

BER 500  
INTRODUCTION TO EDUCATIONAL RESEARCH  
Summer, 2007

Department of Educational Studies in Psychology, Research Methodology, and Counseling  
Program: Educational Research  
Credit Hours: 3  
Instructor: Dr. Ann Godfrey  
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### **Catalogue Course Description**

An overview of the research process, primarily for master's students.

### **Conceptual Framework**

Experiences in academic programs are devoted to developing individuals' understanding of *knowledge construction, learning, pedagogy, and responsible professional practice in the contexts of education*. The University of Alabama's College of Education seeks to prepare professionals who value and demonstrate *reflective practice and ethical decision making through respecting diversity, honoring difference, and promoting social justice*.

### **Knowledge Base**

BER 500 will address knowledge construction and learning through critically reviewing previously conducted research. The student will demonstrate responsible professional practice in the contexts of education, diversity, honoring differences, and promoting social justice by conducting their own research in an ethical manner.

### **Course Objectives**

After successful completion of this course, the student will be able to:

1. demonstrate knowledge and proper use of library facilities for reading and conducting research studies.
2. demonstrate an understanding of research terminology in education.
3. demonstrate knowledge of measurement concepts.
4. demonstrate knowledge of data collection techniques.
5. demonstrate knowledge of basic statistical analysis using SPSS®
6. demonstrate knowledge of the methods and mechanics of a research project by doing a research project
7. demonstrate the use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy (**CACREP: Section II.K-8c**)
8. demonstrate an understanding of principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications (**CACREP:Section II.K-8d**)
9. demonstrate an understanding of ethical and legal considerations of research and evaluation (**CACREP: Section II.K-8f**)
10. **Students completing the master's degree in School Counseling will develop knowledge of research and evaluation, to include basic statistics and research designs, with emphasis on the ethical and legal implications of research (SDE 290-3-3-.50 [2] [a] [12])**

## Course Methods

Class instruction will involve lecture and the use of PowerPoint presentations. Instruction will also involve class participation and discussion. Students will have hands on work in the computer lab on SPSS®. Students will spend one class period in the computer lab learning various methods on locating previously conducted research.

## Attendance and Make-Up Policy

Students are expected to attend all regularly scheduled classes. When you register for a class you are taking the responsibility of all class requirements. In the past, students who have missed class found it difficult to understand the material and concepts of the course. When missing a class, students cannot ask questions about any clarification that is needed. I often receive e-mails from students asking questions that would have been answered had he/she been in class. For these reasons attendance is required. Anyone who misses 3 classes (whatever the reason, even for job responsibilities) will receive a letter grade deduction (10 points) for the final grade. Each additional absence over 3 will be a 5 point grade deduction. **WARNING!** Not all material discussed in class is in the textbook. Students are responsible for getting the missed lecture notes from another student. I will not conduct make-up lectures nor make-up computer lab instruction. **WRITTEN ASSIGNMENTS ARE TO BE TURNED IN ON TIME!** Being absent from class is not an acceptable excuse. You have a schedule of all due dates. If you plan to be absent, you can turn in the assignment early, have someone in class turn it in, or e-mail it or fax it **BEFORE CLASS. IF YOU E-MAIL OR FAX AN ASSIGNMENT (MUST BE DONE BEFORE CLASS) I WILL ACKNOWLEDGE RECEIPT OF THE ASSIGNMENT. IF YOU DO NOT HEAR BACK FROM ME, THEN I DID NOT RECEIVE THE ASSIGNMENT. PLEASE RESEND IT IMMEDIATELY. MAKE SURE THAT YOU HAVE THE CORRECT E-MAIL ADDRESS OR FAX NUMBER. IF I HAVE NOT RECEIVED IT BEFORE CLASS IT IS CONSIDERED LATE AND WILL NOT BE ACCEPTED. PLEASE E-MAIL ME IF YOU ARE FAXING ANYTHING. THE E-MAIL SHOULD BE SENT PRIOR TO THE FAX SO I WILL BE LOOKING FOR IT. REMEMBER, ASSIGNMENTS WILL NOT BE TAKEN LATE!!!** If assignments are not turned in on time you will receive a “zero” for the assignment. Since assignments are assigned at least two classes prior to the due date, you have ample time to complete the assignment by the due date. Please do not ask for special consideration. **WARNING!! POWER FAILURES, COMPUTER CRASHES, AND COMPUTER VIRUSES ARE NOT ACCEPTABLE EXCUSES FOR FAILING TO TURN IN AN ASSIGNMENT. THERE ARE SEVERAL COMPUTER LABS AVAILABLE FOR YOUR USE.** Test dates are final. Tests will not be rescheduled due to trips, vacations, etc. Please plan your schedule accordingly. If you must miss test 1 because of job responsibilities, an emergency, or any other acceptable\* reason you will take a comprehensive final at the scheduled time for the final test. The grade made on the final will be the grade for both test 1 and test 2. Since the comprehensive final is not the same test taken by the other students, any possible extra points added to test 1 or test 2 will not apply. Failure to take test 2 at the scheduled time will result in an “I” for the semester. A makeup test will be given at the convenience of the professor (usually the start of the next semester). As the case with the comprehensive final, any possible extra points added to test 2 will not apply as the makeup test will not be the same as the test taken by the other students. Tests are from 1:00 to 4:30 PM on the scheduled date. If you are late, the test still ends at 4:30. There will be no extra time given. **DO NOT ASK TO MISS THE LAST TWO CLASS MEETINGS. PERMISSION WILL NOT BE GRANTED. THIS WILL RESULT IN A FINAL GRADE DEDUCTION OF 10 POINTS. DO NOT ASK TO MISS A WHOLE WEEK OF CLASSES DUE TO JOB REQUIREMENTS. PERMISSION WILL NOT BE GRANTED. THERE IS A SECOND SESSION OF BER 500 THAT WILL BE TAUGHT IN JULY.** All performance evaluations must be of acceptable professional quality. As this is a professional class, grading will reflect the level of professionalism evident in assignments, tests, and class participation. APA style will be followed using the *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.) where noted. I will count off for spelling and grammar even if it is not noted on the rubric.

**\*NOTE: In order to be allowed to take the comprehensive final due to missing test 1, I must be contacted prior to the missed test (phone, e-mail, or in person) with an acceptable reason (I reserve the right to determine if the reason is acceptable). If contacting me is not possible before, then you need to contact me within 24 hours after the test, otherwise you may receive a '0' for the missed test. Missing test 1 does not mean that you will automatically be allowed to take the comprehensive final. Be aware that going on vacation is not an acceptable reason. The same applies for missing test 2. I need to be contacted.**

Remember: Yes, the lectures are optional. Graduation is also optional. Anon

Also, poor planning on your part does not constitute an emergency on my part.

### **Cell Phones**

Please turn off cell phones and pagers during class. If you are expecting an important call, set the phone to vibrate and sit near the door so you can leave the classroom to answer your call. Please do not answer nor talk on the cell phone in the classroom while class is in progress. Of course to do so before and/or after class is ok.

### **University Policies**

Academic Misconduct: Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. Please refer to <http://registrar.ua.edu/policies/> for the revised *Codes of Conduct*.

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student, as one's own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean of the College of Education. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and suspension from The University. For more information, see <http://facultysenate.ua.edu/handbook/append-c.html>

### **WARNING!!! I WILL USE TURN-IT-IN.**

Turnitin: The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

Statement of Equal Treatment and Disabilities: The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

Reasonable Accommodations: To request disability accommodations, please contact the Office of Disability Services at 205-348-7966. It is located at 133 B Martha Parham Drive. After initial arrangements are made with that office, please contact me for any course accommodations that may be necessary. It will be necessary to provide me with written notification from the Office of Disability Services. You are not protected under applicable disability laws until I am given the official letter **AND**

we talk about the accommodations that are being requested (this talk will not occur minutes before class starts or during break). Please note that accommodations are not retroactive. Also, you are still expected to meet the requirements of the course. Students in need of reasonable accommodations relative to class attendance or arrival, course requirements, or related aspects of performance are to initiate such requests with the instructor prior to their anticipated need. Such requests will be accommodated within constraints of fairness and timeliness with regard for all other students enrolled for the course. If your accommodations involve extra time for test taking, you must speak with me at least one week prior to the date. The test will run from 1:00 to 4:30 PM. If you need extra time, you must come BEFORE 1:00. I will not stay past 4:30 PM.

**Textbooks**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author. **(NOTE: This book is for reference, it is not a required course book.)**

**Recommended Not Required** (You can get the information from PowerPoints provided on WebCT)  
Salkind, N. J. (2002). *Exploring research* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

**REQUIRED FIRST DAY OF CLASS**

Lyne, L. S. (2006). *A cross section of educational research: Journal articles for discussion and evaluation* (3<sup>rd</sup> ed.). Los Angeles: Pyrczak.

**Course Grading Procedures**

<u>Source</u>	<u>Possible Points</u>	<b>Grading Scale</b>	
2 Tests	200 pts.	90% - 100%	A
Literature Critique	30 pts.	80% - 89%	B
APA Assignment	50 pts.	70% - 79%	C
SPSS® Assignment	50 pts	60% - 69%	D
IRB	50 pts	Below 60%	F
Class Points	25 pts*		
Research Project	<u>160 pts.</u>		
Total	565 pts		

**WARNING!!! WHEN YOU TURN IN AN ASSIGNMENT MAKE SURE THAT YOU TURN IN EVERYTHING. FAILURE TO TURN IN ALL OF AN ASSIGNMENT WILL RESULT IN YOU MISSING THE POINTS DELEGATED FOR THAT PART. I WILL NOT ACCEPT MISSING PARTS AT A LATER DATE.**

**Grades**

All grades are final. If you fail to answer questions on the tests or on the assignments or do not turn in part of an assignment you will not be given a chance to redo. The semester grade is FINAL. There will be no changes in grades except for cases of error in recording the grade and/or a mistake in grading on my part. Please do not ask to redo an assignment or ask for extra credit assignments in order to elevate a grade.

**Class Points**

Class points are given at the discretion of the instructor. The points can be for participation, questions asked in class, reflective points, etc. In order to receive the points you must be in class. These points can not be made up if you miss a class in which they are given.

\*If no class points are given during the semester, then the total possible points for the semester will be 540. I will inform you in class when I am taking class points.

### **APA Assignment**

You will be given a list of references written in a format other than APA. You will be asked to correctly write the references in APA format. Please review the academic dishonesty and plagiarism guidelines. You are to do your OWN assignment. This is not a collaborative assignment where one person types up the assignment and makes several copies for the other students. I reserve the right to give a zero for the assignment or refer the student to the Assistant Dean of the College of Education if I suspect dishonesty.

### **SPSS® ASSIGNMENT**

All printouts turned in with the assignment must have your name on it typed on the printout before printing.

### **WebCT**

Handouts for the class can be found on WebCT. These handouts can be either Word documents, PDF files, and/or PowerPoint presentations. You are expected to download the appropriate handouts prior to each class. **PLEASE DO NOT COME TO CLASS WITHOUT THE APPROPRIATE MATERIAL.** I do not bring extra copies to class. You will also find a copy of the syllabus on WebCT. If your WebCT is not working properly, it is your responsibility to find out why and get the problem corrected. Failure to get on WebCT is not an excuse for failure to turn in an assignment on time. There will be no extensions. You can ask someone in class to make extra copies of the material for you if you are having problems with WebCT. **DO NOT** ask me to make copies.

### **IRB**

You must turn in a cover page, an explanation to me as the IRB representative, and a letter of consent. If you are doing a survey it must also be included. I will not accept missing parts after the assignment has been turned in. If you use the wrong letter of consent you will lose all points for that part of the assignment. Be aware that I will count off for misspelled words and grammar.

### **E-mail**

I will use Bamamail for communication purposes. I suggest if you have your e-mail forwarded from Bamamail that you change it back to Bamamail as there are sometimes as much as a 2 week delay in receiving forwarded messages. This causes a problem when I send an e-mail before class giving important information for that day's class. Also, I occasionally send revised assignments or other important information through e-mail. Please check your e-mail, daily. It is also recommended to check e-mail just before class. Failure to check e-mail is not a valid excuse for missed messages. It is your responsibility to make sure that the accounts are working properly. **I will not resend e-mails.** Please do not use WebCT to e-mail me. When e-mailing me please identify which class you are in. The way to do this is in the subject line put "BER 500." Also, please put your name (first and last) at the end of the message. Please do not e-mail me for grades. I return the graded assignments and test the next class meeting. Please wait until then for your grade. If you miss class, ask at the next class meeting in attendance. Also, if you miss class, please do not send me e-mails asking for the information that was discussed in the missed class. That information should be in the notes that you get from another student. I reiterate, **ATTENDANCE IS IMPORTANT.**

### **ALL GRADED ASSIGNMENTS**

Since assignments are to be graded, students are expected to work on the assignments **INDEPENDENTLY.** Questions concerning the assignment should be directed to the instructor. I reserve the right to give a zero for the assignment or refer the student to the Assistant Dean of the College of Education if I suspect dishonesty. **I DO NOT PREGRADE ASSIGNMENTS.** If you send me an assignment by e-mail or give me an assignment to look over before it is due, I will grade the assignment accordingly. It is not fair to the other students in the class to ask me to pregrade. Please ask questions concerning your assignments in class so that other students can benefit as well.

## **SEMESTER GRADE**

The semester grade is final. There will be no changes except for cases of error in recording the grade and/or a mistake in grading on my part. If you fail to answer questions on the tests or on the assignments or do not turn in part of an assignment you will not be given a chance to redo. Please do not ask to redo an assignment or ask for extra credit assignments in order to elevate a grade. This is not fair to the other students in the class. Also, do not decide to turn in an assignment that you previously did not turn in after the due date. FINAL GRADE MEANS FINAL GRADE.

## **ASSIGNMENTS**

The following assignments are subject to change.

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>
June 4	Overview of course; Role of research; Terms	Chapters 1 and 2
June 5	Finding and reviewing research (p. 57) Research topics; Ethics; Quantitative Approach	Chapter 3 articles 3, & 10
June 6	Sampling, Filling out an IRB Measurement, Reliability, and Validity	Chapter 4 Chapter 5, article 33
June 11	Finding research, Meet in computer lab	
June 12	Program Evaluation Needs Assessment APA	Articles 26 & 27 Ogletree and Rienzo article
June 13	Test 1	<b>IRB Due</b>
June 18	Data collection Statistics Interpret Printouts Go to computer lab*****	Chapters 7 & 8 <b>APA ASSIGNMENT DUE</b>
June 19	Research Methods Go to computer lab	Chapters 9, 11, & 12 Articles 12, & 16
June 20	Research methods, plagiarism, quoting Writing research: Action Research Computer lab	Chapter 14, Articles 19 & 35 <b>Literature Critique Due</b> Alsup and Sprigler article
June 25	Content Analysis Help with projects Bad Use of Statistics and Polling (on WebCT) Computer lab	<b>SPSS® Assignment Due</b> Articles 5 & 22
June 26	Test 2	<b>Projects Due****</b>

**NOTE: AT THE END OF EACH ARTICLE IN THE LYNE BOOK THERE ARE A SET OF FACTUAL QUESTIONS. YOU ARE RESPONSIBLE FOR THESE QUESTIONS. THEY WILL BE USED FOR BONUS POINTS AND OR CLASS POINTS.**

\*\*\*\*I will mail your project back to you after I have graded it if you supply me with a self-addressed stamped envelope. Make sure that you have a return address on the envelope, otherwise the PO will not deliver it. Please put stamps on it, not a postage meter strip. Also, make sure that it has sufficient postage. For those projects not mailed, you can pick them up from me when the summer classes start in June.

\*Ogletree, R. J., Rienzo, B. A., Drolet, J. D., & Fetro, J. V. (1995). An assessment of 23 selected school-based sexuality education curricula. *Journal of School Health*, 65(5), 186-192.

\*\*Alsup, J. K., & Sprigler, J. J. (2003). A comparison of traditional and reform mathematics curricula in an eighth-grade classroom. *Education*, 123(4), 689-695. NOTE: You must use the Academic Search Elite database.

\*\*\*Print article from <http://old.hsu.edu/faculty/worthf/badstat2.html>

These articles can be found on WebCT.

\*\*\*\*\***WARNING!!!!** I will not do makeup lab sessions nor will I give instructions outside of class on how to use SPSS® if you miss this particular class. You will have to find someone in class who will work with you.

Literature Critique Format

Name: \_\_\_\_\_

A	General:	1.	Title	_____
		2.	Author Information	_____
		3.	Source	_____
B	Statement and Significance of the Problem			_____
C	Theoretical Background for Study and/or Literature Review (Is adequate information provided?)			_____
D	Hypothesis(es) or Research Question(s)			_____
E	Procedures:	1.	Subjects and How Selected	_____
		2.	Materials	_____
		3.	Data Collection and Analysis	_____
F	Results			_____
G	Conclusions & Implications			_____
H	Overall Evaluation:	1.	Possibility of Replication	_____
		2.	How it applies to you	_____
		3.	Was article worthy of publication?	_____
I	Style, Format, Precision			_____
			Total	_____

Scale:           0 = Inadequate  
                   1 = Less than Adequate  
                   2 = Adequate

Address each of the above topics in narrative form. Please identify each section (2 points deduction for failure to do so). Review must be typed. A readable copy of the article must be included with the review. Failure to turn in a copy of the article will result in a 10% late penalty. If you e-mail the critique to me, you will need to find some way of getting a copy of the article to me. I will not print off a copy of the article. You must critique a quantitative research article. Make sure that the research used is inferential statistics. If you do not, you will receive a zero and will not be given a chance to redo the assignment. If you are not sure, ask me. The article must be a complete article (do not use ERIC Digest). Some journals publish briefs instead of the full article. This type of article is unacceptable. Do not review articles from *The NASSP Bulletin*. If you quote directly from the article, make sure that you use quotation marks. **DO NOT USE ARTICLES FROM THE LYNE BOOK.**

**BE CAREFUL ABOUT SPELLING AND GRAMMAR. EXCESSIVE MISSPELLED WORDS IS A REASON FOR POINT REDUCTION.**

NOTE: Refer to Appendix A of the Lyne book for characteristics of research articles.

Name: \_\_\_\_\_

SPSS Assignment

Enter the data given to you in class. Write the results at the bottom of the printout. Code the data where appropriate. Please arrange in the order on the rubric, otherwise I will deduct 2 points.

T-Test

Hypothesis: There is a difference in the number of words remembered by Alzheimer patients between the two methods used.

Printout(results) \_\_\_\_\_/4

Results stated in the context of the hypothesis (written on the bottom of the printout) \_\_\_\_\_/6

Correlation

Hypothesis: There is a correlation between motivation score and GPA.

Printout (results) \_\_\_\_\_/3

Results stated in the context of the hypothesis (written on the bottom of the printout) \_\_\_\_\_/6

Paired Samples T-Test

Hypothesis: A new grammar program helps in reducing the number of grammatical errors in composition.

Printout(results) \_\_\_\_\_/3

Results stated in the context of the hypothesis (written on the bottom of the printout) \_\_\_\_\_/6

Chi-Square

Hypothesis: Alcohol consumption is dependent on gender.

Printout (results) \_\_\_\_\_/5

Results stated in the context of the hypothesis (written on the bottom of the printout) \_\_\_\_\_/6

ANOVA

Hypothesis: There is a difference in the lengths of the three types of brides.

Printout (results) \_\_\_\_\_/4

Results stated in the context of the hypothesis (written on the bottom of the printout). Make sure that you state the results of the ANOVA and the post hoc test (Tukey). \_\_\_\_\_/7

Total \_\_\_\_\_/50

Guidelines for Research Project

Title	(2 pts)	_____
Author _____	(1 pt)	_____
<b>Introduction</b>		
Problem (paragraph must be at least 3 sentences)	(5 pts)	_____
Operational Definitions	(4 pts)	_____
Literature Review (APA)	(6 pts)	_____
Hypothesis(es) (must be in proper hypothesis format)	(4 pts)	_____
Limitations	(4 pts)	_____
<b>Method</b>		
Sample (fully described)	(4 pts)	_____
Materials Used	(2 pts)	_____
Data Collection	(2 pts)	_____
Data Analyses	(2 pts)	_____
<b>Results</b>		
P-value	(2 pts)	_____
Chart, table, or graph	(5 pts)	_____
<b>Conclusions (must be at least 3 sentences; give possible reasons for your results, inferences? future research?)</b>		
	(5 pts)	_____
<b>References</b>		
At least 3	(2 pts)	_____
APA style	(3 pts)	_____
<b>Overall Quality</b>		
Grammar	(4 pts)	_____
Headings (APA style)	(2 pts)	_____
APA Writing	(10 pts)	_____
<b>Appendix</b>		
Results printout from SPSS®	(2 pts)	_____
Survey if used	(2 pts)	_____
Articles used	(3 pts)	_____
Total		_____/80
(total x 2)		_____
Minus Deductions		_____
FINAL GRADE		_____/160

Possible Deductions

- |     |  |               |
|-----|--|---------------|
| 1.  | The research project is to be word processed and <u>double spaced</u> .                    | 5 points      |
| 2.  | APA style, 5 <sup>th</sup> edition must be used.   |               |
| 3.  | No extra spacing between paragraphs.   | 2 points      |
| 4.  | Literature Review must contain at least 3 references.                                      | 5 points      |
| 5.  | Three of the references must be research articles (quantitative or qualitative)            | 2 points each |
| 6.  | The articles must be COMPLETE articles. Please do not use briefs or summaries.             | 2 points each |
| 7.  | Please highlight the parts of the articles that are included in your paper.                | 6 points      |
| 8.  | Please include the articles with the paper. If a book, include only the appropriate page.* | 6 points      |
| 9.  | Do not use personal pronouns.  | 1 point each  |
| 10. | The statement of the problem is just that. Do not address any other parts of the paper.    | 5 points      |

- |     |  |               |
|-----|--|---------------|
| 11. | The hypothesis must be in correct format: null, research, or research question.            | 4 points      |
| 12. | All paragraphs must have 2 sentences.  | 2 points each |
| 13. | References are to be listed on a separate page from the paper.                             | 3 points      |
| 14. | Follow Graduate School guidelines on <u>spacing</u> the references.                        | 3 points      |
| 15. | Results must be inferential statistics ( <i>t</i> test, ANOVA, correlation, or chi square) | 5 points      |
| 16. | Only <b>ONE</b> direct quote allowed. Each additional direct quote                         | 2 points each |
| 17. | Only <b>ONE</b> secondary cite allowed. Each additional secondary cite                     | 2 points each |
| 18. | Appendix must be in the order described under the Appendix section of the rubric.          | 3 points      |
| 19. | Please address everything in the order as described by the rubric.                         | 3 points      |
| 20. | FAILURE TO NOTE A DIRECT QUOTE.  | 5 points each |
| 21. | Writing a secondary cite as a primary source.  | 3 points each |

\*The book page must have the proper reference written at the top (author(s), date, title, city of publication, publisher).

Remember this is an individual project. I do not accept group projects. Also, in the conclusion/discussion section, you must explain why you did or did not have significance.

This project cannot be e-mail or faxed as the articles are required to be turned in with the project. I will not print the articles.

**I WILL NOT ACCEPT THIS PROJECT LATE. IT CAN BE TURNED IN EARLY.**

Go to the following webpages for information on electronic references and citations.

[www.apastyle.org/electsource.html](http://www.apastyle.org/electsource.html)

[www.apastyle.org/electext.html](http://www.apastyle.org/electext.html)