

EDUC 5301 Graduate Research
Sul Ross State University Rio Grande College
Fall, 2016 – Eagle Pass

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EDUC 5301, Room D 111
Term: Fall, 2016 (8/22-12/12)
Monday/Wednesday, EP 6:00 – 8:45 p.m.
Office Hours: Monday 9:00 - 12:00 & 1- 4:00 p.m.
Tuesday 9:00 -12 & 1 - 2 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* (4th ed.). Thousand Oaks, CA: Sage. ISBN – 1-4522-2610-5
2. American Psychological Association (2009). *Publication manual of the American psychological association* (6th 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
- evaluate current research in education by research writing and research methodology
- 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. Annotated Bibliography	15
4. Introduction	20
5. Literature Review	20
6. Methods	20
7. Final Revised Document	5
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.

Distance Education (Web-course) Non-Participation Statement. Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

Written Assignments: To comply with **course standards and requirements** all 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. Late assignments will not be accepted.**

ASSIGNMENTS

***The following statement of authorship must be completed and submitted with each paper submitted for grading excluding research question and oral defense powerpoint assignments.** 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. 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

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

4. 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

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	2
Thoroughness and specificity of appropriate research approach	18
Total	20

6. Revised Research Proposal

Students will utilize the revised versions of the introduction, literature review, and methods to write a final research proposal (8-12 pages, excluding title and reference page). The proposal shall be free of grammatical errors and written in accordance to the APA writing style (i.e., citations, headings, etc.).

Grading Rubric

APA formatting & free of grammatical errors	2
Coherence, thoroughness and smoothness of final document	3
Total	5

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, 2016 Eagle Pass

Week	Topic	Activities & Assignments
1- 8/22 & 8/24	Course Introduction	8/22 -Syllabus; Discuss research question assignment Homework <ul style="list-style-type: none"> • Research Question Assignment
2- 8/29 & 8/31	Getting Started <ul style="list-style-type: none"> • Research Question • Library Article Search • Annotated Bibliography 	8/29 - Research question <ul style="list-style-type: none"> • Demonstrate database & A.B. Word Doc. • Review articles (Pea & Scanlon) in groups • Research Elements handout Homework <ul style="list-style-type: none"> • Continue search for articles • Final Research question due on BB
3- 9/5	<i>Labor Day Holiday</i>	9/5- <i>No Class Meeting</i>
4- 9/12 & 9/14	Research Approach Annotated Bibliography	9/12 - Creswell (2014) – PPT. Ch. 1 <ul style="list-style-type: none"> • Review Research Questions handout • In-class work on Annotated Bibliography Homework <ul style="list-style-type: none"> • Identify personal research approach • Creswell (2014) – Ch. 3
5- 9/19 & 9/21	Research Question Purpose Statement Annotated Bibliography - Continued	9/19 - Creswell (2014) – PPT. Ch. 7 <ul style="list-style-type: none"> • Identify Research Approach • PPT. Ch. 6 • Write Purpose Statement • Work on A.B. Homework <ul style="list-style-type: none"> • Read Creswell (2014) – Ch. 5 • Complete Annotated Bibliography
6- 9/26 & 9/28	Introduction	9/26 - Creswell (2014) <ul style="list-style-type: none"> • PPT. Ch. 5 • Sample Introduction, pp. 112-114 • Work on Introduction • Annotated Bibliography due on BB Homework <ul style="list-style-type: none"> • Complete Introduction
7- 10/3 & 10/5	Literature Review	10/3 - Creswell (2014) <ul style="list-style-type: none"> • Literature Review Activity • PPT. Ch. 2 • Work on Lit. Review, example p. 39 • Introduction due on BB Homework <ul style="list-style-type: none"> • Work on Literature Review • Modify research question based on literature review

8- 10/10 & 10/12	Research Proposal Literature Review-Continued	10/10 - Creswell (2014) – PPT. Ch. 4 <ul style="list-style-type: none"> Develop Summary of Annotated Bibliography Studies Construct Literature Map Homework <ul style="list-style-type: none"> Work on Literature Review
9- 10/17 & 10/19	Literature Review-Continued	10/17 – Literature Review <ul style="list-style-type: none"> Review students’ work on Literature Review Homework <ul style="list-style-type: none"> Complete Literature Review
10- 10/24 & 10/26	Quantitative Methods	10/24- Creswell (2014) – PPT. Ch. 8 <ul style="list-style-type: none"> Draft Quantitative Methodology, pp. 156-167 Literature Review due on BB Homework <ul style="list-style-type: none"> Creswell (2014) – Ch. 9
11- 10/31 & 11/2	Qualitative Methods Mixed Methods	10/31- Creswell (2014)-PPT. Ch. 9 & 10 <ul style="list-style-type: none"> Draft Qualitative Methodology, pp. 183-184 Exercise on Mixed Methods Homework <ul style="list-style-type: none"> Work on Methods section
12- 11/7 & 11/9	Methodology	11/7- Work on Methodology Homework <ul style="list-style-type: none"> Review Quan./Qual. & Mixed Methods
13- 11/14 & 11/16	Methodology Proposal Defense	11/14 - Review student’s work on Methodology section <ul style="list-style-type: none"> Discuss Proposal Defense Homework <ul style="list-style-type: none"> Complete Methodology section
14- 11/21	Presentations	11/21 - Methodology due on BB <ul style="list-style-type: none"> Oral Defense of Research Proposal
15- 11/28 & 11/30	Presentations	11/28 - Oral Defense of Research Proposal
16- 12/5		12/5 - Final Revised Document due on BB

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.

5. For whatever reason, if at any point you decide to drop this course, it is **your responsibility to officially drop or withdraw**. Failure to do so will result in a failing grade (**F**).

Print Name: _____ Course enrolled: _____

Student Signature: _____ Date: _____

Student contact Information (optional):

E-mail: _____

Telephone # _____



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE

A Member of the Texas State University System

Department of Student Services
2623 Garner Field Road
Uvalde, Texas 78801

(830) 758-5006
(830) 279-3003
Fax: (830) 279-3016

Disability Services Procedures

Sul Ross State University Rio Grande College, a Member of the Texas State University System, supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

Services available to all SRSU RGC students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Sul Ross State University Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Sul Ross State University Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
 - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
 - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
 - c. A description of the current functional impact/limitations of the disability.
 - d. Treatments, medications, assistive devices/services currently prescribed or used.
 - e. A description of the expected progression or stability of the disability over time.
 - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration.

If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

