

ASE 579  
METHODS OF RESEARCH  
SUMMER 2008

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Cohort: Trinity Cohort I  
Location: College of Education: Room 278  
Time: Monday and Wednesday, 4:30 pm – 8:50 pm



### **Required Materials**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications* (9th ed.). Upper Saddle River, NJ: Pearson Education.

Additional readings of research articles will be assigned.

### **Suggested Material**

Johnson, R. B., & Christensen, L. B. (2008). *Educational research: Quantitative, qualitative, and mixed approaches* (3rd ed.). Thousand Oaks, CA: Sage.

### **Required Tools**

1. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account (see [http://www.shsu.edu/~ucs\\_www/](http://www.shsu.edu/~ucs_www/)) in order to utilize the reference collections and SPSS software via a remote connection.

2. Blackboard: Students will be expected to utilize Blackboard for assignments, discussion boards, and announcements. Please visit

<http://www.shsu.edu/administrative/training/guides/blackboard.html> for training guides and on-line tutorials.

3. Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/>

### **Prerequisite Knowledge**

#### *1. Prerequisite Concepts for Research Methods*

Students enrolled in ASE 579 should be familiar with the following concepts and terms prior to the first or second class: scientific method, instruments, deductive logic, inductive reasoning, percentages, means, and frequency counts.

#### *2. Academic Writing Expectations*

In addition, students at the graduate level will be expected to write well-organized manuscripts with correct grammar, spelling, usage, punctuation, and organization. Final submissions should be error-free. To achieve this standard, students will be expected to review, revise, and edit work multiple times.

### **Course Description:** (SHSU 2005-07 Graduate Catalog, p. 171)

*Study is made of types and methods of educational research, the collecting, analyzing, and sharing of data with the public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research. Credit: 3 hours.*

This course provides an overview of major methodological concepts, tools, and principles used in contemporary educational research. Through reading, writing, and discussions the course emphasizes skill development in locating, evaluating, and interpreting educational research for the purpose of school improvement.

**Course Goals:** This course has three main goals: (a) to increase your understanding of research concepts and procedures, (b) to develop your appreciation of the importance of research in education, and (c) to develop your skill in preparing a research proposal.

Research typically involves several stages including planning (e.g., the dissertation proposal), conducting a pilot study, developing measurement tools, collecting data, analyzing data, and sharing the findings in written summaries. This course is designed to develop the knowledge and skills needed to conduct research at an emerging level of proficiency. These skills will be refined through planning and practice in doing research, guided by an experienced researcher.

**Course Objectives:** By the end of the course, it is expected that the student will be able to:

1. describe the role of educational research in educational improvement;
2. define terms and concepts commonly utilized in educational research;
3. identify research terms and concepts when reading various types of educational research;
4. demonstrate knowledge of the types and purposes of measuring instruments;
5. identify the criteria for selection of a measuring instrument;
6. calculate basic statistical operations related to the research process;
7. identify and describe the common graphical methods used for presenting data;
8. identify appropriate statistical procedures and tests to use for different hypotheses;
9. explain the difference between statistical and practical significance;
10. use the microcomputer in the research process;
11. demonstrate skill in writing in the format of the American Psychological Association;
12. demonstrate basic skills with information retrieval systems;
13. demonstrate how to utilize effectively the library and its resources as part of the research process;
14. identify the major research paradigms used in educational research;
15. identify the major research designs used in educational research;
16. identify and describe the major threats to internal validity of findings;
17. identify and describe the major threats to external validity of findings;
18. describe the major ways to control extraneous variables;
19. identify and describe the major sections and subsections of a research proposal;
20. demonstrate knowledge of how to evaluate research reports using the scientific method;
21. demonstrate knowledge of the major steps involved in conducting a research study;
22. identify ethical and legal considerations involved in conducting and reporting educational research;
23. identify the guidelines for presenting papers professionally.
24. appreciate the relationship between theory, research, and practice; and
25. demonstrate application of course concepts by designing a research study.

As required by the Texas Education Code (TEC), the following Standards for the Principal Certificate are addressed:

*Domain I- School Community Leadership: Competency 003 Values and Ethics*

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- Model and promote the highest standards of conduct, ethical principles, and integrity in decision-making actions, and behaviors.
- Apply knowledge of ethical issues affecting education.
- Serve as an advocate for children.
- Promote the continuous and appropriate development of all students.

*Domain II- Instructional Leadership: Competency 004*

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessment to measure student performance.

The principal knows how to:

- Facilitate the effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- Facilitate the use of sound research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

*Domain II- Instructional Leadership: Competency 005*

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

- Facilitate the implementation of sound research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- Facilitate the implementation of sound research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

### *IDEA Objectives*

Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives described below and general effective teaching practices at the end of the course. Students are encouraged to provide feedback during the course that will be used to make needed adjustments.

1. Gaining factual knowledge (terminology, classifications, methods, trends) [Essential Objective]
2. Developing skill in written and oral expression. [Essential Objective]
3. Learning how to find and use resources for answering questions or solving problems. [Important Objective]
4. Learning to analyze and critically evaluate ideas, arguments, and points of view. [Important Objective]

### **Format for class:**

- Mini lectures and demonstrations based on your reading assignments.
- Application of topics discussed using SPSS and NVIVO on the computer.
- Interpretation of statistical and qualitative analyses
- Class discussions

## **ATTENDANCE**

Students are to attend and participate in **all** classes. This behavior is expected of all students enrolled in graduate-level classes. The instructors reserve the right to deduct two points for each hour a student is late to class, 10 points for each class missed, and 2 points for each calendar day an assignment is late. Students who miss 20% or more of the classes are subject to dismissal from the course. If you miss additional classes, you must schedule an appointment with the instructor to discuss your continuation in the course. If you have to miss class, come to class late, or leave class early, it is your responsibility to find out what was covered and assigned. Remember, for every lesson that you fail to attend, you will miss coverage of *several course objectives*. Attendance on examination days (including any presentations) is **compulsory**. Non-attendance on examination days without an acceptable reason will result in a score of zero for that examination.

## **OFF-TASK BEHAVIOR**

It is imperative that students **turn off their cell phones** prior to the start of class. Also, students should **refrain from reading or writing email messages** or engaging in any other off-task behaviors at any point during class. Also, please **refrain from engaging in side conversations** during class unless directed to do so by the instructors.

## **ASSIGNMENTS**

All assignments will be given deadlines. Contact me in advance if you are unable to turn in an assignment on time. Students are reminded that plagiarism (including copying work from another student, present or former) is strictly prohibited. Any student against whom evidence of plagiarism is found automatically will fail the course and may have further action taken against them. **THERE WILL BE NO EXCEPTION TO THIS RULE.**

## **GRADING CRITERIA**

### **ADDITIONAL COMMENTS ABOUT PLAGIARISM AND HONESTY**

Using the words, ideas, or conclusions of another person without giving proper credit is a form of intellectual dishonesty known as **PLAGIARISM**. This behavior always has been, and still is, unacceptable and dishonest. Exact quotes must be cited according to the APA style manual (5th Ed.). Paraphrasing means to restate, therefore, the working must be completely changed. Altering a few words or phrases is not sufficient...the entire passage must be restated in **YOUR OWN** words (Tomberlin, 1995). (There is more about plagiarism in this syllabus.)

You are in an elite group having arrived at this place in your educational career through diligent work and your ability to persevere. Do not jeopardize your place in this program by succumbing to the dishonest production of required work--it will be dealt with swiftly.

**GENERAL ADVICE**

- (i) READ the sections to be covered *before* class. READ *all* handouts *carefully*.
- (ii) ASK questions if you do not understand the material presented or in the readings. If there is not enough time for questions during the class, please see me after the class, arrange to see me during our office hours, or contact me via telephone or e-mail.
- (iii) READ and be accountable for all class assignments. **Each assignment covers a specified amount of information that may not be covered in class lectures;** however, the lectures and texts supplement and complement each other. **You are responsible for assigned readings, whether covered in class or not.** Attempt to complete fully *all* the assignments. If you have difficulties in any areas, please let me know.

**Please note:** I care very much about your future development. I will do EVERYTHING I can to prepare you to be an effective researcher and practitioner.

## TENTATIVE SCHEDULE

### Class 1: June 4th

Individual introductions

Overview of syllabus, course, and textbook

Description of term projects

Assignment of cooperative learning groups

Tips for successful cooperative learning groups

#### Chapter 1:

Introduction to Educational Research

#### Chapter 2:

Selecting and Defining a Research Topic

#### Major Topics Covered:

Research Questions

Inductive Reasoning versus Deductive Reasoning

Theories and Hypotheses

Purpose of Research (i.e., basic research, applied research, evaluation research, research and development, and action research)

Types of quantitative research designs (i.e., historical, descriptive, correlational, causal-comparative/quasi-experimental, experimental)

Important Terms (i.e., independent variable, dependent variable, levels of measurement, dichotomous variable, categorical variable, continuous variable).

#### **PowerPoints to be Covered:**

Introduction to Educational Research

The Scientific Method and the Role of Theory

Research Question Quantitative

Quantitative Research Questions and Hypotheses

Sample Quantitative Research Questions

SHSU. Qualitative Research Questions. Handout



**Required Readings for Class 2:**

Chapter 3:

Reviewing the Literature

Chapter 4:

Preparing and Evaluating a Research Plan

Chapter 21:

Preparing a Research Report

Daniel, L.G., & Onwuegbuzie, A.J. (2007). Editorial: Effective use of APA in style manuscript preparation. *Research in the Schools*, 14(1), i-x.

**Assignment for Class 2:**

\*Develop a quantitative-based or qualitative-based research question(s)

**Class 2: June 9th**

Chapter 3:

Reviewing the Literature

Chapter 4:

Preparing and Evaluating a Research Plan

Chapter 21:

Preparing a Research Report

Introduction to APA style  
Research Prospectus  
Research Proposal Rubric

Discuss research questions

Finding sources using keywords  
[http://tegrity.shsu.edu/tegrity/library/library\\_databases/class/default.htm](http://tegrity.shsu.edu/tegrity/library/library_databases/class/default.htm)

Utilizing the Internet  
[http://library.shsu.edu/research/instruction/internet\\_tutorial/tut\\_home.html](http://library.shsu.edu/research/instruction/internet_tutorial/tut_home.html)

Utilizing the Library databases  
[http://library.shsu.edu/research/instruction/infotutorial/tut\\_home.html](http://library.shsu.edu/research/instruction/infotutorial/tut_home.html)

**PowerPoints to be Covered:**

SelectingaResearchProblem

AERA08.MixedMethods.LiteratureReviews.very.final (Handout)

APAGUIDE

**Required Readings for Class 3:**

Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analyses. *Quality & Quantity: International Journal of Methodology*, 41, 105-121.

Shea, K. T., & Onwuegbuzie, A. J. (2008). Types of research designs. In C.A. Lassonde & S.E. Israel (Eds.) *Teachers taking action: A comprehensive guide to teacher research* (pp. 44-56). Newark, DE: International Reading Association.

**Chapter 5:**

Selecting a Sample

**Chapter 7:**

Survey Research

**Chapter 8:**

Correlational Research

**Chapter 9:**

Causal-Comparative Research

**Chapter 10:**

Experimental Research

**Chapter 11**

Single Subject Research

**Chapter 15:**

Narrative Research

**Chapter 16:**

Ethnographic Research

**Chapter 17:**

Case Study Research

**Class 3: June 11th**

Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analyses. *Quality & Quantity: International Journal of Methodology*, 41, 105-121.

Shea, K. T., & Onwuegbuzie, A. J. (2008). Types of research designs. In C.A. Lasonde & S.E. Israel (Eds.) *Teachers taking action: A comprehensive guide to teacher research* (pp. 44-56). Newark, DE: International Reading Association.

**Chapter 5:**

Selecting a Sample

**Chapter 7:**

Survey Research

**Chapter 8:**

Correlational Research

**Chapter 9:**

Causal-Comparative Research

**Chapter 10:**

Experimental Research

**Chapter 11**

Single Subject Research

**Chapter 15:**

Narrative Research

**Chapter 16:**

Ethnographic Research

**Chapter 17:**

Case Study Research

**PowerPoints to be Covered:**

SamplingSchemesandSampleSizes  
 DescriptiveResearch  
 CorrelationalResearch  
 Causal-ComparativeResearch

Experimental Research  
SHSU.QualitativeResearchProcess.Overview

**Assignment for Class 4:**

**Required Readings for Class 4:**

Onwuegbuzie, A. J., & Daniel, L. G. (2002). A framework for reporting and interpreting internal consistency reliability estimates. *Measurement and Evaluation in Counseling and Development*, 35, 89-103.

Onwuegbuzie, A. J. (2003). Expanding the framework of internal and external validity in quantitative research. *Research in the Schools*, 10(1), 71-90.

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity: International Journal of Methodology*, 41, 233-249.

Chapter 6:

Selecting a Measuring Instrument

Chapter 14:

Qualitative Data Collection

**Class 4: June 16th**

Onwuegbuzie, A. J., & Daniel, L. G. (2002). A framework for reporting and interpreting internal consistency reliability estimates. *Measurement and Evaluation in Counseling and Development*, 35, 89-103.

Onwuegbuzie, A. J. (2003). Expanding the framework of internal and external validity in quantitative research. *Research in the Schools*, 10(1), 71-90.

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity: International Journal of Methodology*, 41, 233-249.

Chapter 6:

Selecting a Measuring Instrument

Chapter 14:

Qualitative Data Collection

**PowerPoints to be Covered:**

Reliability.SHSU

Internal-externalvalidity

SHSU.LegitimationinQualitativeResearch

**Required Readings for Week 5:**

Leech, N. L., Onwuegbuzie, A. J., & Daniel, L. G. (2007). Arithmetic mean definition. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics* (pp. 43-44). Thousand Oaks, CA: Sage. (Handout)

Onwuegbuzie, A. J., Daniel, L. G., & Leech, N. L (2007). Measures of central tendency. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics* (pp. 586-591). Thousand Oaks, CA: Sage. (Handout)

Chapter 12:

Descriptive Statistics

**Assignment for Week 5:**

Research prospectus

**Class 5: June 18th**

Leech, N. L., Onwuegbuzie, A. J., & Daniel, L. G. (2007). Arithmetic mean definition. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics* (pp. 43-44). Thousand Oaks, CA: Sage. (Handout)

Onwuegbuzie, A. J., Daniel, L. G., & Leech, N. L (2007). Measures of central tendency. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics* (pp. 586-591). Thousand Oaks, CA: Sage. (Handout)

Chapter 12:

Descriptive Statistics

**PowerPoints to be Covered:**

DescriptiveStatistics.SHSU

**Assignment DUE:**

Research prospectus

**Assignment for Class 6:**

Study for Midterm Examination

**Class 6: June 23rd**

Comprehensive Midterm Examination

**Required Readings for Class 7:****Chapter 18:**

Qualitative Research: Data Analysis and Interpretation

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584.

Onwuegbuzie, A. J., Daniel, L. G., & Leech, N. L. (2007). Pearson's product moment correlation coefficient. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics* (pp. 750-755). Thousand Oaks, CA: Sage. (Handout)

**Suggested Readings for Class 7:**

[http://davidmlane.com/hyperstat/desc\\_biv.html](http://davidmlane.com/hyperstat/desc_biv.html)

<http://www.statsoft.com/textbook/stathome.html>

<http://www.psychstat.smsu.edu/introbook/sbk17.htm>

<http://www2.sjsu.edu/faculty/gerstman/StatPrimer/correlation.pdf>

**Class 7: June 25th****Chapter 18:**

Qualitative Research: Data Analysis and Interpretation

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584.

Onwuegbuzie, A. J., Daniel, L. G., & Leech, N. L. (2007). Pearson's product moment correlation coefficient. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics* (pp. 750-755). Thousand Oaks, CA: Sage. (Handout)

**PowerPoints to be Covered:**

CorrelationalStatistics.SHSU

ttest.SHSU

AERA08.QualitativeDataAnalyses.OutstandingPaperAward.final

**Class 8: June 30th**

***Final Examination:***

Oral Presentation of Research Proposal

**ASSIGNMENT DUE:**

Research Proposal

## **EVALUATION GUIDELINES**

The final course total comprises six components. Each is described below.

1. Each student will be assigned to a cooperative learning group comprising 4-6 students. Each group will write a quantitative, qualitative, or mixed research prospectus. This prospectus will represent an abbreviated version of a research proposal. It is encouraged that the study proposed is in the students' area of research. The proposed investigation **MUST** provide sufficient information about the statement of the problem, list of potential topics and/or headings for the literature review section, theoretical framework/conceptual framework, rationale of the study, statement of the purpose, research questions, hypotheses (if relevant), educational significance, population/context, sampling frame, selection criterion, participants, instruments, procedures, and analyses. The main body of the quantitative research prospectus (i.e., not including reference pages and appendices) must not exceed 10 pages double-spaced using 12-point font and 1-inch margins. Please note that complete and consistent references must be provided. Your prospectus must be submitted in APA style. Please note that the quantitative research prospectus will not be scored; however, detailed feedback will be given to help each student conduct and write a quality research proposal. Although no grade will be assigned to your prospectus, points will be deducted from your total class average for every day your prospectus is late.
2. A midterm statistics examination will be given that assesses knowledge, comprehension, and application of research concepts. This examination, which is worth 100 points, will consist primarily of open-response format items.
3. Each cooperative learning group will submit a written research proposal. Each research proposal is worth 100 points. The goal is to allow students to practice formulating research questions, conducting reviews of the literature, selecting the research design and sampling design, identifying and/or designing the instrument(s), developing the procedures, selecting appropriate analyses, and identifying potential limitations of the study. That is, the research proposal should contain all the major elements of a traditional research proposal. Simply put, the goal is to allow students the opportunity cooperatively to practice the decision-making skills required for planning a research study with feedback from the instructor. To this end, *the research proposal must be original in its entirety*. It is expected that, upon completion of the proposal, students will be very familiar with the research process. As such, the research proposal will play a major role in *demythifying the research process*. Detailed feedback will be given, utilizing a scoring rubric. The research proposal is worth 100 points. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on. This research proposal should be completely written in APA style. Thus, you should check, if you



are not certain, to verify all the parts that must be included in a research proposal. Your submission must include all of these parts. Missing parts and APA errors will result in substantial reductions in the grade you receive.

4. Each group will conduct a 15-minute professional presentation of the research proposal. The goal is to give students an opportunity to present their research proposals in a formal setting. Detailed feedback will be given via a scoring rubric. The presentation is worth 50 points. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on. Your presentation must be scholarly and professional in nature. Points will be deducted from your presentation and course grade for presentations that are sufficiently less than expectations.
5. Each student will maintain a reflexive journal. This journal labeled, "ASE 579 Reflections," should be updated on at least a bi-weekly basis. Indeed, it should consist of experiences, thoughts, reflections, opinions, and attitudes towards the ASE 579 course. In particular, students are encouraged to delineate their experiences both within and outside the classroom. These journals, which must be typed (e.g., Word document), are worth 50 points and must be typed in an APA compliant manner. The evaluation of your journal will be based upon the quality and quantity of your reflections. As you are graduate students, expectations for this reflexive journal are high. All information will be kept confidential.

### GRADES

A = 300-270

B = 269-240

C = 239-210

D = 209-180

F = Below 180

### **FOR YOUR INFORMATION**

- ✓ **Students with Disabilities Policy:** Please see <http://www.shsu.edu/syllabus/>. If you are a student with a disability that may affect your academic performance, please contact the professor as soon as possible or you may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students at 294-1720.

- ✓ Academic honesty is expected in this class. **Plagiarism is a violation and will result in course failure.** Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/>
- ✓ Attendance. Spring & Fall attendance policy. Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. A second absence will require that the student submit a letter to the Department of Educational Leadership & Counseling Faculty explaining the circumstances of the absence. The faculty will decide if the second absence should be excused. If it is not excused, a deduction of a letter grade for the course will occur. Subsequent absences will result in automatic letter grade reductions. Summer attendance policy is different. You will be permitted one excused absence (one class period). Subsequent absences will result in a deduction of one letter grade per absence.
- ✓ Religious Holidays. An institution of higher education shall excuse students from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to planned absence.
- ✓ Late assignments will be penalized by one letter grade for each 24-hour- period they are not turned in.
- ✓ The syllabus is subject to change pending notification.
- ✓ **University Policies:** Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: [http://www.shsu.edu/~vaf www/aps/stualpha.html](http://www.shsu.edu/~vaf/www/aps/stualpha.html)

#### PLAGIARISM: WHAT IT IS

The following comments are taken verbatim from Campbell, Ballou, and Slade's (1986) book entitled, Form and Style Theses, Reports, Term Papers (7th ed.).

"Quotations in a research paper, thesis, or dissertation can be of two types: indirect (paraphrased or summarized), or direct (verbatim). Both indirect and direct quotations

must be documented. That is, you must indicate the source either with parenthetical documentation accompanied by a list of works cited...

Plagiarism-the use of another person's ideas or wording without giving proper credit-results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. When intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.

Any fact or opinion that you read in one of your sources, whether you first discovered the idea there or have assimilated it so thoroughly that it seems to be your own, should be documented in your paper. Two exceptions are facts that are common knowledge (e.g., John Hancock signed the Declaration of Independence) and facts that can be verified easily and would not differ from one source to another (the headquarters of the Common Market are in Brussels, Belgium). Under most circumstances, these kinds of materials would not need to be documented. On the other hand, material available in only one source or a limited number of sources (a fact about changes in the birth rate in China) should usually be documented." (p. 59).

In reference to note taking, Campbell, Ballou, and Slade (1986) state: "When you write a summary during note taking, you must be careful to avoid inadvertently using the author's wording. Changing an occasional word or reversing the order of phrases or sentences does not result in an adequate summary. A good discipline is to try to write a summary without looking at the source. After writing a summary, look at the original and make a critical comparison, checking for duplication of wording and accuracy in statement of the ideas. If you find that you have used more than two consecutive words from the original (with the exception of articles or prepositions), place them in quotation marks. Carelessness in writing a summary can result in unintentional plagiarism...Even though the summary contains your own words, you will want to give credit for the ideas if you use them in your paper. Be as careful about recording the author's name and page numbers for a summary or paraphrase as you would be for a direct quote." (p. 14-15).

Commenting about paraphrasing, Campbell, Ballou, and Slade (1986) add: "Your paraphrase or summary should represent the source's ideas accurately, avoiding distortion through misstatement or improper emphasis. At the same time, your summary should be stated entirely in your own words. Avoid imitating sentence structure, rearranging words and phrases, and borrowing phrases even of two or three words, since these constitute plagiarism. If you find that you cannot avoid using a phrase from the original, place the words in quote marks. Even when you have restated a passage completely in your own words, indicate that you encountered the information in your reading by" (p. 59-60) citing the reference and including the reference on your reference page.

**Automated Plagiarism Detection Service**

*Sam Houston State University has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments to Turnitin. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For information about plagiarism in SHSU's website, go to <http://www.shsu.edu/students/guide/dean/codeofconduct.html> (see section 5.31 and 5.32 of the Code of Student Conduct and Discipline) and [http://www.shsu.edu/~vaf\\_www/aps/documents/810213.pdf](http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf) (see section 5.31 and 5.32 of the Academic Policy Statement 810213)*

If there are any questions about **Turnitin**, please e-mail or call Jess Nevins ([lib\\_jjn@shsu.edu](mailto:lib_jjn@shsu.edu) or 4-3587)