

**HIED 695: RESEARCH METHODOLOGY****Spring 2017****Class: January 17 – May 12****Thursdays, 5:00- 7:20 pm****Location: TAMUC Education North #121 & 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](mailto: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* (6<sup>th</sup> 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*. Pyczak 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.

<b>COURSE REQUIREMENTS</b>
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**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 seven 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.

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### **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.

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#### **Literature review outline.**

	Title
	<b>Literature Review of “X”</b>
<b>Level 2 Heading</b>	
<b>Level 2 Heading</b>	
<b>Level 2 Heading</b>	
	<b>Theory Description</b>
<b>Level 2 Heading</b>	
<b>Level 2 Heading</b>	
<b>Level 2 Heading</b>	
	<b>Conclusion</b>
	<b>References</b>

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**Research Proposal Project**

This course assigns a proposal project in which you will develop a 5 to 7-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.**

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Title

**Problem Statement**

**Purpose Statement**

**Organizing Theory/Framework or Conceptual Framework**

**Research Questions**

**Methods**

**Data Set of Instrument**

**Theory/framework to create questions.**

**Population**

**N**

**Institution**

**Data Analysis**

**Use of theory/framework to interpret results.**

**Implications/Application**

**Conclusion**

**References**

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### **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: 25% of grade
- Organization and coherence: 25% of grade
- Appropriate grammar, punctuation, spelling: 25% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6<sup>th</sup> Edition) for papers submitted for presentation or publication (25% of grade).

### **Grading**

- Exams: (30%)
  - Mid-term (10%)
  - Final (20%)
- Literature Review: (25%)
  - Proposal (2%)
  - Paper (18%)
  - Presentation (5%)
- 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](mailto:Derek.Lester@tamuc.edu). I will reply to emails within 48 hours. Use only your TAMUC 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 TAMUC email address. Hard copies will be handed in at the beginning of class. Late assignments are not accepted.

**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](mailto: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*).

<b>COURSE OUTLINE / CALENDAR</b>
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<b>COURSE SCHEDULE FOR Spring 2016</b>
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<b>Date</b>	<b>Topic</b>	<b>Reading(s)</b>
Jan 19	<b>Intro to Course: Course Requirements Course Expectations - Discussion Literature Review Format and Assignment APA Paper Format &amp; Headings Research Proposal Group Discussion of Proposal Topics</b>	
Jan 26	<b>Human Inquiry Social Research and Paradigms Exemplary Research Article</b>	Babbie 1 Babbie 2 Smart
Feb 2	<b>Ethical Issues Design Discuss Literature Review Writings <u>Initial Literature Review Citations Due</u></b>	Babbie 3 (KM) Babbie 4 Reviewed In Class Reviewed In-Class
Feb 9	<b>Conceptualization Class Discussion: Validity V. Reliability Lies and Statistics Round-Robin Article Discussions</b>	Babbie 5  Best 1, 2, & 3 (KM) One Quantitative – One Qualitative – In Content Area
Feb 16	NO CLASS – WRITING DAY	
Feb 23	<b>Indexes and Scales Lies and Statistics Proposal Questions/Review - In Class <u>Final List of 10 Citations Due</u></b>	Babbie 6 Best 4, 5, & 6 (KM)  Reviewed In-Class
March 2	<b>Sampling Mid-Term Exam (Babbie 1-6) <u>Draft Proposal 1 Due</u></b>	Babbie 7 (KM)  Reviewed In-Class
March 9	<b>Experiments Scholars Before Researchers In-Class Writing Review</b>	Babbie 8 Boote and Biele
March 16	SPRING BREAK – NO CLASS	
March 23	<b>Survey Research Exercise: Create a survey <u>Literature Review Project Due</u></b>	Babbie 9 (KM)



March 30	<b>Qualitative Research Unobtrusive Research</b>	Babbie 10 (KM) Babbie 11
April 6	<b>Evaluation Discussion of Delphi Study Method <u>Draft Proposal 2 Due</u> - In-class review</b>	Babbie 12 (KM) Mead
April 13	<b>Qualitative Analysis Round-Robin Article Discussions In-Class Review of Proposal</b>	Babbie 13 (KM) (Theory Based)
April 20	NO CLASS – WRITING DAY	
April 27	<b>Quantitative Analysis Final Proposal Review</b>	Babbie 14 Review In-Class
May 4	<b>Proposal Presentations <u>Final Proposal Draft Due</u></b>	
May 11	<b>Proposal Presentations Final Exam</b>	