



EDCI 698
Research: Design and Replication
COURSE SYLLABUS: Spring 2016

Instructor: David L. Brown, Ph.D.
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COURSE INFORMATION

Class Meetings:

Jan 21	Thursday	4:30 PM – 10:00 PM
Feb 04	Thursday	4:30 PM – 10:00 PM
Feb 18	Thursday	4:30 PM – 10:00 PM
Mar 03	Thursday	4:30 PM – 10:00 PM
Mar 17	Thursday	4:30 PM – 10:00 PM
Mar 31	Thursday	4:30 PM – 10:00 PM
Apr 14	Thursday	4:30 PM – 10:00 PM
Apr 28	Thursday	4:30 PM – 10:00 PM

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Creswell, John W. (2013) "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" (4th Edition). SAGE Publications, ISBN # 978-1452226101

Course Description:

Examination of research designs related to curriculum and instruction including: survey research, quantitative content analysis, correlational research, true experimental research, quasi-experimental research, pre-experimental research, single-subject research/behavior analysis, causal-comparative research, program evaluation, qualitative research, combined qualitative/quantitative research, and meta-analysis. Coursework includes creation of a sophisticated research design appropriate for a doctoral dissertation.

Prerequisites: Doctoral level standing and **completion** of all Tools courses (1-4).

Student Learning Outcomes:

1. Students will identify, analyze, and critique the designs and methods used in previous research studies. Further, students will explain how multiple research designs can be used to study their own topic.
2. Students will become experts in a specific aspect of research design/methods and serve as a reading and discussion facilitator for that aspect.
3. Students will become familiar with the dissertation process and complete a mock dissertation defense.
4. Students will design, review, and document progress in the development of an informal research proposal (matrix), a formal research proposal (dissertation), and an Institutional Review Board (IRB) protocol.
5. Students will continue to read research journals in order to grow the reference section. Student will create a bibliography and a short reflective summary of the article in folder.
6. Students will continue to work on residency requirements, document progress and share that progress with the class.
7. Students will self-evaluate knowledge gained in the course and personal/professional growth from a metacognitive perspective.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Methods of Instruction:

Multiple methods of instruction will be used. They include lecture/discussions, cooperative groups, and web-assisted instruction. Additionally, students will take an active role as peer instructors in the class.

Course Requirements:

1. **Preparation, Participation, Knowledge, and Professionalism:** Check your Leo email (or other listed email) at least twice a week for updates, assignments, and notifications.
 - a) Bring a copy (hard or electronic) of the readings to each face-to-face class session.
 - b) Complete assignments prior to class as all work is due at the beginning of class. Note that most assignments will require out-of-class work prior to in-class discussion.
 - c) Be prepared to discuss, question, analyze, critique, and debate readings, research, and other class assignments.
 - d) Participate regularly in class and follow the conduct rules.
 - e) Demonstrate the attainment of a depth of knowledge commensurate with doctoral studies and professional behavior in all you do.
 - f) Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University-Commerce Student Guidebook) may result in removal from class or lowering of your final grade. Plagiarism may result in dismissal from the doctoral program.
2. **(100 pts.) Chapter Presentations:** Each student will select chapters from the textbook and create a PowerPoint presentation. The student will provide copies to each class member during the presentation. The presentation should include appropriate visuals to enhance our understanding of the key ideas and should engage the audience in their understanding of the implications for classroom practice. All information may come from the chapters and may be obtained from other sources as well. The presentation should be approximately 30 minutes.
3. **(100 pts.) Doctoral Dissertation Matrix:** Students will complete the Doctoral Dissertation Matrix that will be provided by the instructor and share with other students in class. The final matrix will be submitted to the instructor.
4. **(100 pts.) Draft of Dissertation Proposal:** Students will complete a draft of the dissertation proposal using the doctoral dissertation template. The template can be found on the Graduate School website.
5. **(75 pts.) PowerPoint Presentation of Proposal:** Students will conduct a PowerPoint presentation of their dissertation proposal in class. The PowerPoint will discuss background of study, review of the literature, research questions, research design, methodology, findings, and conclusions.

6. **(25 pts.) Final Written Self-Evaluation:** Prepare a final written evaluation that addresses each student learning outcome, evaluates each requirement, and suggests a final grade for the course. Students will reflect on several questions regarding their experiences in the course and the impact of course assignments on their understanding of the fundamentals of conducting educational research.

Grading:

Chapter Presentations	-	100 points
Doctoral Dissertation Matrix	-	100 points
Draft of Dissertation Proposal	-	100 points
PowerPoint Presentation of Proposal	-	75 points
Final Written Self-Evaluation	-	25 points
Total	-	400 points

TECHNOLOGY REQUIREMENTS

This is not an Online Course but some technological resources will be required.

Access to a Computer with

- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to course topics. We will not use e-college in this course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: Each of you is expected to participate fully in assigned readings related to course topics, chapter presentations, and discussions of current articles. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email (David.Brown@tamuc.edu) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on the class website (http://drbrown_edci698-sp16.weebly.com) for individual assignments.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Lecture and readings: Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading of materials. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Citizenship: All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Student Conduct: All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Late Work: Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://writingcenter.unc.edu>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Attendance: Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 4:30 PM until 10:00 PM every other Thursday unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student's Guidebook.

Cell Phones/Computers: Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

RESOURCES

References

- Biklin, S. K., & Casella, R. (2007). *A practical guide to the qualitative dissertation*. New York: Teachers College Press.
- Denzin, N., & Lincoln, Y. (2007). *Collecting and interpreting qualitative materials (3rd. ed.)*. Los Angeles: Sage.
- Denzin, N., & Lincoln, Y. (2007). *The landscape of qualitative research (3rd. ed.)*. Los Angeles: Sage.
- Denzin, N., & Lincoln, Y. (2007). *Strategies of qualitative inquiry (3rd. ed.)*. Los Angeles: Sage.
- Dressman, M. (2008). *Using social theory in educational research: A practical guide*. New York: Routledge.
- Drew, C. J., Hardman, M. L., & Hosp, J. L. (2008). *Designing and conducting research in education*. Los Angeles: Sage.
- Glaser, B. G. & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Hawthorne, NY: Aldine.
- Hancock, G. R., & Mueller, R. O. (2010). *The reviewer's guide to quantitative methods in the social sciences*. New York: Routledge.
- Holcomb, Z. C. (2006). *SPSS basics: Techniques for a first course in statistics*. Glendale, CA: Pyrczak.
- Holcomb, Z. C. (2007). *Interpreting basic statistics (5th ed.)*. Glendale, CA: Pyrczak.
- Kelly, A. E., & Lesh, R. A. (Eds.). (2000). *Handbook of research design in mathematics and science education*. Mahwah, NJ: Earlbaum.
- Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston: Pearson.
- LeCompte, M. D., Millroy, W. L., & Preissle, J. (1992). *The handbook of qualitative research in education*. New York: Academic Press.
- Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design (9th ed.)*. Boston: Pearson.

- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: John Wiley and Sons.
- Mertens, D. M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods (3rd ed.)*. Los Angeles: Sage.
- Nardi, P. M. (2003). *Doing survey research: A guide to quantitative methods*. Boston: Pearson.
- Orcher, L. T. (2007). *Conducting a survey*. Glendale, CA: Pyrczak.
- Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches (3rd ed.)*. Glendale, CA: Pyrczak.
- Patten, M. L. (2009). *Understanding research methods: An overview of the essentials (7th ed.)*. Glendale, CA: Pyrczak.
- Plano Clark, V. L., & Creswell, J. W. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Plano Clark, V. L., & Creswell, J. W. (2008). *The mixed methods reader*. Los Angeles: Sage.
- Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Boston: Merrill.
- Pyrczak, F. (2006). *Making sense of statistics: A conceptual overview (4th ed.)*. Glendale, CA: Pyrczak.
- Pyrczak, F. (2005). *Evaluating research in academic journals (3rd ed.)*. Glendale, CA: Pyrczak.