

EDUC 5307 Graduate Research
Sul Ross State University Rio Grande College
Spring 2015

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Course Description

This course is designed to broaden the perspectives of graduate students and introduce them to the techniques of research. The design of the class is to both enable the learner to effectively read and interrupt research and research design and to facilitate best writing practices using the style manual utilized by those in the Social Sciences. Students pursuing a Master's Degree should have an understanding of the research process at various levels including research for individual classroom purposes, extensive library research, as well as writing proposals in American Psychological Association (APA) format. The major emphasis of the writing section of the course will be the composing of a student research proposal.

Prerequisites

This course is to be taken during the first 12 hours of graduate coursework so that the learner will have tools with which to understand the research content of the remaining coursework in the specific program. Assessment of course objectives will be covered in the student's oral examination, as well as this specific course, upon completion of the program.

Required Textbooks

1. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Thousand Oaks, CA: Sage. ISBN:978-1-4522-2610-5
2. American Psychological Association (2009). *Publication manual of the American psychological association (6th ed.)*. Washington, D.C.: American Psychological Association
ISBN: 978-1-4338-0561-5

Instructional Objectives

As a result of course readings, activities, and assignments students will:

- utilize and demonstrate competence in American Psychological Association writing style for all course written assignments
- develop an understanding of research approaches (i.e., quantitative, qualitative, and mixed methods)
- identify strengths and weaknesses of research methods
- develop a research question for a research proposal
- compile an annotated bibliography
- write an introduction, comprehensive literature review, a methods section as part of their research proposal, and
- defend the research proposal.

Student Outcomes

Learner objectives for this course were derived from domains contained in the varied TExES Study Guides. These are utilized in the different TExES exams that are required for the desired Texas certification program which is obtained by earning a Master's Degree. The TExES domains illustrate how each course objective and evaluation product is aligned with specific standards and incorporated as criteria against which candidates are measured. This alignment is meant to demonstrate how the work of this course promotes adherence to State and National Standards in the context of the course content

described. Participants in this course are expected to become familiar with these standards and their implications for entering and practicing in this field.

Class Expectations

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Students will be expected to participate and contribute to class discussions, read all assigned readings, prepare oral presentations, and complete assignments in a timely manner.

Class Requirements

There are a total of 100 possible points for this course and they are as follows:

	<u>Points</u>
1. Class Attendance and Participation	5
2. Research Question	5
3. Annotated Bibliography	20
4. Introduction	20
5. Literature Review	20
6. Methods	20
7. Oral Defense of Research Proposal	10

Course Grade	Points
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	below 60

Attendance and Contribution

Regular attendance and participation are required. There is no distinction between an excused and unexcused absence in college, therefore, do not feel the need to request permission to be absent or provide an excuse upon returning. Being present at each scheduled class period will reflect your commitment to successful completion of this course. Arriving late and/or leaving early will also contribute to your attendance credit. Any three accumulated absences will result in being dropped from the course. Additionally, class participation should be active and relevant to the topic of discussion. Students should be prepared for class discussions and activities by reading the assigned chapters and journal articles each week, asking insightful questions, remaining focused on the topic, being respectful of others' comments and ideas, and challenging others' ideas in a constructive and professional manner.

Dropping a Class

During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding if it is in your best interest to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by April 10, 2015. A professor can also drop a student for non-participation which will result in an "F".

Academic Integrity

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet,

lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

ASSIGNMENTS

Written Assignments: should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a **12 point Times New Roman** font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition). All assignments are due at the **beginning of class or by the deadline posted for Bb assignments. Late assignments will not be accepted.**

1. Research Question

Students will complete and submit an assignment on the development of a research question. The research question for the research proposal should reflect the student's insightful thinking regarding a campus issue. The final research question will be approved by the instructor.

Grading Rubric

Research question assignment	2
Final research question	3
Total	5

2. Annotated Bibliography

Students will identify 12 peer-reviewed empirical studies related to their research question. The studies will be used to complete the annotated bibliography template. Students will follow APA formatting when referencing the studies.

Grading Rubric

APA formatting	5
Identification of 12 empirical studies	5
Complete Annotated Bibliography Template	10
Total	20

3. Introduction

Students will write an introduction (1-2 pages, excluding title and reference page) to their research proposal delineating the background of the study. Attention should be devoted to include crucial elements of an introduction for the particular research approach (i.e., quantitative or qualitative) selected. An APA title and reference page will be included and APA writing style (i.e., citations, headings, etc.) will be adhered to throughout the assignment.

Grading Rubric

APA formatting	5
Discussion of study's background (thoroughness & inclusion of crucial elements)	15
Total	20

ASSIGNMENTS

4. Literature Review

Students will use the 12 empirical studies to write a comprehensive literature review (5-7 pages, excluding title and reference page) based on the identified themes among the studies. The review will demonstrate organization of thought and topic, contain headings for the identified themes, and present a conclusion of the research studies. The literature review should depict what is known about the topic. It should discuss the strengths and weaknesses of prior research. APA writing style should be adhered to (i.e., citations, headings, etc.) throughout the assignment.

Grading Rubric

APA formatting	5
Synthesis and coverage to include advanced organizer, identified Themes, and conclusion	15
Total	20

5. Methods

Students will provide a thorough discussion of the methodology (2-3 pages, excluding title and reference page) selected to answer the research question. Attention should be devoted to include crucial elements of the particular research approach (i.e., quantitative or qualitative) selected. An APA title and reference page will be included and APA writing style (i.e., citations, headings, etc.) will be adhered to throughout the assignment.

Grading Rubric

APA formatting	5
Thoroughness and specificity of appropriate research approach	15
Total	20

6. Oral Defense of Research Proposal

Students will prepare a PowerPoint presentation (no more than 10 minutes) on their research proposal. The presentation should include information on the study's background/context, literature review, and methodology. Students should be prepared to answer questions at the conclusion of the presentation.

Grading Rubric

Inclusion of required content & adherence to time limit	5
Clear communication of proposal's main components	15
Total	20

TENTATIVE COURSE SCHEDULE

Week	Topic	Assignment
1-1/26	Course Introduction	1/26 -Syllabus, Welcome & Introductions, Course Overview, Discuss research question assignment Homework: Creswell Ch. 1
2-2/2	Getting Started <ul style="list-style-type: none"> • Research Question • Library Article Search • Annotated Bibliography 	2/2 -Classwork <ul style="list-style-type: none"> • Research question • Demonstrate database to search peer-reviewed articles • Complete sample Quan./Qual. annotated bibliography Homework <ul style="list-style-type: none"> • Search and locate articles for Annotated Bibliography • Research question due on BB 2/6
3-2/9	Research Approach Annotated Bibliography	2/9 - Classwork <ul style="list-style-type: none"> • Discuss Final Research Question • Annotated Bibliography Homework <ul style="list-style-type: none"> • Creswell (2014) – Ch. 5
4-2/16	Introduction Annotated Bibliography - Continued	2/16 -Classwork <ul style="list-style-type: none"> • Review students' work on Annotated Bibliography • Discuss Introduction Homework <ul style="list-style-type: none"> • Creswell (2014) – Ch.6 & 7 • Introduction to Study • Complete Annotated Bibliography
5-2/23	Purpose Statement Introduction- Continued	2/23 -Classwork <ul style="list-style-type: none"> • Review students' work on Introduction • Discuss Purpose Statement & Research Questions Homework <ul style="list-style-type: none"> • Annotated Bibliography due on BB • Complete Introduction • Creswell (2014) – Ch. 2
6-3/2	Literature Review	3/2 -Classwork <ul style="list-style-type: none"> • Discuss Literature Review • Introduction due on BB Homework <ul style="list-style-type: none"> • Work on Literature Review • Creswell (2014) – Ch. 3
7-3/9	Literature Review-Continued	3/9 -Classwork <ul style="list-style-type: none"> • Review students' work on Literature Review Homework <ul style="list-style-type: none"> • Complete Literature Review • Creswell (2014) – Ch. 8
8-3/16	<i>Spring Break</i>	
9-3/23	Quantitative Methods	3/23 - Classwork <ul style="list-style-type: none"> • Quantitative Methodology • Literature Review due on BB Homework <ul style="list-style-type: none"> • Creswell (2014) – Ch. 9
10-3/30	Qualitative Methods	3/30 -Classwork <ul style="list-style-type: none"> • Qualitative Methodology Homework

		Creswell (2014)-Ch. 10
11-4/6	Mixed Methods	4/6 -Classwork <ul style="list-style-type: none"> • Mixed Methods 4/2 -Homework <ul style="list-style-type: none"> • Work on Methods section
12-4/13	Methodology	4/13 -Classwork <ul style="list-style-type: none"> • Methodology section writing conferences Homework <ul style="list-style-type: none"> • Continue work on Methodology
13-4/20	Proposal Defense Methodology-Continued	4/20 -Classwork <ul style="list-style-type: none"> • Discuss proposal defense • Methodology Homework <ul style="list-style-type: none"> • Complete Methodology • Proposal Defense PowerPoint
14-4/27	Presentations	4/27 -Classwork <ul style="list-style-type: none"> • Discuss Presentations • Methodology due on BB Homework <ul style="list-style-type: none"> • Proposal Defense PowerPoint
15-5/4	Presentations	5/4 -Classwork <ul style="list-style-type: none"> • Presentations
16-5/11	<i>Course Evaluations</i>	5/11 -Evaluations

STUDENT PARTICIPATION AGREEMENT

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. After you have read this agreement, sign, date and turn in. Contact information is optional.

1. Due to the nature of this course it is imperative that you participate in all class activities. The quality of your participation (e.g., observations you make, questions you ask, resources you provide, experiences that you share) will determine the quality of this class experience.
2. **Assignments** require that you deliver your work to class **on time** and post your work. You must post your assignments by the due date. **Late postings are not accepted.**
3. Class participation is an important part of this course. As a courtesy to the classmates and instructor, students are required to be respectful to people's ideas, comments, and concerns. In addition, respect toward the instructor and respecting the **confidentiality of issues** discussed in class is of utmost importance. Information related to schools in the area might be shared and must remain confidential. Sharing information is for the purpose of professional growth only and is not meant to serve as a forum for intentional criticism.
4. To remain updated on course events, you should check the course web-page regularly for assignment reminders, news, and other important and timely announcements. As an adult learner, you must take responsibility for your learning. Staying in touch with your team members, sharing your learning with classmates, and communicating regularly with the instructor is a large part of this learning experience. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.

Print Name: _____ Course enrolled: _____

Student Signature: _____ Date: _____

Student contact Information (optional):

E-mail: _____

Telephone # _____

