

**Course Syllabus**  
**LS 567**  
**Research Design and Methodology**  
**Fall 2007**

**Course/Title:** LS 567  
Research Design and Methodology

**College:** Education

**Department:** Library Science

**Professor:** Dr. Joanna F. Fountain  
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**Office Hours:** By appointment

**Online Hours:** Students may normally expect replies within 24-36 hours of receipt of Email by Dr. Fountain.

**Class meetings:** **Sept. 8 in AB4-Room 204** from 9 a.m. to 3:50 p.m.

**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, 4<sup>th</sup> ed. *Basic Research Methods for Librarians*. (Libraries Unlimited, 2004)

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

**\*Note:** Students are not required to purchase the texts; they may be borrowed for the semester from the Department of Library Science. Returned books must be received in the LS office (Attn: Rebecca Lewis) by December 6th for full course credit.

**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 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. Readings (as reflected in postings and contributions to class discussions)	8 %
2. Identification and evaluation of pertinent reports of major types of research	40 %
3. Assessment of resource lists	..... 20 %
4. Research or grant proposal	..... 30 %
5. Return of books borrowed from SHSU	..... <u>2 %</u>
Total	100 %

An A requires 90 to 100 points, a B requires 80 to 89 points, and C requires 70 to 79 points. Submit all written assignments in Blackboard. Participation grade is based on evidence of regular online discussion-board contributions as well as all activities involved in the face-to-face session. 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 two points per day if late; when it is possible, students should post them a day or two early to allow for unforeseen circumstances. If the professor requests that a student repeat an exercise, the grade received on the first submission will be averaged with the grade earned on the resubmitted assignment.

**Course Assignments**

1. Posting on the discussion board recounting an experience related to research, either personal or professional.
2. Readings from the texts and any 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' undirected postings and discussion.
3. Four 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 5 grant resources (lists) related to the student's approved topic, and for which the student's school library is eligible.
6. Proposal to an appropriate grantor for funds for your library on the approved topic.

**Page specifications:** At head of each assignment: Student's name, Course title, Course and section numbers, Date  
 One-inch margins all sides  
 Times New Roman 12-point font  
 No automatic headers  
 No cover pages, except for the grant proposal  
 Limit one single-spaced page for each analytical summary/annotation  
 Limit three double-spaced pages for grant resource assessment  
 Length of research or grant proposal to be approved individually.

Grading 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 class file-naming protocols, as this type of detail affects approval of research proposals and selection of funding recipients.

1. Posting on the discussion board recounting an experience involving research - personal or professional – *beyond simply searching for existing information.* **Due 9/2**

2. **Readings:** Background information and terminology, including any posted under “Course Documents” on Blackboard

3. **Identification and Review of Major Types of Research** (*See individual due date for each*)  
Locate an article, research paper, dissertation, or monograph (book) in the literature of library science in which a researcher reports on her/his study using one of the following methods:

A. Historical analysis	Report 1	See “Page specifications” above.	<b>Due 9/16</b>
B. Survey research	Report 2	"	<b>Due 9/23</b>
C. Action Research	Report 3	"	<b>Due 10/28</b>
D. Experimental design	Report 4	"	<b>Due 11/11</b>

4. **Topic approval form** **Due 9/30**

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.

5. **Assessment of Resource Lists** **Due 10/14**

Search and describe five or more of the following titles in either print or electronic form (online) as they pertain to your approved topic. You should begin your search for these and related or similar sources at: <http://library.shsu.edu/> using such subject search terms as study, investigation, inquiry, etc., combined with words representing your chosen topic.

- A. *Annual Survey of Corporate Contributions*
- B. *Catalog of Federal Domestic Assistance*
- C. *The Corporate 500: Directory of Corporate Philanthropy*
- D. *Corporate Foundation Profiles*
- E. *The Corporate Fund Raising Directory*
- F. *Education Daily*
- G. *Education Funding News*
- H. *Federal Grants and Contracts*
- I. *The Federal Register*
- J. *The Foundation Directory*
- K. *The Foundation Grants Index*
- L. *Foundations News*
- M. *The Grant Advisor*
- N. *Grants Magazine*
- O. *People in Philanthropy*
- P. *Taft Corporate Directory*
- Q. *United States Government Manual*

## 6. Grant proposal on the approved topic

Due 12/2

The proposal must be in the form that 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, fax, print, etc. Instructions to the applicant, as well as a copy of the approved topic form, must also be submitted. Do not expect the professor to visit the prospective grantor's web site for instructions or to click on any links to or in the proposal. Do include the approved copy of your topic form.

### *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)

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.

Gerding, Stephanie K. and Pamela H. MacKellar. *Grants for Libraries: A How-to-do-it Manual*. Neal-Schuman, 2006.

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.

Rico, Gabriele L. *Writing the Natural Way*. J.P. Tarcher, 1983

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*. 2<sup>nd</sup> 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

#### **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.*

**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.