

LS 567 Research Design and Methodology
Spring 2008
College of Education
Department of Library Science

LS 567 is a required course for the Master's in Library Science

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[Powell, R.R. and Connaway, L. S. (2004) *Basic Research Methods for Librarians*, 4th ed. Westport, Conn.: Libraries Unlimited **(Required; Provided)**

Gerding, S. K. and MacKellar, P.H. (2006) *Grants for Libraries: A How-to-do-it Manual*. New York: Neal-Schuman **(Required; Provided)**

Course Description: This course involves 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, and is centered on the production of a research or grant proposal.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: NCATE Standards <u>ALA/AASL Standards</u>
The candidate: Analyzes and applies research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers	Written submissions of reports of a variety of types of research conducted in libraries.	Rubric, classroom and online discussion, and individual email feedback	I <u>1.2b</u>
Develops procedures to analyze the effectiveness of library media policies, procedures, and operations	Written submissions of assessments of grant and funding sources to support implementation and improvement of library media policies, procedures, and operations	Rubric, classroom and online discussion, and individual email feedback	4 <u>4.1c</u>
Actively seeks alternative sources of funding for the library media program, both within and outside the school community.	Written submissions of research and/or grant proposal to support implementation and improvement of library media policies, procedures, and operations	Rubric, classroom and online discussion, and individual email feedback	4 <u>4.2c</u>

Web address for *NCATE standards*:

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#top>

Web address for *ALA/AASL standards*:

www.ala.org/ala/aasl/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf

Course Format:

The content of this course is delivered in one required and one optional face-to-face full-day class meeting, and online using Blackboard. In addition, course concepts are learned through self-study, optional work with partners or small groups, and discussions on Blackboard. Evaluation consists of professor assessments of graded submissions with rubrics and grantor requirements as well as and classroom inquiries and discussion.

This course focuses on four major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Learning fundamental principles, generalizations, or theories
2. Learning how to find and use resources for answering questions or solving problems

Important:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Learning to analyze and critically evaluate ideas, arguments, and points of view
4. Developing skill in expressing oneself orally or in writing

Course Content:

Key Elements of Research Proposals and Reports

Major Types of Research

Research as a Management Tool

Awareness of Published Research

Preparation of Research Proposals

Program Improvement

Funding to Support Research

Funding to Support Library Programs

Preparation of Grant Proposals

Course Requirements:

Class Participation/Professionalism: Professional-quality, regular, and courteous participation in course discussions. Personal communications must be made through Email and other means. Students are expected to assist in maintaining a learning environment that is conducive to learning, treating faculty, other students, and any visitors with respect, turn off all personal communication devices while in the classroom. Students may not use course materials for any purpose than personal study. All textbooks required for the semester are available the first day of class and must be returned at the end of the course.

Course Assignments:

Assigned readings are done before related written assignments. Readings result in written submissions:

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.

Evaluation:

Grades for required activities are based on timeliness (2 points deducted per day late), evidence of having studied the readings, completeness, and accuracy, as well as following instructions, correct American spelling, correct grammar, and following class file protocols. An A requires 90 to 100 points, a B requires 80 to 89 points, and C requires 70 to 79 points. The readings grade is based on evidence of regular online discussion-board contributions and participation in the face-to-face session activities. 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. The percentage values for the final grade are:

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 %

Expectations:

File requirements:

1. Students will keep external backups (external disk) of all work submitted;
2. Students will name submission files as instructed in each assignment;
3. Students will submit any requested revisions with the specified filenames; grades for the original and revisions will be averaged
4. Students will reading course announcements and discussions daily, and are responsible for taking into account any changes to the syllabus or assignments reflected in them.

Technology competencies/requirements at the beginning of the course:

1. Regular access to an online computer and Microsoft Word software
2. Competence in sending & receiving emails, and in attaching files to emails and Blackboard links

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.

Bibliography:

Serial publications & databases:

Annual Survey of Corporate Contributions
Catalog of Federal Domestic Assistance
The Corporate 500: Directory of Corporate Philanthropy
Corporate Foundation Profiles
The Corporate Fund Raising Directory
Education Daily
Education Funding News
Federal Grants and Contracts
The Federal Register
The Foundation Directory
The Foundation Grants Index
Foundations News
The Grant Advisor
Grants Magazine
People in Philanthropy
Taft Corporate Directory
United States Government Manual

Monographs:

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

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

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

Bauer, D. G. (1999) *The Teacher's Guide to Winning Grants*, 1st ed. Indianapolis, Ind.: Jossey-Bass

Bausell, R. B. (1991) *Advanced Research Methodology*. Lanham, Md.: Scarecrow

Corson-Finnerty, A. and Blanchard, L. (1998) *Fundraising and Friend-Raising on the Web*. Chicago, Ill. : American Library Association

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

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

Fernandez, D. [Online] *SchoolGrants* at www.schoolgrants.org

Hall-Ellis, S. D. (2003) *Grants for School Libraries*. Westport, Conn.: Libraries Unlimited

Martin, M. D. and Landrum, J. W. (1990) *Proposal Power: The Educator's Proposal Writing Handbook*. Bloomington, Ind.: Phi Delta Kappa

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

New, C. C. (1998) *Grantseeker's Toolkit: A Comprehensive Guide to Finding Funding*. Indianapolis, Ind.: Wiley Publishing

Rico, G. L. (1983) *Writing the Natural Way*. Los Angeles, Calif.: J.P. Tarcher

Sellen, B.I and Turock, B. J. (1990) *The Bottom Line Reader: a Financial Handbook for Librarians*. New York: Neal-Schuman

Snyder, H. and Davenport, E. (1997) *Costing and Pricing in the Digital Age: A Practical Guide for Information Services*. New York: Neal-Schuman

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Sykes, J. A. (2002) *Action Research: A Practical Guide for Transforming Your School Library*. Westport, Conn.: Libraries Unlimited

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

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Warner, A. S. (1998) *Budgeting: A How-To-Do-It Manual for Librarians*. New York: Neal-Schuman

Woolls, B. *The School Library Media Manager*, 3rd ed. Westport, Conn.: Libraries Unlimited