ECC 501: Introduction to Research Skills

School of Education and Leadership

2 Credits
Effective Date (first date to be offered, 1/1/2022)
List any Pre-requisite or Co-Requisite: None

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

The course purpose is to introduce students to information literacy and the processes basic to educational research. Students use online technology to access scholarly journals and a variety of professional online sources for developing their research focus; they evaluate journal articles and prepare a bibliography to explore the topic of their research. Students apply critical reading and analysis skills in reviewing scholarly journals and other resources. They develop understanding of information technology and its use in research and in practical decision-making as an educational leader.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course Reading List. Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the Canada Bookstore, and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Demonstrate a basic understanding of the research process
- Apply research skills, including outlining a research problem and research question
- Find, evaluate, and utilize scholarly resources
- Use various resources, including technology, to explore research topics
- Develop strategies to prepare effective research and writing
- Use skills learned in the course to build upon their personal learning network and professional development

Core Concepts, Knowledge, and Skills

- Developing a research focus
- Accessing and evaluating research
- Critically engaging with scholarly research
- Building a bibliography to explore research topics
- Using APA formatting and academic writing conventions
- Applying technology skills for research

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (https://www.cityu.edu/catalog/).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Summary and Evaluation of a Research Article	30%
Cultivating a Research Focus	50%
Participation and Engagement	20%
TOTAL	**100%**

Summary and Evaluation of a Research Article (30% of Final Grade)

Students will participate in the critical evaluation of research articles. Students will use a research topic and identify a peer-reviewed research article relevant for the research topic. They will summarize and evaluate the study. The activity of reviewing an article is an essential part of developing the tools and skills that are imperative to the research process.

Students will summarize the article, include the key themes/points, provide an evaluation and reflective thoughts about the relevance, significance, and implications of the article for the research focus.

Grading criteria	% of Grade
Summary	25%
Evaluation	50%
Academic practices and skills	25%
TOTAL	**100%**

Cultivating a Research Focus (50% of Final Grade)

In this assignment, students begin to cultivate the research focus that could potentially be used in their future capstone research. They will articulate a research focus, identify relevant sources, and evaluate one of the sources from the list.

Students will provide a clear and comprehensive discussion of their research focus. They will identify relevant sources to explore their research focus and create a list (bibliography) of relevant sources in APA.

For this assignment, students will choose one of the sources from the list and evaluate it. In this paper, students will discuss the article: summarize the article clearly and provide a critical evaluation of the article and its key themes/points. Students will discuss the relevance, significance, and implications of the source, and make connections to the research

focus. Where possible, students can include comparisons and contrasts between the source and the other sources, for example, noting authors who have similar arguments and those that diverge; they can also identify limitations, weaknesses, and/or gaps and their implications for the research focus.

This critical evaluation may serve as the starting point for how students begin to evaluate and assess literature in preparation for writing their future capstone projects.

Grading criteria	% of Grade
Research focus	15%
List of sources (bibliography)	25%
Discussion of the article	40%
Academic practices and skills	20%
TOTAL	**100%**

Participation and Engagement (20% of Final Grade)

Participation and engagement are an integral part of this course. Student preparation for class and participation are essential because the information, knowledge, skills, and expertise they exchange with peers and instructor(s) contribute toward the learning community.

Meaningful participation and engagement include not only participation in class and small group discussions, engagement with course content, and sharing ideas/experiences/resources, but also self-awareness, listening, collaboration, engaging in dialogue, and continuous self-reflection.

Components	% of Grade
Participation and Engagement	**100%**
(including thoughtful engagement, meaningful contribution, collaboration, self-awareness, self-reflection, and responsibility for own learning)	
TOTAL	**100%**

Course Policies

Course policies on topics such as *Late Assignments, Participation,* and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a

5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy.*

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the University Catalog under *Student Rights and Responsibilities* on the page titled *Attendance.*

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at *disability@cityu.edu* or 206.239.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.