



HIED 695: RESEARCH METHODOLOGY
Spring 2016

Class: January 21 – May 12

Thursdays, 7:40 - 9:59pm

Location: TAMUC Education North #108 & TAMUC Downtown Dallas #312

Instructor: Derek Lester, PhD

Office Locations:

- TAMUC, Education North #103
- TAMUC Downtown Dallas, Pacific Place, 1910 Pacific Ave, Dallas, TX

Office Hours:

- Tuesday, 1pm to 5pm (TAMUC Campus)
- Thursday, 2pm to 4:30pm (Downtown Dallas)
- Available by appointment: In-person, phone, and Skype

Office Phone: (206) 407-9904

Office Fax: (214) 915-1903

University Email Address: Derek.Lester@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Babbie, E. (2010). *The practice of social research (Twelfth Edition)*. Belmont: Wadsworth.

Best, J. (2001). *Damned lies and statistics*. Berkeley: University of California Press.

Publications Manual of the American Psychological Association (6th ed.). (2010). Washington D.C.: American Psychological Association.

Recommended:

Ivers, M. (2010). *Random House Guide to Good Writing*. Random House Digital, Inc.

Pan, M. L. (2013). *Preparing literature reviews: qualitative and quantitative approaches*. Pyrczak Publishing.

Course Description:

This course is designed to help doctoral students within higher education become informed consumers of research and begin the process of producing scientific research. This course covers broad, general foundational knowledge of quantitative and qualitative research design for the social sciences. Students will gain practical knowledge of research and will learn how to become informed consumers of peer reviewed research. A literature review assignment will help students gather research related to a content area of their choosing. A research proposal assignment will give students experience writing a research proposal in preparation for writing a dissertation. A mid-term and final exam will test students' knowledge of important topics related to research methodology.

Student Learning Outcomes:

- The student will come away with broad knowledge of research principles, terms, and methodology. Knowledge will be based on a mid-term and final exam.
- The student will learn how to collect, critique, and interpret peer reviewed research through the creation of a literature review.
- The student will begin to consider possible dissertation topics through the creation of a research proposal.
- The student will develop their knowledge through in-class discussions and projects.

COURSE REQUIREMENTS**Instructional / Methods / Activities Assessments****Round Robin Article Discussions**

The second and fourth week of the month will be a round robin presentation of a research article that pertains to your organization or theory interest. Each student will have five (5) minutes to present the six factors of an article literature review, comment on findings, and field questions from the group. Each presenter will supply a handout with the six points of the article and brief narrative write-up (about one to two sentences).

The seven points to include in the hand out, for higher education research articles, are: Population, N, institution, instrument, theory/framework, data analysis, and results.

Reading Logs (On-line journals)

- Write a two-page summary (approximately 500 words) for each assigned reading chapter.
- Post the article summaries into the Journal section of eCollege. Article summaries are posted under the Journal section because the reading and processing of ideas is a personal and contemplative experience. Each of the assigned readings deserves your time and calm, reflective thought. As doctoral students, the thoughtful processing of ideas is your main goal as you prepare to write a dissertation. Please enjoy this journaling process as you read and absorb the content.
- The Best text requires only one three-page write-up of the six chapters.

Exams

The mid-term and final exams are cumulative and based off of the Babbie textbook. A non-credit quiz will be given at the end of most classes. Similar questions as those on these quizzes will be used on the mid-term and final exams.

Literature Review Project

The literature review project will help you familiarize yourself with a higher education research topic of your choosing. Your research topic may be within any area of higher education. The immediate goal of this project is to give you experience locating and analyzing peer reviewed research articles on a topic of your choosing. The broader goal of this assignment is to introduce you to the process of creating a thorough Chapter 2 for a dissertation.

The first part of the assignment is to gather ten articles (8 of which must be from a refereed journal) that all relate to one topic within higher education. All articles must be thoroughly read and understood so an informative annotated bibliography may be produced. After the annotated

bibliography is produced the articles will then be organized into content sections organized by some common theme. The second part of the assignment is to identify and describe one theory that will be used to organize the data or data analysis of the research project.

An 8 to 10-page paper will then be written that synthesizes the articles into a mini-literature review. This final write-up will be part of the second project: a research proposal.

Literature Review Outline

	Title
	Lit Review
Content Subpart I	
Content Subpart II	
Content Subpart etc...	
Theory Description	
	Conclusion
	References

Research Proposal Project

This course assigns a proposal project in which you will develop a 12 to 15-page paper that will take the shape of a dissertation proposal. This project is essentially a dissertation Chapter 1. The purpose of this project is to help the student think about research problems and their connections to the various methodological issues that we will study. This course will also help you to begin to consider a theory with which to analyze content.

An initial draft will be the outline for this proposal project. In the final draft, you will address ideas about studying your topic from either a qualitative and quantitative methods. A mixed methods proposal will not be accepted. At the end of the semester you will have a proposal defense presentation. This presentation will be timed and will last between 8 to 10 minutes. A template for the presentation will be provided.

Research Proposal Outline

	Title
Problem Statement	
Purpose Statement	
Organizing Theory (Quant)/or/Use of Theory (Qual)	
Research Questions	
	Lit Review
Content (From Lit Review Project)	
Theory (From Lit Review Project)	
	Methods
Data set/Instrument	
Population	
N	
Institution	

Instrument**Qualitative/or/Quantitative Analysis Method****Implications/Application****Conclusion****References****Attendance Policy**

Class attendance is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. Two excused absences will not affect a student's grade. The third absence will result in a loss of 10% of the total grade. Four absences will result in a failing grade for the course.

Participation

Five percent of the total course grade is dependent on individual students' class participation. Every student is expected to contribute to class discussion every class period.

Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please.

Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment: 50% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, spelling: 15% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication (5% of grade).
- Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation.

Grading

- Exams: (30%)
 - Mid-term (10%)
 - Final (20%)
- Literature Review: (25%)
 - Proposal (2%)
 - Paper (18%)
- Research Proposal: (25%)
 - Proposal (2%)
 - Paper (18%)
 - Presentation (5%)
- Chapter Summary Journals (10%)
- Round-Robin Write-ups (5%)
- Attendance/Participation (5%)

A = 4.0 = 90-100%

B = 3.0 = 80-89%

C =	2.0 = 70-79%
D =	1.0 = 65-69%
F =	0.0 = <65%

TECHNOLOGY REQUIREMENTS

Some course assignments and internet-based research is required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library, campus, and UCD computer labs. For more information concerning library or campus computer labs, visit <http://www.tamu-commerce.edu/library/>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Email me at Derek.Lester@tamuc.edu. I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask them why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Academic Honesty

Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor's discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total. Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

Technology Use

Personal use of computers, cell phones, or tablets is not permitted during the class session.

Late Assignments

An electronic or hard copy of each assignment is due at the beginning of class. Electronic copies must be emailed to my TAMU email address. Hard copies will be handed in at the beginning of class. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) at continues to 11:59 pm. Late assignments may be turned in via email.

Examination Policy

Exams are timed and closed book.

Religious Holidays Policy

Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

Writing Center

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Also, I am available to help with the writing process during office hours and by appointment.

University Specific Procedures

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*).

COURSE OUTLINE / CALENDAR

COURSE SCHEDULE FOR Spring 2016

<u>Date</u>	<u>Topic</u>	<u>Reading(s)</u>
Jan 21	Intro to Course: Course Requirements Course Expectations - Discussion Literature Review Assignments Research Proposal APA Paper Format APA Headings Group discussion of proposal topics Human Inquiry	Babbie 1
Jan 28	Social Research and Paradigms Exemplary Research Article Round-Robin Article Discussions <u>Draft Proposal 1 Due</u>	Babbie 1&2 Smart (Quantitative – Content Area)
Feb 4	Ethical Issues Design Discuss Lit Review Chapters <u>Initial Lit Review Citations Due</u>	Babbie 3 (KM) Babbie 4
Feb 11	Conceptualization Class Exercise: Validity V. Reliability Lies and Statistics Round-Robin Article Discussions	Babbie 5 Best 1, 2, & 3 (KM) (Qualitative – Content Area)
Feb 18	NO CLASS – WRITING DAY	
Feb 25	Indexes and Scales Lies and Statistics Discuss Final Research Proposal <u>Final List of 10 Citations Due</u>	Babbie 6 Best 4, 5, & 6 (KM)
March 3	Sampling Mid-Term Exam (Babbie 1-6)	Babbie 7 (KM)
March 10	Experiments Scholars Before Researchers Proposal Questions/Review	Babbie 8 Boote and Biele
March 17	SPRING BREAK – NO CLASS	
March 24	Survey Research Exercise: Create a survey <u>Lit Review Project Due</u>	Babbie 9 (KM)

March 31	Qualitative Research Unobtrusive Research	Babbie 10 (KM) Babbie 11
April 7	Evaluation Discussion of Delphi Study Round-Robin Article Discussions <u>Draft Proposal 2 Due</u>	Babbie 12 (KM) Mead (Theory Based)
April 14	Qualitative Analysis Quantitative Analysis	Babbie 13 (KM) Babbie 14
April 21	NO CLASS – WRITING DAY	
April 28	The Logic of Multivariate Analysis Statistical Analysis	Babbie 15 Babbie 16
May 5	Proposal Presentations <u>Final Proposal Draft Due</u>	
May 12	Proposal Presentations Final Exam	