

**EDCI 5312 General Research Methods**  
**College of Education & Human Development Department of Curriculum & Instruction**

**INSTRUCTOR INFORMATION**

<b>Professor Name:</b> Michael L. Boucher, Jr., Ph.D. <b>Office Location:</b> 251	<b>A&amp;M-San Antonio email:</b> MBoucher@TAMUSA.edu Phone: 210.784.2586
<b>Office Hours:</b> Madla: 251 Mondays 4:15-5:15 PM Wednesdays 4:15-5:15 PM Thursdays 1-2 PM and by appointment	<b>Meeting Times:</b> Mondays: 5:30 – 8:15 PM  (in-person, on-campus for all class sessions unless otherwise announced)

**TEXTBOOK AND/OR RESOURCE MATERIALS**

Please do not hesitate to email to schedule a convenient, agreed-upon appointment time for a phone call, virtual session, or meeting. Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session is completed—typically 10 days after the activity is completed. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Mertler, C. A. (2026). *Introduction to Educational Research*. SAGE

Recommended:

American Psychological Association (APA). (2020).

Concise Guide to APA Style: Seventh Edition. APA. ISBN-10 1433832739

**Technology Required:**

- Microsoft Office suite for a PC. Use Word or .PDF files.
- Regular and reliable access to the internet and ability to print copies for class

**Support for APA 7th Edition Writing & Citing:**

- The A&M-SA Library houses print copies of the [APA Publication Manual 7th Edition \(2020\)](#) for in-library use.
- Much of the essential content from the print manual is available online for the 7th Edition. See the APA's 7th Edition [Style and Grammar Guidelines page](#) for links to explanations and examples for most of the rules.
- For additional resources, see the Library's [Basics of APA Guide](#); contact the [A&M-SA Writing Center](#); or call or email [Kimberly Grotewold](#), the Education Librarian.

**COLLEGE OF EDUCATION AND PROGRAM POLICIES**

**COURSE DESCRIPTION:**

This course will include basic research procedures needed in the preparation of thesis or other research reports and development of skill in reading, analysis, and application of educational and behavioral



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research. A research paper is required of each student in the Master of Arts in Curriculum & Instruction – Teaching in Diverse Communities program. This course is a prerequisite to both the Quantitative and Qualitative Research Methods courses and must be completed prior to taking either of those courses. This course will examine the various ways of framing research questions and designing studies, the procedures for generating, analyzing and interpreting both qualitative and quantitative data, and the overarching issue of the validity or generalizability of research claims. Ethical, theoretical and epistemological issues involved in conducting and reporting research are also addressed and discussed. This course is also designed to provide students with an opportunity to become critical readers of research and to begin thinking about their own future research studies and projects.

## Objectives:

- Describe the importance and use of research in making informed educational decisions
- Use electronic databases to successfully locate educational research literature related to a given topic
- Read and evaluate qualitative and quantitative studies, their methodologies, and findings
- Comprehend the role of ethics in research
- Identify and describe the parts of a research study manuscript
- Identify and describe the main types of quantitative research methodologies including experimental research, single-subject research, correlational research, causal-comparative research, and survey research
- Identify and describe the main types of qualitative research methodologies including ethnographic research, historical research, and action research
- Define and describe ontology, epistemology, theoretical frameworks, research paradigms, reliability, validity, triangulation, ethics in research, and the Institutional Review Board (IRB)
- Analyze, critique, and summarize peer-reviewed education research literature
- Use APA (7<sup>th</sup> ed.) citations and references on all formal written assignments

## MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

Assignment	# of points
Weekly Formative Assessments	30
CITI Research Ethics & Compliance Training	10
Research Question Development	10
Annotated Bibliography	10
Journal Article Abstract- Quantitative	20
Journal Article Abstract - Qualitative	20
Research Question and Purpose section (formative)	20
Literature Review section (formative)	20
Methods section (formative)	20
Research Proposal Formative	20
Research Proposal Draft Upload (summative)	60
Research Proposal Presentation	10
Total	250



### Assignments

- Each assignment is either a formative or summative assessment of your understanding of the processes and content of the class.
- Each formative assessment lets me know that you are on track to perform the summative assessment.
- All assignments are part of the overall assessment strategy of the course and are expected to be turned in on time.
- Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

### COURSE POLICIES

#### ATTENDANCE:

This course is offered as a seated course. We will meet **every week** for an on-campus/in-person class to enable students to move through the program and to equip them to complete their thesis.

Students are expected to be at all mass sessions and prepared for each class. I will be conducting formative assessments throughout the semester. These assessments will count toward the final grade in the course, but, equally as important, I use these to gauge the student's level of understanding of the course. Therefore, based on student learning, formative assessment points will be taken every class period based on student learning.

I understand that emergencies or crisis situations that cause a student to miss a class period sometimes occur. If such an emergency arises, the student must contact me as soon as possible to help me address the situation. This course is designed to prepare future teachers for the classroom, and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building. How we conduct ourselves, including attendance, reflects on the teacher candidate and his or her commitment to the profession.

**Your participation is needed and expected.** Lack of participation or attendance in class or online will substantially affect your grade.

**The student is expected to attend all classes.** It is the student's responsibility to inform each instructor of absences. When, however, in the instructor's judgment, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend that the student drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading. **Time spent on Blackboard (can be monitored by the professor).** A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.



### STUDENT REQUIREMENTS:

- **Participation:**
  - Students are expected to demonstrate active participation for all in-class discussions, assignments, and activities.
  - Class attendance and punctuality are an expectation and include being on time and ready for active engagement in classroom activities and/or participation in discussions.
  - Participation in class is weighed heavily; therefore, a student cannot earn an A in the course with unexcused absences from class.
- **Planning and Preparation:** Success in this course demands that reading assignments are completed before class begins in order to:
  - develop an in-depth understanding of the content, and
  - promote familiarity of concepts that will facilitate effective participation in classroom activities.
- **Group projects and Activities:** Active participation is expected in group activities in order to organize, plan, develop and present group projects of high quality in class in collaboration with classmates. All members must be present during the day of the presentation of projects since the absence will negatively impact the grade of the student that is absent on the day of the presentation.
- **Professionalism and Respect:** Substantially, successfully, and equally contribute to the planning, organization, and the completion of individual/group assignments and projects.

### LATE WORK POLICY:

All assignments turned in after the posted deadline will be considered late. Blackboard will continue to accept late assignments. However, getting behind is a very bad idea. If you get behind, talk with me immediately so I can help you. All assignments must be properly submitted on time or I reserve the right not to grade them or not to count them for a grade.

### ASSIGNMENT SUBMISSION:

The content of tests and assessments will be evaluated based on the level of higher-ordered thinking skills demonstrated by the student, according to the expectations included in this syllabus, Blackboard, and explained in class. Some assignments will be submitted on Blackboard, and others will be submitted in class.

- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations, descriptions, and/or grading rubrics provided in Blackboard.
- There will be both formative and summative assessments in the course.

### COMMUNICATION:

All students must have adequate English writing skills to communicate content professionally and concisely. Students must be proficient in their written presentations, including strategies for developing ideas, citing scholarly references, and using language conventions, as well as writing style, wording, and phrasing. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

### Email and Announcements:

For all electronic communication with me, please use my email address, Mboucher@TAMUSA.edu,



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rather than Blackboard messaging. I check my email regularly, but I can only access Blackboard messages when I open the app, which may delay my response. Additionally, I will use announcements to share essential updates, opportunities, changes, or news related to the class. To stay informed, please check your school email **daily**.

### **Recording of Classroom Lectures or Discussions**

Students are prohibited from photographing and recording during classes and from transmitting classroom lectures and discussions by students unless written permission from the class instructor has been obtained and all students in the class, as well as guest speakers, have been informed that photographing or audio/video recording may occur.

Permission to allow the audio/visual recording is **not** a transfer of any copyrights to the material recorded. Photographs, videos, and audio recordings may **not be** reproduced or uploaded to publicly accessible websites or social media environments. An exception to this will be any student determined by the Office of Disability Services (ODS) to be entitled to education accommodations to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study.

Public distribution of lecture recordings may constitute copyright infringement in violation of federal or state law, or University policy (See Rules and Procedures 17.01.01-Ownership of Intellectual Property and Tangible Research Property). Violation of this policy may result in disciplinary action under the [University Honor Code](#).

In addition to subjecting you to criminal prosecution, violating the wiretapping law can expose you to a civil lawsuit for damages by all injured parties. [Texas Civ. Prac. & Rem. Code § 123.002](#).

No recordings will be allowed unless under the direction of the Office of Disability Services.

### **Texas Senate Bill 17**

[Texas Senate Bill 17](#), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not affect content, instruction, or discussion in any way in courses at those institutions. Expectations regarding academic freedom for teaching and class discussion have **not been altered** post-SB 17, and students should not feel the need to censor their speech on race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion. I **encourage** you to critically analyze and deconstruct the historical and contemporary purposes, agendas, and effects of this law and similar legislation.

## CALENDAR OF ACTIVITIES

The Texas A&M-San Antonio academic calendar can be found at:

<https://www.tamusa.edu/academics/academic-calendar/index.html>

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**Weekly Schedule: Course Outline: Dates, Agenda, and Assignments**

The instructor reserves the right to make changes to this course schedule as needed.

<b>Class Meeting Day</b>	<b>Mod</b>	<b>Please ACTIVELY read before class</b>	<b>Assignments to submit/ Formative Assessments</b>
<b>1/26</b>	<b>1</b>	Mertler Chapter 1: What is educational research? Introductions, syllabi, and research exercise Readings on Blackboard	Syllabus as curriculum Classroom formative assessment
<b>2/2</b>	<b>2</b>	Mertler Chapter 2: Overview of the research process Readings on Blackboard	Classroom formative assessment Research question for study due
<b>2/9</b>	<b>3</b>	Mertler Chapter 3: Identifying a research problem Readings on Blackboard	Classroom formative assessment Annotated reference page due
<b>2/16</b>	<b>4</b>	Mertler Chapter 4: Ethics in educational research Readings on Blackboard	Classroom formative assessment Abstract of research article due (Qualitative) Bring hard copy
<b>2/23</b>	<b>5</b>	Creswell Chapter 3 (on Blackboard): Using Theory Readings on Blackboard	Classroom formative assessment Abstract of research article due (Quantitative) Bring hard copy
<b>3/2</b>	<b>6</b>	Mertler Chapter 5: Reviewing research literature Readings on Blackboard	Classroom formative assessment CITI Training Due
<b>3/9</b>	<b>7</b>	<b>Spring Break!!!</b>	
<b>3/16</b>	<b>8</b>	Mertler Chapter 6: Qualitative methods Readings on Blackboard	Classroom formative assessment Question and purpose formative due
<b>3/23</b>	<b>9</b>	Mertler Chapter 7: Quantitative methods Readings on Blackboard	Classroom formative assessment
<b>3/30</b>	<b>10</b>	Mertler Chapter 8: Mixed Methods Readings on Blackboard	Classroom formative assessment Proposal formative assessment - Literature review formative due Bring hard copy
<b>4/6</b>	<b>11</b>	Mertler Chapter 9: Action research Readings on Blackboard	Classroom formative assessment
<b>4/13</b>	<b>12</b>	Mertler Chapter 10: Writing a research proposal	Classroom formative assessment Full proposal formative assessment including Methods- Bring hard copy
<b>4/20</b>	<b>13</b>	Work on Proposal	No F2F class- IALS Conference
<b>4/27</b>	<b>14</b>	Work on Proposal	No F2F class - IALS Conference
<b>5/4</b>	<b>15</b>	Mertler Chapter 11: Qualitative data collection and analysis	Research proposal due Research proposal presentations