



Center for Research and Doctoral Studies in Educational Leadership

Course Syllabus Reading 737- Methods of Quantitative Research
Spring 2008/Doctoral Cohort

Wednesdays, TEC Room 271

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Office Hours: By appointment TEC Rm. 319

Course Objectives

Students will:

- Acquire an understanding of the nature of inquiry and the research process.
- Recognize and describe the six phases of the research process.
- Critically review and analyze exiting literature and research studies in reading and literacy.
- Identify the distinctive characteristics of quantitative, qualitative, and mixed methodology.
- Describe basic sampling techniques.
- Understand the essential components of survey research methods.
- Understand the essential components of experimental and quasi-experimental design.
- Practice various data collection methods used in quantitative research.
- Develop research report writing skills.
- Practice the American Psychological Association (APA) style in writing.
- Prepare a research proposal.
- Practice formal research presentations.
- Explore current and alternative research methods and their applications to literacy research.

IDEA Objectives

Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives described below and general effective teaching practices at the end of the course. Students are encouraged to provide feedback during the course which will be used to make needed adjustments.

Course Essential Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Developing skill in written and oral expression.

Course Important Objectives

3. Learning how to find and use resources for answering questions of solving problems.
4. Learning to analyze and critically evaluate ideas, arguments, and points of view.
5. Acquiring an interest in learning more by asking my own questions and seeking answers.

Required Texts (Please bring to each class)

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. ISBN 155 798 8102
- Creswell, J.W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative Research* (3rd edition). Upper Saddle, NJ: Pearson.
- Duke, N.K., & Mallette, M.H. (Ed) (2004). *Literacy research methodologies*. NY: Guilford Press.
- Kamil, M.L., Mosenthal, P.B., Pearson, P.D., Barr, R. (2002). *Methods of literacy research: The methodology chapters from the Handbook of Reading Research Volume III*. Mahwah, New Jersey: Lawrence Erlbaum.
- Pyrczak, F. & Bruce, R.R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyrczak Publishing.

Evaluation/Assessment of Learning Objectives

Students will be assessed on (1) mastery of research concepts and competencies and (2) on three major course projects. Final grades will be based on a student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class.

1. Research Concepts and Competencies as assessed by excellent attendance and enthusiastic participation, demonstrated understanding of and successful completion of class readings, assignments, and practice activities (40%)
2. Research Proposal (40%)
3. Literacy Research Article Presentation (10%)
4. Mock Proposal Presentation (10%)

1) Practice Activities: Nearly every week, you will have practice activities related to the topic of study. Activities may be completed in class, on-line, or in the field, depending on the objective. A total of 5 points will be given for each completed activity. Students may be asked to re-do an activity if they receive below a 3. A point will be taken away for each day that an assignment or activity is submitted late.

2) Research Proposal: You will prepare an academic research proposal describing a research problem, questions (that are logically supported by related literature), theoretical framework, and proposed design (sampling, data collection, data analysis). Limitations should be included. Proposals earning a B or "meets expectations" will clearly describe the parts of the study in well-written paragraphs containing fewer than 5 errors. Proposals earning an A or "exceeds expectations" will demonstrate a clear line of thought from research problem to analysis. More guidelines will be given to assist with proposal preparation.

3) Literacy Research Article: You will be asked to read, present, and lead a class discussion on an article related to literacy and quantitative methodology. This will be assigned.

4) Mock Proposal Presentation: On the last class day, you will have the opportunity to practice a quantitative proposal defense and receive feedback from colleagues.

Grading

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. “A” work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills.

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments.

C or F= Failure to meet Standards

Course objectives will be assessed using discussions, research proposal, research activities, and written homework assignments.

Assignment preparation instructions:

1. Type all assignments.
2. Spacing: double-space with at least an inch margin on the right or left side.
3. Font: 12 point typeface (Times New Roman or Ariel).
4. Type your name, date, and course title on a cover page (APA format) for the proposal or on the upper-right corner of the first page for other assignments.
5. Paginate the paper (put a page number on each page of the paper but the cover).
6. Use a staple or clamp on the upper left corner to hold the paper together. Please do not use plastic folders or report covers.

Tools and Resources

1. Students should have access to a **reliable Internet connection** and be familiar with basic Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account (see http://www.shsu.edu/~ucs_www/) in order to utilize the reference collections and SPSS software via a remote connection.

2. **Blackboard:** Students will be expected to utilize Blackboard for on-line assignments. Please visit <http://www.shsu.edu/administrative/training/guides/blackboard.html> for training guides and on-line tutorials.

3. Please become familiar with the resources managed by the **Newton Gresham Library** by visiting the website: <http://library.shsu.edu/>

4. The Sam Houston Writing Center provides one-on-one help with student writing assignments. The Center is open from 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m. to 3 p.m. Friday, and 2-7 p.m. on Sunday. The new location is in Farrington 111. It is not necessary to schedule an appointment; however, you may call 936-294-3680, twenty-four hours in advance to schedule an appointment.

Course Requirements and SHSU Policies see also: <http://www.shsu.edu/syllabus/>

1. Academic Honesty: All papers will be run through “Turn It In,” an electronic system to check for plagiarism. Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in removal or failure. Please see the *SHSU Graduate Catalog* and the *Publication Manual of the American Psychological Association*. Students are expected to use conventions noted in the APA Publication Manual, 5th edition, for citing sources. Academic Policy Statement 810213

2. Attendance for this class is extremely important due to the special format of the course. AS graduate students, you are expected to be on time and remain in class for the entire class period. According to the university policy, regular and punctual class attendance is expected of each student at SHSU. It is expected that each faculty member will keep a record of student attendance. A student shall not be penalized for three or fewer hours of absences when examinations or other assigned class work have not been missed; however, a student may be penalized for more than three hours of absences at the discretion of the instructor. Academic Policy Statement 800401. Assignments and quizzes are due as stated, regardless of class attendance. Work will not be credited beyond one week. More than one absence may result in a reduced participation grade.

3. Dropping the Class/Withdrawing from the University: If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course.

Academic Policy Statement 990407. If a student resigns between the 1st class day and the 12th class day (4th class day in the summer) no record of the resignation will appear on the student’s academic record. If a student resigns after the 12th class day (4th class day in summer) but before mid-semester, a record of the resignation will appear on the student’s academic record. If a student resigns after eight weeks in the fall or spring or after the first two weeks of a summer session the mark of WP (withdrew passing) or WF (withdrew failing) will be recorded on the student’s academic record for each course for which the student was enrolled. To resign (officially withdraw) from the university, a student must either report to the Registrar’s Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

4. 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 at **936.294.1720**

5. 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.

6. University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. Also see http://www.shsu.edu/~vaf_www/aps/stualpha.html

Last Name First Name Cell Phone

Preferred E-mail Alternate E-mail Home Phone

Workplace Position Day phone #

In the event of an emergency that would occur during class time, who should be contacted?

Name Number to reach contact during this class time

Please respond to the following:

Something that I'd like to happen in this class....

Something that I hope doesn't happen in this class is . . .

Something that really bugs me is when the professor . . .

Something that I really appreciate is when the professor . . .

Also, I want to share that . . .