

Higher Education 710

Research Colloquium

Madeline Justice

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Office: Commerce – Education

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Office Hours: 10:00 – 3:00 Thursday

(You can email me at any time, and I will get back to you as quickly as possible)

Phone: 903-886-5582

I want to welcome you to this research/proposal course. I know that doing a research course online may be a little different for most of you. At times you may find it a little difficult, but I think you will like it. You will have access to me at any time except between 1:00 a.m. and 5:00 am. This means that I will be trying to sleep for a while. At the end of the course, I would like your honest opinion of how this has worked. Before putting this course online, I was meeting with students on Saturday mornings. When we are finished this semester, I will decide whether we will keep it online or do both. Thank you for being my first dry run of this.

I have been at this university for 18 years and earned my BA (English & History) in 1972 and an MA (Government & History) from Texas Woman's University in 1977. I completed my Doctorate of Education from East Texas State University (Texas A&M University) in 1989.

I started at the university as Director of Secondary Education in the department of Secondary and Higher Education (Educational Leadership). Before teaching here I had been a public school teacher for 20 years in English in Plano ISD. So, I am an “old English teacher”.

SHED 710
Research Colloquium

COURSE DESCRIPTION:

This course is a forum for the search of knowledge and understanding of contemporary and historical issues concerning education. The student will demonstrate his/her competence in using systematic research procedures through preparation of a doctoral proposal.

OBJECTIVES & OUTCOMES:

Upon completion of this course, the student will be able to:

1. Demonstrate an understanding of the systematic process of research. Specifically, the student will be able to:
 - 1.1 Describe the systematic process of constructive inquiry.
 - 1.2 Describe the process of developing and writing the dissertation proposal.
2. Demonstrate an understanding of quality dissertation work. Specifically, the student will be able to:
 - 2.1 Describe and critically evaluate at least two completed dissertations.
 - 2.2 Offer critical suggestions to fellow class members on selected components of a dissertation proposal.
3. Develop a potential dissertation proposal. Specifically, the student will be able to:
 - 3.1 Select a researchable topic.
 - 3.2 Complete an initial, cursory review of the literature.
 - 3.3 Formulate the design of the planned study.
 - 3.4 Develop and write a problem statement.
 - 3.5 Develop and write a purpose statement.
 - 3.6 Develop and write hypotheses and/or research questions.
 - 3.7 Develop and write a method of procedure section.
 - 3.8 Develop and write a title and an introduction.
 - 3.9 Develop and write a significance section.
 - 3.10 Develop and write lists of limitations and delimitations and assumptions.
 - 3.11 Develop and write definitions of terms.
 - 3.12 Develop and write a reference list and a table of contents

4. Demonstrate an understanding of a major weakness that plagues students during the proposal writing process. Specifically, the student will be able to:
 - 4.1 Identify weaknesses in his/her own writing, as well as that of others.
 - 4.2 Develop his/her writing skills.
5. Demonstrate an understanding of the IRB process. Specifically, the student will be able to:
 - 5.1 Complete an IRB application.

COURSE PLAN:

1. Assigned task for each of the learning modules.
2. Online self-assessment (READI) to assess your computer skills.
3. Prepare a proposal for presentation to the instructor and students using the eCollege learning management system.
4. Contact with the instructor and/or students through online discussion.

REQUIREMENTS OF THIS COURSE INCLUDE:

Readings in the course texts as well as additional outside reading given by the professor.

This reading is necessary to serve as a basis for class discussion and presentations.

Participation in online discussion.

Critical review of two recent dissertations completed in the EDL department. These presentations will focus only on the perceived strengths and weaknesses of the dissertations. The studies themselves will not be detailed. You will be able to go online to the library database to Dissertations and search for dissertations whose major professors were from SHED or the EDL department. A list of the professors will be provided.

Development and preparation of a complete dissertation proposal in scheduled segments.

Trial defenses of proposals with class critique through eCollege

Remediation of writing skills, as needed.

Regular and prompt attendance online for assignments.

EVALUATION:

The following criteria will be utilized for student evaluation:

Attendance, participation in class discussion, and trial defenses

Dissertation presentations

Proposal: Introduction & Significance

Proposal: Hypotheses/Research Questions and Method of Procedure

Proposal: Title, Table of Contents, Statement of Problem, Purpose Statement,

Definition of Terms, Limitations and Delimitations, Basic Assumptions,
Organization of Dissertation Chapters, and References
Proposal: Completion of an IRB application
(All six factors will be calculated equally.)

Each step of the evaluation will be determined by the student's input. A minimum expectation of graduate study is the self-motivated continuing search for information/understanding. The following should serve as guidelines:

Demonstration of continuous efforts for more learning	A
Demonstration of willingness to accept a level of learning without consistent effort	B C
Demonstration of satisfaction with the minimum effort/lack of initiative	

**All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (Texas A&M University-Commerce Procedure A12.08—see Student 92s Guide Handbook, Policies and Procedures, Conduct.)

**Students requesting reasonable accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources and Services, Halladay Student Services Building, Room 303D, 903-886-5835.

STUDENT COMMUNICATION

All email correspondence will be sent to emails accounts associated with eCollege login. Please make a habit of checking email daily.

LATE WORK

All work is due on the assigned date to help us move through the course at a steady pace.

PLAGIARISM

This is a proposal. Always give credit where credit is due. Your opinions do not come until the final chapters of the dissertation. You will cite quite often. Please use APA format for all references.

PATICIPATION & CORRESPONDENCE

You will be expected to participate in all activities. If there are questions about any assignment, please make sure that you contact me quickly or contact a peer.

References

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Selected Journals

American Educational Research Journal

Qualitative Inquiry

Educational Researcher

Qualitative Studies in Education

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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
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Gee Library
Room 132**

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

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