

Ava Muñoz

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Welcome!

My name is Dr.
Ava J. Muñoz.
I will be your
instructor for
this course.

Course Information

Required Texts:

You may purchase either the Babbie or the Creswell book. Please don't purchase both. Only one of the two is needed.

Babbie, E. (2010). *The practice of social research* (Twelfth Edition). Belmont: Wadsworth.

or

Creswell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (Third Edition). Thousand Oaks, CA: Sage Publications, Inc.

Publications Manual of the American Psychological Association (6th ed.). (2010) Washington D.C.: American Psychological Association.

Course Overview:

Each week, I will provide you with detailed step-by-step instructions in reference to course guidelines to include audio presentations within weekly modules that you can access via our EDAD 695 eCollege course shell. Please carefully review all text and videos that I provide for you within each weekly module.

This course is broken down into thirteen modules over the fall semester period. I anticipate that by the end of the semester, you will have gained a thorough understanding of qualitative, quantitative and mixed methods research concepts. The first module will assist you in familiarizing yourself with the concept of qualitative research methodology and APA style formatting. Each week's module will begin on a Monday and conclude the following

Midnight Sunday, with the exception of the first and last modules (Module 1 and Module 13).

Course Description:

This course provides an overview of research methodology to include basic concepts employed in quantitative and qualitative research methods in addition to computer applications for research. This course meets the requirements for a Level I research tools course.

Prerequisite: Doctoral status or consent of the instructor.

Student Learning Outcomes:

1. Understand the development of knowledge based on research procedures.
2. Understand the use of quantitative, qualitative, and mixed design research procedures, characteristics of each type and their application and advantages.
3. Apply the principles and procedures related to standardized measurement.
4. Apply ethical guidelines in conducting research and for the protection of human subjects of research projects.
5. Develop research questions based on previous research literature, define research problems and structure appropriate purposes for the research study associated with such a problem.
6. Define the use of data collection methodology and identify appropriate data collection instrument or protocol.
7. Define and select an appropriate research design for various research problems including experimental, quasi-experimental, non-experimental quantitative, qualitative and mixed-methods designs.
8. Define and understand the concepts for analysis of data in descriptive and inferential statistics and designs.

Course Requirements

Design of the Class and Communication:

This is a 100% online class. All instruction and assignments are delivered using the eCollege learning media platform. Please periodically review (a) updated announcements within the EDAD 695 *eCollege* course home page for updated information pertaining to this course. In order to minimize confusion and repetition, I like to communicate

though personal email as little as possible. Therefore, each of the thirteen modules within our EDAD 695 course shell has a link entitled *Module Q&A* where you can post questions and review responses to questions that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through the *Module Q&A* forums. If you prefer to correspond via the telephone, simply email me a telephone number where I can reach you and a time that will be convenient for me to call you. Prior to asking a question, please quickly review previous responses within a particular *Module Q&A* forum as your question may already have been addressed. You are also welcome to respond to a classmate's question if you can accurately address the issue.

Another way to interact with me is through *Google+*, which I use for my weekly virtual office hours on Friday evenings from 6:00 pm to 9:00 pm. If a particular 6:00 pm meeting or "*Hangout*" reaches the maximum 10 participant attendance capacity, I will open another *Google+ Hangout* beginning at 7:00 pm, 8:00 pm, etc., on that same evening. If you are familiar with *Google+*, you are welcome to add me to your circles (Ava Muñoz– avamunoz64@gmail.com). You need to have a Gmail account in order to utilize *Google+*, which is a free service. Please note that this method of interaction is not mandatory.

Assignments:

Assignments that you complete for this course should not have been used in other courses. You must complete all assignments to earn an A in this course.

Module Assignments:

One very important student-learning outcome of this course is to enhance your ability to become a consumer of research. In Module 1, you are asked to select a researchable topic that is of interest to you. As we progress

through the remaining course modules, you will use your selected researchable topic to a) identify a research problem, b) develop research questions/hypotheses statements, c) create an annotated bibliography and d) construct a method of procedure report.

Module Discussion Forums:

All modules within this course contain a discussion forum, which serves as a peer-review component for developing responses to Module Assignments. The sharing of feedback with your classmates is expected to strengthen the outcome of your assignment responses as you are exposed to a variety of ideas and are provided with constructive criticism for improvement. Please refer to the following course module discussion forum rubric.

EDAD 695 Discussion Forum Grading Rubric

Timeliness of posting your initial work to allow sufficient time for peer feedback. Post by the Friday prior to the Sunday module assignment date.	0 1 2 3
Quality of constructive feedback that you provide to at least <i>two classmates</i> in reviewing their work prior to the Sunday module assignment due date.	0 1 2
	Point Total = /5

Quantitative, Qualitative and Mixed Methods Design Reports (3 @ 20 points each):

One objective of this course revolves around learning about different types of research designs. Within Modules 9, 10 and 11, you are asked to complete a research design report to assess your understanding of these research designs. A Quantitative Design Report is due by the conclusion of Module 9, a Qualitative Design Report needs to be completed by the conclusion of Module 10 and a Mixed Methods Design Report will be due at the conclusion of Module 11. The required criteria for completing these three design reports are provided within the respective modules.

	EDAD 695 Module Assignment (9, 10,11) Grading Rubric <i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>
Points	Assignment Requirements
5	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
4	Addresses each aspect of the assignment.
3	Addresses the appropriate topic and partially fulfills assignment requirements.
2	Addresses the appropriate topic, but omits most or all of the assignment requirements.
1	Off topic or vaguely addresses the topic.
	Quality of Details
5	Provides details that help develop each element of the text and provide supporting statements, evidence or examples necessary to explain or persuade effectively.
4	Provides details that support the elements of the text with sufficient clarity, depth and accuracy.
3	Provides details that are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy.
2	Provides details that are loosely related to the elements of the text, but are lacking clarity, depth and accuracy.
1	Provides details that do not develop the elements of the text.
	Quantity of Details
5	All points are supported by a sufficient number of details.
4	All points are developed, but some may need additional details.
3	Additional details are needed to develop some points.
2	Additional details are needed to develop most points.
1	Virtually no details are present.
	Grammar and Mechanics
5	Sentences are grammatically and mechanically correct.
4	Rare grammatical and mechanical errors exist, but do not affect readability.
3	A limited variety of grammatical errors exist.
2	A variety of grammatical errors appear throughout the text possibly affecting readability.
1	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.
	Earned Point Total: /20

Technology Requirements

This is an online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform. The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

Access and Navigation

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course and University Specific Procedures/Policies**ADA Statement:**

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148 StudentDisabilityServices@tamuc-commerce.edu

Student Disability Resources & Services

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. .

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements

within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

(Texas A&M University –Commerce, Graduate Catalog).

Course Calendar

Tentative topic schedule:

Module One
(8/27)

Introductions, Syllabus, etc.
Discuss syllabus
Assignments
Discussion
Q&A

Module Two
(9/10)

Selection of Research Design
Assignments
Discussion
Q&A
Research Design: Qualitative, Quantitative and Mixed Methods Approaches

Module Three	Review of the Literature
(9/17)	Assignment Discussion Q&A <i>Research Design: Qualitative, Quantitative and Mixed Methods</i> <i>Approaches</i>
Module Four	The Use of Theory
(9/24)	Assignment Discussion Q&A <i>Research Design: Qualitative, Quantitative and Mixed Methods</i> <i>Approaches</i>
Module Five	Writing Strategies and Ethical Considerations
(10/1)	Assignment Discussion Q&A <i>Research Design: Qualitative, Quantitative and Mixed Methods</i> <i>Approaches</i>
Module Six	The Introduction
(10/8)	Participate in journal discussion Assignment Discussion Q&A <i>Research Design: Qualitative, Quantitative and Mixed Methods</i> <i>Approaches</i>
Module Seven	The Purpose Statement
(10/15)	Assignment Discussion Q&A

Research Design: Qualitative, Quantitative and Mixed Methods

Approaches

Module Eight
(10/22)

Research Questions and Hypotheses
Assignment
Discussion
Q&A

Research Design: Qualitative, Quantitative and Mixed Methods

Approaches

Module Nine

Quantitative Methods

(10/29)

Assignment
Discussion
Q&A

Research Design: Qualitative, Quantitative and Mixed Methods

Approaches

Module Ten

Qualitative Procedures

(11/5)

Assignment

Discussion
Q&A

Research Design: Qualitative, Quantitative and Mixed Methods

Approaches

Module Eleven

Mixed Methods Procedures

(11/12)

Assignment

Discussion
Q&A

Research Design: Qualitative, Quantitative and Mixed Methods

Approaches

Module Twelve Research Methodology Implementation

(11/19)

Assignment
Discussion
Q&A

Module Thirteen Research Methodology Implementation

(11/26-12/7)

Assignment
Discussion
Q&A