

COURSE SYLLABUS

Course/Title: EDL 763 Application of Educational Research

College: Education and Applied Science

Department: Educational Leadership and Counseling

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Course Description: Fundamental concepts and tools of research will be applied to educational problems. Each student will prepare a dissertation proposal (DP) with three chapters. Prerequisites: EDL 761, EDL 762, EDL 772, STA 765 or equivalents.

Course Objective: Concepts and tools of research learned in this course will prepare each student to defend a research proposal subsequent to the course.

Learning Activities: The course will use a seminar format. Students will critique selected research articles from the best journals in educational leadership and higher education. Extensive literature review will be required for writing chapter 2. Students will share and critique with each other their dissertation topics and proposals. Students will develop a research topic and proposal for their dissertation committee. Students will select a dissertation chair and meet with the chair at least three times during the semester. Students will discuss with their chair their dissertation topic. Students will meet with the instructor and review their proposals. Realistic dissertation calendars and needed personal research skills will be identified, enhanced, and/or modified.

Required Materials:

Texts:

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: American Psychological Association.

Lunenburg, F. C., & Irby, B.J. (in press). *Writing a successful dissertation: Tips and strategies for the behavioral and social sciences*. Thousand Oaks, CA: Corwin Press.

Other Materials:

The student will be expected to use a variety of journals, research studies, databases, dissertations, and the APA style manual. Texts from aforementioned research component courses may be used, as well as sample dissertations, research articles, and papers supplied by the instructor and acquired by the student.

Expectations:

- * Students will arrive on time each session unless professional or personal emergencies arise.
- * Students will not get behind in class assignments. No incompletes will be given for this course.
- * Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in team arrangements to learn what they missed when late or unavoidably absent. No make-up assignments will be given; points will be deducted from participation grade based on number of hours (%) of time missed or tardy.
- * Students will turn in edited work. Students will need to work with the Writing Center prior to turning in papers.
- * All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class. Late assignments will result in a lower participation grade and grade for that assignment since the course syllabus is designed to provide time to share and analyze research assignments.
- * Students will visit the library at SHSU, UH, or TAMU to supplement their readings on the various methodologies and will share these accounts of qualitative research (published in refereed journals) during class discussions. (TexShare Cards available)
- * This class will require students to meet outside class, develop mini-presentations over assigned topics, to engage in lessons on-line, to conduct field research on one topic (selected by student with approval of professor) and to read outside the textbooks in qualitative methodology.
- * Always keep a copy of what you turn in to the professor.
- * With the professor's advice, the student will select a faculty member to work with on the research during the semester. Keeping the end in mind- the student and the faculty member will submit the paper for publication in December.

*All student work will be submitted to www.turnitin.com, a subscribed service that checks for plagiarism. Plagiarized work will automatically receive a failing grade. All student work, including drafts, must be submitted on disk (in a Word document).

Student absences on religious holy days policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Disability Statement:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Content/Topics	Learner Outcomes	Research/Field Components
Overview of Course, 22nd	Have an overview of the course content, requirements, procedures.	
Getting started Selecting a research Topic, 29th	Understand the dissertation process	Complete checklists and To Do's

Selecting a chair

Lesson on Blackboard, Sept. 5th

Developing a dissertation proposal, 12th	Understand the components of the proposal	Complete checklists and To Do's
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Review of literature, 19th (Blackboard)	Acquire knowledge of how to locate information	Conduct a library search Begin/continue preparing the review of literature
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Field Based work, 26th (work on Chapter 1 and 2)

Methodology, Oct. 3rd methodology	Understand methodology	Begin drafting section of the DP
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Statistics, 10th	Understand statistics	Apply statistics to research designs. Incorporate statistics into methodology section
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Field-Based Class, Oct. 17th and 24th (work on Chapter 1, 2, and 3 with Irby online)

Collecting data Nov. 7th And Analyzing data Presenting results, Nov. 14 th (online) Discussing results Defense of Proposal, Nov. 21 st -Dec. 5th	Understand sections of the dissertation	Complete checklists To Do's
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Course Requirements:

1. Each student will prepare a dissertation proposal.
2. Each student will critique each of the research articles assigned by the date scheduled.
3. As a final performance event (FPE) for the course, each student will present a 30-minute dry-run of the dissertation proposal to faculty and students, including questions. Critiques will be completed by students, faculty, and instructor and submitted to the presenter only. Written critiques of the proposals will be completed by peers in the class as well.

SCORING RUBRIC FOR ASSIGNMENT

Meets Standards (Grade: A-B)
F)

Fails to Meet Standards (Grade: C-

High expectations

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|--|---|
| <ul style="list-style-type: none"> • Complete assignment on time • High-quality individual work • High-quality group work • Strong, correct written work | <ul style="list-style-type: none"> • Fails to complete assignment on time • Poor-quality individual work • Poor-quality group work • Weak, incorrect written work |
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Description

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| <ul style="list-style-type: none"> • Shows understanding of wide range of dissertations • Improves understanding of proposal and process | <ul style="list-style-type: none"> • Fails to show understanding of wide range of dissertations • Fails to improve understanding of proposal and process |
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Beginning proposal

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| <ul style="list-style-type: none"> • Identifies topic with potential for dissertation • Research questions written in appropriate format for dissertation • Selected research question emerges naturally from problem selected • Overview of literature addresses problem and research question • Identifies key people who publish in area selected and summarizes their approach • Writes good description of his or her approach • Methodology options sound | <ul style="list-style-type: none"> • Fails to identify topic with potential for dissertation • Research questions not written in appropriate format for dissertation • Selected research question fails to emerge naturally from problem selected • Overview of literature fails to address problem and research question • Fails to identify key people who publish in area selected and summarize their approach • Fails to write good description of his or her approach • Methodology options unsound |
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Multimedia presentation

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| <ul style="list-style-type: none"> • Uses presentation software with skill • Uses variety in presentation • Presentation software enhances message | <ul style="list-style-type: none"> • Fails to use presentation software with skill • Fails to use variety in presentation • Presentation software interferes with message |
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- High-quality oral presentation
 - Low –quality oral presentation
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Course Grades/Requirements:

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| 1. Class Participation | 100 points |
| 2. Critiques of Research Studies (2) | 100 points |
| 3. Written DP | 200 points |
| 4. Oral Dry-run DP | 10 points |

Total points -- 410

All assignments must be completed to receive credit for the course. No assignment may be omitted.

A = 410-389 B = 388-369 C = 367-349 A or B = Pass C = No Pass

References

- American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington DC: American Psychological Association.
- Ary, D., Jacobs, L.C., & Asghar, R. (2002). *Introduction to research in education* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.
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- Denzin, N.K., & Lincoln, Y.S. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
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- Gall, M.D., Borg, W.R., & Gall, J.P. (2003). *Educational research: An introduction* (7th ed.). Boston: Allyn & Bacon. ISBN: 0-321-08189-7.
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- Glanz, J. (1998). *Action research: An educational leader's guide to school improvement*. Norwood, CT: Christopher-Gordon Publishers. ISBN: 0926842757.
- Glatthorn, A.A. (1998). *Writing the winning dissertation*. Thousand Oaks, CA: Corwin Press.
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- Herman, J.L. (1997). (Series Editor). *Program evaluation kit* (2nd ed.)(9 volumes). Newbury Park, CA: Sage.
1. *Evaluator's handbook*
 2. *How to focus an evaluation*
 3. *How to design a program evaluation*
 4. *How to use qualitative methods in evaluation*
 5. *How to assess program implementation*
 6. *How to measure attitudes*
 7. *How to measure performance and use tests*
 8. *How to analyze data*
 9. *How to communicate evaluation findings*
- Hittleman, D.R. (1996). *Interpreting educational research: An introduction for consumers of research*. (2nd ed.). Paramus, NJ: Prentice Hall. ISBN: 013242553X.

- Joint Committee on Standards for Educational Evaluation (1994). *The program evaluation standards: How to assess evaluations of educational programs* (2nd ed.). Thousand Oaks, CA: Sage. ISBN: 0803957327.
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