



## Research Literature And Techniques EDCI 595



As required by State of Texas HB 2504, this sample syllabus is provided prior to the beginning date of the courses to provide prospective registrants an overview of the course details. This document contains course content and requirements for a recent prior offering of the course but does not obligate the instructor to the content and requirements of future offerings. The official syllabus will be posted on the first day of class. Although the official syllabus will most likely include the main components of this sample, you will be able to view the official syllabus when you enter the class in eCollege for the first time. It is important to check into the class on the first official day to review requirements because assignments are normally due on the first day and during the first week.

**IMPORTANT NOTICE:** This online section of EDCI 595 begins on the first official day of class and ends on the last official day as stated in the Class Schedule. All assignments have specific due dates, late work is penalize, and all course work must be completed by the dates specified in the Schedule of Assignments. This is not a correspondence or self-paced course, there are no face-to-face classes, and all work is done through eCollege. If these expectations do not fit your learning style or you do not have a high speed reliable internet service, please consider taking a different course to meet your degree objectives.

### INSTRUCTOR:

Dr. Elton Stetson  
Professor, Department of Curriculum & Instruction  
Home Ph: 817-478-1817 (emergencies only)  
Advising Hours: Anytime 24/7 via Virtual office or email.  
University Email: [Elton.Stetson@TAMUC.edu](mailto:Elton.Stetson@TAMUC.edu)

### COMMUNICATIONS

#### Questions about the course, assignments, syllabus, etc.

Contact me via **Virtual Office** any time 24/7. When you have a question about the course or particular assignments, use **Virtual Office**. It is a great way to ask questions that others might need to ask as well and I don't have to answer the questions multiple times. I check Virtual Office daily.

## Office Hours

**Virtual Office:** You can visit Virtual Office anytime 24/7. Post your questions or concerns and I will respond to you as soon as I see it – typically within 24 hours.

## Submitting assignments:

All assignments are submitted through the eCollege Dropbox. Pay close attention to due dates. All assignments have due dates and penalties for late work is severe. I use a document titled “*Schedule of Assignments*” to list every assignment and due dates for each week of the term.

## Announcements:

Announcements are posted often, sometimes several per week. They are posted on the home page when you go to the course. In some cases I will also send announcements to you via the eCollege email system inside of the course.

## Email Correspondence

**From me to you:** Any email from me will be sent to you University email address which goes to your MyLeo mail account. It is important to go to Leo Mail regularly during this course. There is a lot of junk mail but you will need to watch for mail from me and/or other important University offices.

**From you to me:** Most of your communication should be through Virtual Office. However, your issue may be a personal or confidential nature and, in such cases, click on the “email” tab in eCollege, click on my name to place it in the address box, and send your message. If all else fails, send it to me via your personal email provided at [Elton.Stetson@TAMUC.edu](mailto:Elton.Stetson@TAMUC.edu). Please end your message with your first and last name.

**NOTE:** It is very important to go online several times each week to: (1) check for announcements, (2) check your Leo-Mail, (3) review assignments, (4) check the **Schedule of Assignments**, and (5) communicate as needed with your instructor and class members.

## Emergencies

Call me at Home: 817-478-1817

## COURSE DESCRIPTION

### EDCI 595: Research Literature and Techniques

**Catalog Description:** This course provides a review of significant research studies produced by investigators in the student’s major field with emphasis on the investigative and verification techniques employed. The student is required to demonstrate competence in using systematic research techniques through the investigation and formal report of a research problem.

## COURSE OBJECTIVES

By the completion of the course the student should be able to:

1. Identify and elaborate on the basic components of a classroom action research study.
2. Articulate several current and relevant curricular, instructional, and/or behavioral problems for which action research could be an appropriate means for objectively identifying the problem and documenting possible solutions.
3. Propose a research question and associated sub-questions for at least one current and relevant problem and design appropriate methods and means by which those questions can be answered using both quantitative and qualitative research data.
4. Conduct searches of the professional literature addressing the more pertinent issues surrounding the research topic and write a cohesive review of that literature using appropriate citations and references based on the American Psychological Association's (APA) format.
5. Submit a proposal for an action research study that (a) includes the required components as outlined in the Stetson-Nix Model and (b) meets the expectations as identified in the Action Research Proposal Rubric.

## Required Materials

### Main Textbook

*Action Research: Improving Schools and Empowering Educators* (3<sup>rd</sup> Ed.) (2011) Author: Craig Mertler. Sage Publications, ISBN: 978-1-4129-8889-6 (Paperback).

### APA Manual

*Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.) (2010). Author: American Psychological Association. **ISBN-10:** 1433805618 (Paperback).

Both books are available through the University AMC Bookstore. The link to the University bookstore is: <http://www.amcbookstore.com/home.aspx>. You can order your text online. It is also available online via Amazon.com

Make sure you purchase the main textbook before class begins because you will have a quiz on the first three chapters at the end of Unit 1. Quizzes are objective, i.e., multiple-choice, true/false, matching, short answer, etc.. You must take quizzes using PC platforms (not MAC).

If you make a trip to the bookstore, be sure to call first to make sure they have them in stock. You can reach the Mesquite Metroplex bookstore at 972-613-3878 or the Commerce Bookstore at 903-886-5830.

### Microphone and Speakers.

One of the features of this class is **LIVE**. You need a microphone and speakers. If you don't have both, go to your local technology store and purchase an inexpensive headset with earphones and an attached microphone. This will give you hands-free access to **LIVE**. I bought mine at

Target for \$15.00. Some of you might have built-in microphones on your laptops and, if so, that should be okay too.

## OVERVIEW OF COURSE REQUIREMENTS

The Graduate School of A&M-Commerce requires all students in a master's program to satisfactorily complete six hours of 518 (thesis) or three hours of 595 (research methods). "A student's completion of a 595 course must result in a product available for reference in the department for a minimum of three years" (TAMU-C Graduate Catalog). That product in EDCI 595 is a research proposal.

There are several components covered in this courses that will end in the submission of a research proposal. During Units 1 and 2 the focus will be on reading the text and identifying the particular topic for your proposal. Unit 3 continues with textbook reading, drafting sections of the proposal, and searching the literature related to the topic. In Unit 4 you will continue your literature reviews, finalize a complete draft of the proposal, and seek feedback from friends and/or good external editors who will find everything wrong they can. In the final unit you will polish your proposal to perfection and submit it for evaluation. Summarized below are the four primary course components with an approximation of the percentage that each contributes to the overall emphasis in the course.

- 1. Read Professional Course Materials and Take 4 Quizzes Over the Materials (36% of the Course Grade).** The main textbook over which you will be tested is the Mertler text. It is important to have your textbook the very first day of class. Quizzes will cover reading assignments, slide presentations, and other identified materials. They are objective, i.e., multiple-choice, true/false, matching, short answer, etc.). You must take quizzes using PC platforms (not MAC).
- 2. Complete Several Assignments (18% of the Course Grade).** Several short assignments have been created to provide you practice in writing proposals. Expect 4-5 of these assignments though the course of the semester. Assignments will take the form of worksheets, asynchronous threaded discussions, small group discussions, LIVE chats, and other possibilities.
- 3. Research Proposal (46% of the Course Grade).** The major product in this course is a research proposal which will be submitted and evaluated. You are not required to carry out the research, only to propose it. There are many different models for research proposals but we will use one particular model developed by Dr. Karen Nix and me and you will learn the Stetson-Nix model. The body of the proposal must be at least 10 pages excluding title page, table of contents, and references. Your proposal will be filed in the Department of Curriculum and Instruction for a period of three years, as required by the Graduate School.

## GRADING

All assignments are graded on a scale of from 5 (highest grade) to 0 (lowest grade) based on the following criteria:

- 5 - Exceptional – Exceeds Minimum Expectations in All Areas Addressed:** Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.
- 4 - Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas.** In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.
- 3 -Average. Adequate In some Areas and Inadequate in Others.**Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.
- 2 – Below Average. Inadequate in Several Areas.** Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.
- 1 -Unacceptable. Inadequate in Many Areas.** Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.
- 0 - Not Turned In, turned in too late or, for some justifiable reason, not accepted by instructor.**

**Late Work (Please read carefully)**

**It is critical that all assignments are turned in on time. Grades on late assignments are penalized severely and assignments more than 24 hours late are not accepted or evaluated. Please read the details below so there is no question about late work.**

All work is due by midnight on the date stated in the **Schedule of Assignments**. The clock inside eCollege is the only official clock used for this course. The penalties for late work are outlined below:

1. All assignments have strict deadlines. The official list of deadlines is in the **Schedule of Assignments**.
2. A 15 minute grace period is allowed, i.e., assignments posted between the deadline and 15 minutes past the deadline are not penalized.
3. Assignments posted after the 15 minute grace period but within 24 hours of the posted deadline are docked 40% of the grade that would have been earned had it been submitted on time. For example, a grade of 5 will be changed to 3; a grade of 4 will be changed to 2.4; and grade of 10 will be changed to 6; etc.
4. Assignments submitted to the Drop box more than 24 hours after the posted deadline are not accepted, will not be evaluated, and a grade of zero will be posted.

### **Make-up Work and Extra Credit Work.**

Work cannot be made up and extra work is not allowed to compensate for missing work, late work, or work earning a low grade.

### **FINAL GRADE IN THE COURSE**

Your final grade in this course is based on your performance on all of the requirements. Below is an example of how assignments are scored and weights assigned. The number of assignments in the table below is only an estimate and will be adjusted by the end of the semester. Although the number of assignments are tentative, it is the prerogative of the instructor to alter the number of assignments, quizzes, and other requirements during the course of the semester provided the class is given due notice.

<b>Assignments</b>	<b>How Many</b>	<b>Point Value</b>	<b>Assigned Weight</b>	<b>Total Possible</b>	<b>Percent Of Total</b>
1. Quizzes on textbook reading	4	5	X2	40 Pts.	36%
2. Individual assignments	4-5	5	X1	20-25Pts.	18%
3. Research Proposal	1	5	X10	50 Pts.	46%
4. Other:					
<b>Total Points Possible</b>				<b>110-115 Pts.</b>	<b>100%</b>

### **Converting Points to Final Grade**

1. Throughout the course you have access to your grade book. As soon as I post points to the grade book, you will be able to view it as well.
2. Throughout the course, each time a new grade is added to the grade book, it will automatically compute a percentage score (0% to 100%) based on the total points you have earned to date divided by the total points possible to date.
3. At the end of the course when all grades have been entered, the grade book will show your course average (0% to 100%) by dividing the total points you earned by the total points possible.
4. The course average is converted to a letter grades based on the following criteria:

91 - 100	81 - 90	71 - 80	61 - 70	0 - 60
A	B	C	D	F

**Appeal of the Final Grade** (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised May 30, 2011)

The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on: some basis other than performance; standards different from those applied to other students in the same course section; or a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.

### Procedures and Responsibilities

1. Students who believe their grade to be unfair must first discuss the matter with the instructor.
2. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
3. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

## ACADEMIC INTEGRITY/HONESTY STATEMENT

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in

question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

## STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Resources and Services. Halladay Student Services Building, Room 303 A/D, Phone (903) 886-5835, [Leigh.Powell@tamu-commerce.edu](mailto:Leigh.Powell@tamu-commerce.edu)

## PRELIMINARY COURSE CALENDAR

As required by State of Texas HB 2504, this sample syllabus is provided prior to the beginning date of the courses to provide prospective registrants an overview of the course details. This document contains course content and requirements for a recent prior offering of the course but does not obligate the instructor to the content and requirements of future offerings. The official syllabus will be posted on the first day of class. Although the official syllabus will most likely include the main components of this sample, you will be able to view the official syllabus when you enter the class in eCollege for the first time. It is important to check into the class on the first official day to review requirements because assignments are normally due on the first day and during the first week.

**The course calendar below is only an example. The only official list of assignments is the **Schedule of Assignments**. Once the course opens, you can click on the **Schedule of Assignments** link located under Course Home.**

Topics	Date Due
<b>Unit 1</b>	<b>Due on some date during . . .</b>
Student Information Sheet	Week 1
Chapter 1 in text: Introduction to Action Research	Week 1
Lesson #1: The Stetson-Nix Research Model	Week 1
Worksheet #1: Brainstorming research possibilities	Week 1
Chapter 2 in text: Overview of the Action Research Process	Week #2
Continuation of Worksheet #1	Week #2

Chapter 3 in text: Planning for Action Research	Week #3
Quiz #1 (covering chapters 1-3 of textbook)	Week #3
Worksheet #2: Drafting Main Research Questions	Week #3
<b>Unit 2</b>	<b>Due on some date during . . .</b>
Lesson #3: Research Questions	Week #4
Worksheet #3: Creating Sub-questions	Week #4
Chapter #4 in text: Developing a Research Plan	Week #5
Lesson #4: Drafting the Introduction, Problem, and Subjects	Week #5
Chapter #5 in text: :Collecting Data	Week #6
Quiz #2: Covers Chapters 4 & 5 in text	Week #6
Review at least 3 articles on your topic in professional journals	Week #6
<b>Unit 3</b>	<b>Due on some date during . . .</b>
Lesson #2: The Literature Review	Week #7
Chapter #6: Analyzing Data	Week #7
Chapter 7: Developing an Action Plan	Week #8
Lesson #5: Drafting the Research Design	Week #8
Quiz #3: Covers Chapters 6 & 7 in text	Week #9
Review at least 3 articles on your topic in professional journals	Week #9
<b>Unit 4</b>	<b>Due on some date during . . .</b>
Lesson #6: Drafting Data Collection and Analysis	Week #10
Chapter # 8: Sharing and Reflecting	Week #10
Worksheet #4: Drafting your Data Collection & Analysis	Week #11
Chapter 9: Writing up Your Action Research	Week #11
Lesson #7: Drafting the Collaboration and List of References	Week #12
Quiz #4: Covers Chapters 8 & 9 in text	Week #12
Review at least 3 articles on your topic in professional journals	Week #12
<b>Unit 5</b>	<b>Due on some date during . . .</b>
Lesson #8: Pulling it all Together	Week #13
Finalize the draft of the proposal	Week #13

Edit proposal, revise proposal, proof-read proposal, and have it read and critiqued by someone not in the class and someone who is an excellent proof-reader.	Week #14
Final paper is due	Week #14
Instructor reviews and returns proposals and evaluation, rubric and grade.	Week #15
<b>End of Course</b>	