

EDSR 5307 Graduate Research
Sul Ross State University – Spring, 2026

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EDSR 5307
Term: Spring, 2026 (1/14-5/7)
Office Hours: M 8:00-Noon
T 8:00-Noon or by appt.

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 method approaches* (6th ed.). Thousand Oaks, CA: Sage. ISBN -13:9781071817940
2. American Psychological Association (2009). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: American Psychological Association

Course Description

EDSR 5307 Graduate Research: *A course designed to broaden the perspectives of graduate students and to introduce them to the techniques of research. Course taken during the first 12 hours of graduate coursework.*

Student Learning Outcomes

1. MED General students will demonstrate writing skills and the ability to use research methodology and design a research paper.
2. MED General students will demonstrate their understanding of diversity.
3. MED General students will increase their understanding of content in their chosen area of specialization.

Marketable Skills

1. MED General students will develop writing skills for effective communication.
2. MED General students will develop research skills to promote life-long learning.
3. MED General students will demonstrate an understanding of diversity.

Course Outcomes

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

1. Demonstrate competence in the American Psychological Association writing style.
2. Evaluate current research in education.
3. Identify and distinguish research approaches (i.e., quantitative, qualitative, and mixed methods).
4. Develop a research question for a research proposal.
5. Compile an annotated bibliography.
6. Compose an introduction, a literature review, and a methods section as part of their research proposal.
7. Defend the research proposal.

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.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include, but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

For Remote/Online Courses Only - SRSU Distance Education Statement.

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

SRSU Disability Services

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine, Texas, 79832

Library Information:

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

CITI Program Training:

Register for free on the CITIProgram site selecting Sul Ross State University as your organization affiliation: www.citiprogram.org. Then select the Social & Behavioral Research training with 9 components: Defining Research with Human Subjects, Federal Regulations, Assessing Risk, Informed Consent, Privacy and Confidentiality, Unanticipated Programs, History and Ethical Principles, Populations in Research Requiring Additional Considerations and/or Protection, and Conflicts of Interest. For each component, there is a mini-quiz (5 items). After completing the training you will receive a certificate to upload as an assignment.

Class Expectations

Throughout the course students will be required to complete written assignments as specified in the course syllabus. Student performance will be evaluated by various written assessments. Students will be expected to read and complete all assignments in a timely manner as this is crucial to your academic success in this course.

Assessment Methods

There are a total of 100 possible points for this course:

| | Points |
|------------------------------|---------------|
| 1. Annotated Bibliography | 20 |
| 2. Introduction | 25 |
| 3. Literature Review | 25 |
| 4. Methods | 25 |
| 5. Final Revised Document | 5 |
| 6. CITI Training certificate | |

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

Late Assignments

All assignments are due as indicated on the course schedule and must be posted on Blackboard (BB). **Late assignments will not be accepted.**

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. In addition, all written assignments must follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition), **including APA title and reference page.** Post all assignments on BB by due date.

***The following statement of authorship must be completed and submitted with each paper.** 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

ASSIGNMENTS/STUDENT LEARNING OUTCOMES (SLO)

1. Annotated Bibliography (SLO 1-3; CO 1, 5)

Students will identify **25** peer-reviewed empirical studies related to their research question. Do not use metanalysis or reviews of studies instead research and use single studies depicting all 3 research methodologies, i.e. quantitative, qualitative, and/or mixed methods. The final 25 studies will be used to complete the annotated bibliography template. Students will follow APA formatting when referencing the studies. Review the sample Annotated Bibliography (AB) in your BB course. Make sure to include your tentative research question (only on page 1 of your AB).

Grading Rubric (20 points)

| | |
|---|----|
| APA formatting | 2 |
| Identification of 25 empirical studies | 3 |
| Complete Annotated Bibliography following course guidelines | 15 |
| Total | 20 |

2. Introduction (SLO 1-3; CO 1, 6)

Students will write an introduction (1-2 pages, excluding title and reference page) to their research proposal delineating the background of the study; follow the Deficiencies Model as outlined in your textbook. Attention should be devoted to include a discussion on: the research problem, a review of studies that have addressed the problem, deficiencies of past studies, the significance of proposed study, and a purpose statement. An APA title and reference must also be included. APA writing style (i.e., citations, headings, etc.) will be adhered to throughout the assignment. Maximum points awarded = 25.

Grading Rubric (25 points)

| APA Formatting | Max. points = 2 | | | |
|---|---|---|--|--|
| Category | 23 | 21 | 19 | 17 |
| Introduction Elements as outlined by Creswell (2014) <ul style="list-style-type: none">• study's background• studies that have addressed the problem• deficiencies in previous studies• significance of present study• purpose statement. | Demonstrates an <i>exemplary</i> understanding of an introduction. | Demonstrates a <i>proficient</i> understanding of an introduction. | Demonstrates an <i>adequate understanding</i> of an introduction. | Demonstrates a <i>poor</i> understanding of introduction. |
| Total Points | | | | |

3. Literature Review (SLO 1-3; CO 1, 6)

Students will use the **25** empirical studies to write a comprehensive literature review (5-7 pages, excluding title and reference page) based on the identified themes among the studies and following course guidelines. 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. Maximum points awarded = 25.

Grading Rubric (25 points)

| APA Formatting | Max. points = 2 | | | |
|---|---|---|--|---|
| Category | 23 | 21 | 19 | 17 |
| Literature Review Elements • Synthesis of Studies • Comparing & contrasting studies • Abstract of relevant studies Literature Review Elements | Demonstrates an <i>exemplary</i> understanding of a literature review. | Demonstrates a <i>proficient</i> understanding of a literature review. | Demonstrates an <i>adequate</i> understanding of a literature review. | Demonstrates a <i>poor</i> understanding of a literature review. |
| Total Points | | | | |

4. Methods (SLO 1-3; CO 1, 6)

Students will provide a thorough discussion of the methodology (3-4 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. Maximum points awarded = 25.

Grading Rubric (25 points)

| APA Formatting | Max. points = 2 | | | |
|---|---|---|--|---|
| Category | 23 | 21 | 19 | 17 |
| Methodology Elements as appropriate to Quantitative, Qualitative, or Mixed Methods Research | Demonstrates an <i>exemplary</i> understanding of Quantitative, Qualitative, or Mixed Methods Research | Demonstrates a <i>proficient</i> understanding of Quantitative, Qualitative, or Mixed Methods Research | Demonstrates an <i>adequate</i> <i>understanding</i> of Quantitative, Qualitative, or Mixed Methods Research | Demonstrates a <i>poor</i> understanding of Quantitative, Qualitative, or Mixed Methods Research |
| Total Points | | | | |

5. Final Revised Document (SLO 1-3; CO 1-4, 6)

Students will utilize the revised versions of the introduction, literature review, and methodology to write a final revised document, i.e. Final Research Proposal (13 or more pages, excluding title and reference page). The document shall be free of grammatical errors and written in accordance to the APA writing style (i.e., citations, headings, etc.).

Grading Rubric (5 points)

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

Tentative Course Schedule

| Week | Topic | Activities & Assignments |
|--------|--|---|
| 1-1/14 | Course Introduction Research Question | <p>1/14 – Review syllabus</p> <p>1/16 - Complete research question assignment and upload the last page of this exercise, i.e. the page with your tentative research question.</p> |
| 2-1/19 | <i>MLK Holiday</i> | |
| 3-1/26 | Quantitative & Qualitative research characteristics Research Question Annotated Bibliography | <p>1/26 - Research Approaches</p> <ul style="list-style-type: none"> • Read and Analyze (Pea & Scanlon) located in BB course; note quantitative & qualitative research characteristics in each. • Develop tentative research question after completing research question assignment • Read and Analyze sample Annotated Bibliography (AB) located in BB course <p>1/28 - Search for peer reviewed articles based on tentative research question themes</p> |
| 4-2/2 | Research Approach Annotated Bibliography | <p>2/2 - Creswell (2014) – Read Ch. 1</p> <ul style="list-style-type: none"> • Analyze Research Questions handout (Fall..., 1/31/22) located in BB course • Commence work on Annotated Bibliography using 25 peer-reviewed articles <p>2/4 - Identify personal research approach based on your tentative research question</p> <ul style="list-style-type: none"> • Read Creswell (2014) – Ch. 3 |
| 5-2/9 | Research Question Purpose Statement Annotated Bibliography - Continued | <p>2/9 - Creswell (2014) – Read Chs. 6 & 7</p> <ul style="list-style-type: none"> • Write your Purpose Statement aligned with your selected research approach, i.e. quantitative or qualitative • Work on A.B. <p>2/11 - Complete Annotated Bibliography</p> |
| 6-2/16 | Introduction | <p>2/16 - Creswell (2014) – Read Ch. 5</p> <ul style="list-style-type: none"> • Review sample Introduction, pp. 112-114 (Creswell Intro. textbook copies) located in BB course • Work on Introduction <p>Annotated Bibliography due on BB by 9 a.m.</p> <p>2/18 - Complete Introduction</p> |

| | | |
|------------|---|---|
| 7- 2/23 | <p>Literature Review</p> <ul style="list-style-type: none"> • Summary of Studies • Synthesizing Studies | <p>2/23 – Read Creswell (2014) Literature Review</p> <ul style="list-style-type: none"> • Use Rinaldi and Gessler Wert examples and commence summarizing all 25 peer-reviewed articles; write a 3 sentence review of each article • Synthesize (Gessler Wert & Rinaldi) <p>Introduction due on BB by 9 a.m.</p> <p>2/25 – Complete summary of all peer-reviewed articles (3 to 1 sentence).</p> <ul style="list-style-type: none"> • Modify research question based on personal research approach |
| 8- 3/2 | <p>Literature Review</p> <ul style="list-style-type: none"> • Synthesize • Compare & Contrast • Abstract Studies • Advanced Organizer • Level Headings (Outline) | <p>3/2 - Creswell (2014) – Read Ch. 4 (Ethical Considerations)</p> <ul style="list-style-type: none"> • Review sample literature review in BB course paying attention to skills such as synthesizing studies, comparing & contrasting studies, including abstracts of relevant studies, & including an advanced organizer • Review Level Headings in your APA manual <p>3/4 - Complete Literature Review with an advanced organizer; include an outline of lit. review as a separate word document</p> |
| 9-3/9-3/13 | <i>Spring Break</i> | |
| 10-3/16 | <p>Methods of Data Collection</p> | <p>3/16 – Read Johnson & Christensen - Ch. 9 powerpoint in BB course</p> <p>3/18 - Continue work on Literature Review</p> <p>CITI Training certificate due on BB by 9 a.m.</p> |
| 11-3/23 | <p>Quantitative Methods</p> | <p>3/23 - Creswell (2014) – Read Ch. 8</p> <ul style="list-style-type: none"> • Review Quantitative Methodology; p. 148-Survey design, p. 162-Experimental design <p>Literature Review Due on BB by 9 a.m.</p> <p>3/25 – Continue reading Ch. 9</p> |
| 12-3/30 | <p>Qualitative Methods</p> | <p>3/30 - Creswell (2014)-PPT. Chs. 8, 9 & 10</p> <ul style="list-style-type: none"> • Review Qualitative Methodology, pp. 183-184 • Review Methodology Elements & Sample Excerpts 11/2021 in BB course <p>4/1 – Commence work on Methods section</p> |

| | | |
|---------|------------------------|---|
| 13-4/6 | Continue-Methods | <p>4/6- Work on methodology</p> <ul style="list-style-type: none"> • Review Quan. Ex. (R. Hoffman)/Qual. Methods Ex. (Jerry) in BB course <p>4/8 – Commence revision of Introduction & Lit. Review</p> |
| 14-4/13 | Final Revised Document | <p>4/13- Work on Introduction and Literature Review Revisions</p> <p>Methodology due on BB by 9 a.m.</p> |
| 15-4/20 | Final Revised Document | 4/20- Commence work on Final Revised Document |
| 16-4/27 | Final Revised Document | 4/27 - Final Revised Document due on BB by 9 a.m. |

Student Participation Agreement for Online Courses: Post to BB

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 complete all assignments as directed and submit in a timely manner.
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. 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. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.
4. 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.