



**EDUC 5301 Graduate Research
Sul Ross State University Rio Grande College
Spring, 2017**

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Office Hours: Monday, Tuesday, Thursday
8:30 am – 12:00 pm
Wednesday 11:00-12:00
Afternoon and Friday hours available by appointment

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 interpret 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 the understanding of research reports, 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 coursework within each specific program. Assessment of course objectives will be covered in both this specific course and in the oral examination which occurs upon completion of the program.

Required Textbooks

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (5th ed). Pearson Education.

American Psychological Association (2009). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: American Psychological Association

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
- understand the ethical issues in research
- develop an understanding of research approaches
- identify strengths and weaknesses of research methods
- develop appropriate research questions, review of literature and methods to conduct a proposed study
- present and defend a comprehensive research proposal project

Student Learning Outcome

The student will evaluate current research in education by research writing and research methodology.

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 and preparedness. Students will be expected to participate and contribute to class discussions, read all assigned readings, prepare presentations, and complete assignments in a timely manner.

Assignments

1. Chapter quizzes (20 points each)

Select chapters from the Creswell text will be assessed in class.

2. Research Design Presentation (25 points)

Creswell offers a thorough description of several specific research designs. Each student will be responsible for reading and researching a specific research design which will be presented to the class.

3. Research Proposal

The research proposal will follow APA style formatting and include a cover page, introduction, literature review, methodology, appropriate appendices and references. The following explanation delineates the credit for each section.

1. Class Attendance and Contribution	5
2. Research Design presentation	25
3. Research Question	5
4. Annotated Bibliography	20
5. Introduction	15
6. Literature Review	20
7. Method	10
8. Oral Defense of Research Proposal	10
9. Final Draft with Revisions	10
10. Chapter quizzes 4 @ 20 each	80
Total	200 points

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 will reflect your commitment to successfully complete this course. Arriving late and/or leaving early will also influence 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/or 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.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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 your consideration 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 7, 2017. 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.

WRITING 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 specific deadline posted for Bb assignments. Late assignments will not be accepted. It is better to submit an assignment incomplete than to not submit anything at all (not a prophetic quote...just common sense).**

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 an educational 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 (2-3 pages, excluding title 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 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)	10
Total	15

ASSIGNMENTS

4. Literature Review

Students will use the 12 empirical studies to write a comprehensive literature review (7-8 pages) based on the identified themes among the studies. The review will demonstrate organization of thought and topic, contain headings for the identified themes and sections, 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 (2-4 pages) 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 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	5
Total	10

6. Oral Defense of Research Proposal

Students will prepare a 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	5
Total	10

7. Final Draft with Revisions

Students will make suggested revisions to all sections of the proposal.

Grading Rubric

Revisions	10
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Course Schedule: Spring, 2017

Date	Content	
1/23/17	Welcome, Text review, Syllabus, Elements of a Proposal, Discussion: Why do research? *Research Practice (locate 2 studies)	Creswell: 1 & 2 Locate and bring a minimum of 2 studies to class next week.
1/30/17	Quiz 1 Developing Research Questions Complete Sample Annotation for Bibliography	Creswell: 4 Research Question(s) Due on Bb 2/5/17 Search for resources, update in class
2/6/17	Quiz 2 Discussion: Introduction	Continue: Annotated Bibliography and Introduction
2/13/17	Discussion: Introduction (purpose statement, problem with the study)	
2/20/17	Writing Conferences	
2/27/17	Discussion: Introduction (finalizing research questions)	Creswell 3 Introduction Due Bb 3/5/17
3/6/17	Quiz 3 Discussion: Literature Review	Annotated Bibliography Due Bb 3/5/17
3/20/17	Writing Conference	
3/27/17	Writing Conference	
4/3/17		Creswell 5 & 7 Literature Review Due Bb 4/9/17
4/10/17	Quiz 4 Discussion: Methodology and Research Design	
4/17/17	Writing Conference	
4/24/17	Research Design Presentation (chapters 10-17)	Method Due Bb 4/30/17
5/1/17	Discussion: Proposal Presentation	Final Draft Due Bb 5/7/17
5/8/17	Research Proposal Presentations	