: Group Evaluation</p>

** These descriptions and timelines are subject to change at the discretion of the instructor.*