

**EDUC 5307 Graduate Research**  
**Sul Ross State University Rio Grande College**  
**Fall 2015, Del Rio**

---

Instructor: Maria Gear, Ed.D.  
Department of Education  
3107 Bob Rogers Dr.  
maria.gear@sulross.edu

(830) 758 - 5030

EDUC 5307, Room 111  
Term: Fall 2015 (8/24 – 12/12)  
Wednesday, DR 6:00 – 8:45 p.m.  
Office Hours: M 9:00 a.m. - 12 noon &  
1:00 p.m. - 5 p.m.  
Tues. 12 noon - 3 p.m.

---

### **Syllabus Disclaimer**

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

### **Required Textbooks**

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

### **Course Description**

A course designed to broaden the perspectives of graduate students and to introduce them to the techniques of research.

### **Instructional Objectives**

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

- become competent in the American Psychological Association writing style
- develop an understanding of research approaches (i.e., quantitative, qualitative, and mixed 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.

### **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. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected.

## Class Requirements

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

## Points

1. Class Attendance and Participation	5
2. Research Question	5
3. Reflective Essay	5
4. Annotated Bibliography	15
5. Introduction	20
6. Literature Review	20
7. Methods	20
8. 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:** Each student is allowed **one** excused absence. After this, each absence will result in a deduction of 10 points from the overall course grade. **Two tardies** (15 minutes or more), or **leaving class early twice** is equal to one absence.

**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.

**As a courtesy to classmates and instructor**, students should respect: (a) discussion/sharing time among members of the group, (b) the privacy of their classmates and **information related to schools must remain confidential**. All electronic devices must be turned off.

**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 (6<sup>th</sup> edition). All assignments are due at the **beginning of class. Late assignments will not be accepted.**

**The following statement must be completed and submitted with each paper submitted for grading.** This statement must be signed by the student and should appear at the bottom of the **title page**:

I certify that I am the author of this paper titled \_\_\_\_\_ and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification will affect my status as a graduate student.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## 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. Reflective Essay

After our discussions, readings, and colleagues' presentations, you are to reflect on your learning during this class. You are required to write a **2 (or more)** double-space page paper that engages your critical thinking about the learning process during this class. Please post your final reflection on **Blackboard** before class on the due date indicated in the tentative schedule. A reflection draws from personal experience and how these personal experiences impact your professional goals. Please create your own title for the reflection. The reflection should include a cogent argument about:

- Your growth in Graduate Research (**EDUC 5307**).
- What you have learned from the readings, discussions, and activities in this class.
- What and how you **will apply** what was learned and discussed in the course.

In 2 (or more) double-space pages, please include:

- An introductory paragraph that prepares the reader for the topic of your essay.
- Empirical examples. In addition, be reminded that your work will be evaluated based on key ideas, analysis of these ideas, your conclusions (if they are solid and agree with your argument), and written skills.
- A concluding paragraph that summarizes your argument and the focus of your essay.

### Grading Rubric

Two complete pages (excluding title page and reference page) written following APA format	1
Argument construction including personal growth as a teacher candidate	4
Total	5

### 3. Annotated Bibliography

Students will identify 20 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	2
Identification of 20 empirical studies	1
Complete Annotated Bibliography Template	12
Total	15

### 4. 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	2
Discussion of study's background (thoroughness & inclusion of crucial elements)	18
Total	20

### 5. Literature Review

Students will use the 20 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 contain an advanced organizer, headings for the identified themes, and a conclusion of the research studies. The literature review should depict what is known about the topic and the population under study. It should discuss the strengths and weaknesses of prior research, and offer recommendations for further research. APA writing style should be adhered to (i.e., citations, headings, etc.) throughout.

#### Grading Rubric

APA formatting	2
Synthesis and coverage to include advanced organizer, identified themes, and conclusion	18
Total	20

## 6. 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	2
Thoroughness and specificity of appropriate research approach	18
Total	20

## 7. 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

Adherence to length	1
Clear communication of proposal's main components	8
Extent to which he/she addresses questions	1
Total	10

**TENTATIVE COURSE SCHEDULE- Fall 2015 Eagle Pass**

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
1-8/26 & 8/28	Course Introduction	8/26-Syllabus; Discuss research question assignment 8/28- Homework <ul style="list-style-type: none"> <li>• Research Question Assignment</li> </ul>
2-9/2 & 9/4	Getting Started <ul style="list-style-type: none"> <li>• Research Question</li> <li>• Library Article Search</li> <li>• Annotated Bibliography</li> </ul>	9/2- Research question <ul style="list-style-type: none"> <li>• Demonstrate database to search peer-reviewed articles</li> <li>• Complete sample Quan./Qual. annotated bibliography</li> </ul> 9/4-Homework <ul style="list-style-type: none"> <li>• Search articles for Annotated Bibliography</li> <li>• <b>Final Research question due on BB</b></li> </ul>
3-9/9 & 9/11	Research Approach Annotated Bibliography	9/9-Creswell (2014) – Ch. 1 <ul style="list-style-type: none"> <li>• Final Research Question</li> <li>• Annotated Bibliography</li> </ul> 9/11 – Homework <ul style="list-style-type: none"> <li>• Describe personal research approach</li> <li>• Creswell (2014) – Ch. 3</li> </ul>
4-9/16 & 9/18	Research Question Purpose Statement Annotated Bibliography - Continued	9/16-Creswell (2014) – Chs. 7 & 6 <ul style="list-style-type: none"> <li>• Review students' work on Annotated Bibliography</li> </ul> 9/18-Homework <ul style="list-style-type: none"> <li>• Read Creswell (2014) – Ch. 5</li> <li>• Complete Annotated Bibliography</li> </ul>
5-9/23 & 9/25	Introduction	9/23-Creswell (2014) – Ch. 5 <ul style="list-style-type: none"> <li>• Work on Introduction</li> <li>• <b>Annotated Bibliography due on BB</b></li> </ul> 9/25-Homework <ul style="list-style-type: none"> <li>• Complete Introduction</li> </ul>
6-9/30 & 10/2	Literature Review	9/30-Creswell (2014) – Ch. 2 <ul style="list-style-type: none"> <li>• Literature Review</li> <li>• <b>Introduction due on BB</b></li> </ul> 10/2-Homework <ul style="list-style-type: none"> <li>• Work on Literature Review</li> <li>• Modify research question based on literature review</li> </ul>
7-10/7 & 10/9	Research Proposal Literature Review-Continued	10/7-Creswell (2014) – Ch. 4 <ul style="list-style-type: none"> <li>• Review students' work on Literature Review</li> </ul> 10/9-Homework <ul style="list-style-type: none"> <li>• Complete Literature Review</li> </ul>
8-10/14 & 10/16	Quantitative Methods	10/14- Creswell (2014) – Ch. 8 <ul style="list-style-type: none"> <li>• Exercise on Quantitative Methodology</li> <li>• <b>Literature Review due on BB</b></li> </ul> 10/16- Homework <ul style="list-style-type: none"> <li>• Creswell (2014) – Ch. 9</li> </ul>
9-10/21 & 10/23	Qualitative Methods Mixed Methods	10/21-Creswell (2014)-Ch. 9 & 10 <ul style="list-style-type: none"> <li>• Exercise on Qualitative Methodology</li> <li>• Exercise on Mixed Methods</li> </ul> 10/23-Homework <p align="center">Work on Methods Section</p>

<b>10-10/28 &amp; 10/30</b>	Methodology	<b>10/28- Methodology section</b> <b>10/30-Homework</b> <ul style="list-style-type: none"> <li>• Review Quan./Qual. &amp; Mixed Methods</li> </ul>
<b>11-11/4 &amp; 11/6</b>	Methodology Proposal Defense	<b>11/4- Review student's work on Methodology section</b> <ul style="list-style-type: none"> <li>• Discuss proposal defense</li> </ul> <b>11/6-Homework</b> <ul style="list-style-type: none"> <li>• Complete Methodology section</li> </ul>
<b>12-11/11 &amp; 11/13</b>	Presentations	<b>11/11- Methodology due on BB</b> <ul style="list-style-type: none"> <li>• <b>Oral Defense of Research Proposal</b></li> </ul>
<b>13-11/18 &amp; 11/20</b>	Presentations	<b>11/18- Oral Defense of Research Proposal</b>
<b>14-11/25 &amp; 11/27</b>	<i>Thanksgiving Day Holiday</i>	<b>11/25- 11/27</b> <i>Thanksgiving Day Holiday-No Class Meeting</i>
<b>15-12/2</b>	Reflective Essay	<b>12/2- Reflective Essay due on BB</b>

## 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 and beginning of class. **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 # \_\_\_\_\_