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Course Syllabus
LS 567 – Summer II 2008
Research Design and Methodology

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Course/Title: LS 567
Research Design and Methodology

College: Education

Department: Library Science

Professor: Dr. Joanna F. Fountain   **Office:** AB4 417
Sam Houston State University   **Sam phone :** 936-294-4133
P.O. Box 2236   **Email:** jff001@shsu.edu
Huntsville, TX 77341-2236   **Home phone:** 512-927-1341
     Cell phone: 512-818-1166
     Home fax: 775-640-3866

Office Hours: By appointment
Online Hours: Students may normally expect replies within 24-36 hours of receipt of
      Email by Dr. Fountain.
Class dates: **First official day of classes: July 8th**
      One class meeting: July 11th, 2007, 9 a.m. – 4 p.m, in the Lee Drain
Building: LDB203. Be prepared to eat together across the street (S. Sam Houston) or take lunch.

Course Content:
The study of research methods, project designs, and data-gathering instruments pertinent to librarians/library media specialists, and educators. Research techniques are applied to library/media center-based issues. Centered on the production of a research or grant proposal.

Texts*:
Powell, Ronald R. and Lynn S. Connaway, 4th ed. *Basic Research Methods for Librarians*.
   (Libraries Unlimited, 2004)
Gerding, Stephanie K. and Pamela H. MacKellar. *Grants for Libraries: A How-to-do-it Manual*.
   Neal-Schuman, 2006.

  *Note: Students are not required to purchase the texts; they may be borrowed for the semester from the Department of Library Science. **Copies will be available during the first class.**

Course objectives: Upon completion of this course students should be able to:
1. Identify major types of research, including historical analysis, journalistic investigation, survey research, and experimental studies;
2. Employ current research findings and conduct research as a management tool for program evaluation and improvement;
3. Take advantage of federal and state legislation and standards relevant to library media programs, particularly regarding funding opportunities;
4. Identify external sources of funding to support research;
5. Develop key elements of grant proposals aimed at creating library media center programs that complement and enrich the learning throughout the school;
6. Outline the steps in the research process;
7. Evaluate key elements of research proposals and reports;

8. Prepare a research or grant proposal; and
9. Illustrate an awareness of leading library media center trends as reflected in published research in professional journals and monographs.

Course Evaluation:

1. Attendance and readings (including postings in Blackboard)		10 %
2. Identification and evaluation of pertinent reports of major types of research		40 %
3. Assessment of resource lists	......	15 %
4. Research or grant proposal	......	30 %
5. Return of books borrowed from SHSU	......	5 %
Total		100 %

An A requires 90 to 100 points, a B requires 80 to 89 points, and C requires 70 to 79 points. During the summer there will be no time to redo any assignments. Submit all written assignments in the Blackboard Dropbox. Participation grade is based on regular online discussion-board contributions as well as all activities involved in the face-to-face sessions.

Because this is not a self-directed class, assignments have specific due dates and times in order to stay on schedule. Students are responsible for reading course announcements and discussions daily, and for any changes to the syllabus or assignments reflected in them. Grades for assignments will be lowered by one point per day if late; when it is possible, students should post them a day or two early to allow for unforeseen circumstances.

Course Assignments *(See due dates below; all are due by 11:55 p.m.)***:**
1. Posting in the Dropbox of the Student Information Form.
2. Readings from the texts and occasional other posted readings that may become available throughout the course as source material for written assignments. The grade for this assignment will be based on class members' postings and discussion.
3. Two written analytical summaries/annotations of published reports of major types of research in pertinent periodicals, books, web resources, etc., following page specifications***** below.
4. Topic approval form for the proposed grant topic.
5. Written report assessing 3 grant resources for organizations that fund projects related to the student's approved topic (1 page each; see page specifications***** below).
6. Written proposal to an appropriate grantor for funds for your library on the approved topic.

> ***Page specifications – Review these for each assignment**:
> At head of each assignment: Your name, Course title,
>   Course and section numbers, and Submission Date
> One-inch margins all sides
> Times New Roman 12-point font
> No automatic headers or footers
> No cover pages, except for the grant proposal
> Limit one single-spaced page for each analytical summary/annotation
> Limit three single-spaced pages for grant resource assessment
> Single-spaced research or grant proposal; the length is not specified.

Grades will reflect completeness and accuracy, e.g., following all instructions, use of correct American English spelling and grammar (e.g., *Webster's Collegiate Dictionary* may be consulted), and following of specified assignment **filenames**, as this type of detail affects approval of research proposals and selection of funding recipients. **Grades are due at 9 a.m. August 11th.**

1. **Posting** (in the Blackboard Assignment area) of the individual Student Information Form, including the name and contact information for one or more class partners.   ***Due 7/11***

2. **Readings**: Background information and terminology   ***Prior to submitting written work***
   Select as needed from the two texts. Read documents posted under Course Documents and Announcements on Blackboard.

3. **Identification and Review of Major Types of Research**   *(See individual due date for each)*
   Go to a college or university library if possible. If not, look at the online databases in the NGL. Locate an article, research paper, dissertation, or monograph (book) in the literature of library science, preferably relating to schools, that **reports** on research carried out using one of the following research methods. Try such search terms as: study, survey, experiment, school library, school media, LMC, SLM, library, libraries, librarians, research, investigation, etc.
   A. Survey research   Report 1   See "Page specifications" above.   ***Due 7/15***
   B. Experimental research   Report 2   "   ***Due 7/20***

4. **Topic approval form**   ***Also due 7/20***
   In preparation for developing the research or grant proposal due later in the semester, assess and choose an area of need in some aspect of your school library/media center, whether you work there or not. Your topic must be approved early in the semester in order to allow time for you to find suitable grantors for your area of need.

6. **Assessment of Resource Lists**   ***Due 7/24***
   Search and describe three of the following titles in either print or electronic form as they pertain to your approved topic. You should begin your search in SHSU's Newton Gresham Library with these and related or similar sources: http://library.shsu.edu/. Try such subject search terms as corporations, charitable contributions, etc., combined with words representing your chosen topic. Following is a list of works you might look at, whether you end up using them or not; they are important resources for grant information:

A.   U.S. Department of Education: *http://www.ed.gov/searchResults.jhtml?ct=1242699862&cl=1*
B.   *The Foundation Directory. At NGL:* AS911 .A2 F65 2006
            Online resources: http://foundationcenter.org/
                                              http://ea.panam.edu/nrc/
                                              http://www.library.ci.corpus-christi.tx.us/fundingcenter.htm
            Related works in libraries:
                  http://www.worldcatlibraries.org/search?q=au%3AFoundation+Center.&qt=hot_author
C.   Institute of Museum and Library Services *2007 Grant and Award Opportunities*.
            At NGL: NF 4.2:G 76
            Online at http://www.imls.gov/
D.   *Grants Alert* http://www.grantsalert.com/education.cfm?id=1&m=1
E.   *National guide to funding for libraries and information services* (2005).
             At NGL: Z683.2 .U6 N38 2005
F.   See the list of additional resources below.

7. **Grant proposal** (on the approved topic)   ***Due 8/5***
   The proposal must be in the form in which it will be submitted, include accurate data for all sections, and approved by the principal of the school and or other authorized entity. Electronic submissions must be reproduced in an appropriate format for reading and grading, e.g., .pdf or fax [permission required]. Instructions to the applicant, as well as a copy of the ***approved*** topic form, must also be submitted, so that the grant can be assessed appropriately. Do not expect the

professor to visit the prospective grantor's Web site for instructions or other needed information. All this goes in the Blackboard Assignments area.

Some Additional Resources - Start With the Newest Ones!

American Association of School Librarians and Association of Education Communications and Technology. Information Power: Building Partnerships for Learning. American Library Association, 1998.

Barber, Peggy, and Linda Crowe. *Getting Your Grant: A How-to-do-it Manual for Librarians.* (Neal-Schuman, 1993)

Bauer, David G. *The "How To" Grants Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants.* 5th ed. Praeger, 2003.

Bauer, David G. *The Teacher's Guide to Winning Grants.* 1st ed. Jossey-Bass, 1999.

Bausell, R. Barker. *Advanced Research Methodology.* Scarecrow, 1991.

Corson-Finnerty, Adam and Laura Blanchard. *Fundraising and Friend-Raising on the Web.* American Library Association, 1998.

Everhart, Nancy. *Evaluating the School Library Media Center: Analysis Techniques and Research Practice* (Selections). (Libraries Unlimited, 1998)

Gajda, Rebecca. *Getting the Grant: How Educators Can Write Winning Proposals and Manage Successful Projects*. Association for Supervision and Curriculum Development, 2005.

Hall-Ellis, Sylvia D. *Grants for School Libraries.*   Libraries Unlimited, 2003

Martin, Mary D. and John W. Landrum. *Proposal Power: The Educator's Proposal Writing Handbook.* Phi Delta Kappa, 1990.

Meyer, Doris. 1997. *The Aldine Grant$eeker Handbook.* Aldine Independent School District.

Miner, Jeremy T. *Models of Proposal Planning & Writing*. Praeger, 2005.

Mondowney, JoAnn G. *Hold Them in Your Heart: Successful Strategies for Library Services to At-Risk Teens*. Neal-Schuman, 2001.

New, Cheryl Carter *Grantseeker's Toolkit: A Comprehensive Guide to Finding Funding*. Wiley, 1998.
Rayburn, Cindy. *Writing Grant Proposals for Nonprofit Organizations*.
http://personal.ecu.edu/toveyj/grantwriting/grantproposals/paplist.htm

Sellen, Betty-Carol and Betty J. Turock. *The Bottom Line Reader: a Financial Handbook for Librarians.* Neal-Schuman, 1990.

Snyder, Herbert and Elizabeth Davenport. *Costing and Pricing in the Digital Age: A Practical Guide for Information Services.* Neal-Schuman, 1997.

Sproull, Natalie L. *Handbook of Research Methods.* 2nd ed. Scarecrow, 1995.

Swan, James. *Fundraising for Libraries: 25 Proven Ways to Get More Money for Your Library.* Neal-Schuman Publishers, c2002

Sykes, Judith A. *Action Research: A Practical Guide for Transforming Your School Library.* Libraries Unlimited, 2002.

Taft Group, for the American Library Association. *The Big Book of Library Grant Money 2006: Profile of Private and Corporate Foundation and Direct Corporate Givers Receptive to Library Grant Proposals.* American Library Association, 2005.

Warner, Alice Sizer. *Budgeting: A How-To-Do-It Manual for Librarians.* Neal-Schuman, 1998.

Woolls, Blanche. *The School Library Media Manager*, 3rd ed. Libraries Unlimited, 2004

►Selected Resources for Reviewing and Teaching Library Research Methods
   A starting point for your own <u>teaching</u> about searching – the first step in doing research:

Epler, Doris M. *Online Searching Goes to School.* Oryx Press, 1989.

Mann, Thomas. *Library Research Models: A Guide to classification, cataloging, and computers.* Oxford University Press, 1993.

Stebbins, Leslie F. *Student Guide to Research in the Digital Age: How to Locate and Evaluate Information Sources.* Libraries Unlimited, 2006.

University Policies [Full text available at http://www.shsu.edu/syllabus/]
   Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*
   Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.
   Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*
   Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*
   Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.