

## Course Syllabus

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eCollege EDAD 695 Module Q&A Forums  
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### EDAD 695 - Research Methodology Course Syllabus Content Tentative and Subject to Change

#### Course Information

#### Required Texts:

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed.). Los Angeles, CA: SAGE

*Publications Manual of the American Psychological Association* (6<sup>th</sup> ed.). (2010) Washington DC: American Psychological Association.

Galvan, J. L. (2013). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5<sup>th</sup> ed.). Los Angeles, CA: Pyrczak Publishing.

#### Optional Text:

Babbie, E. (2012). *The practice of social research* (13<sup>th</sup> ed.). Belmont: Wadsworth.

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 divided into seven modules that extend over a 16-week timeframe (two modules per week). Each week will begin on a Monday and conclude in **two weeks** the following Midnight Sunday with the exception of Module 7, which concludes Midnight of the last week. No assignments are due during Spring break.

#### Course Description:

This course provides an overview of research methodology to include basic concepts employed in quantitative, qualitative, and mixed methods research designs 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 through personal email as little as possible. Therefore, each of the seven 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 *ClassLivePro*. I will hold a synchronous online office hour every Tuesday 7:30 p.m. – 8:30 p.m. (after EDAD 695 Hang Out), which will allow additional opportunities for you to ask me questions pertaining to course content. Click Live at the top of the *eCollege* course page followed by **Classlive** on the next screen. Then, click **Join Session**. Having a high speed Internet and a microphone will make your *ClasslivePro* experiences more enjoyable. *ClasslivePro* participation is not mandatory. You are not required to do one or the other or both (Google + or *Classlivepro*).

**Assignments:**

Assignments that you complete for this course should not have been used in other courses, unless it is related to your writing assignments. If so, these writing assignments should be revised according to the new knowledge and skills learned in this class. **You must complete all assignments to earn an A in this course**

**Grading Rubric: A = 140-126; B = 125-112; C = 111-98; D = 97- 84; F = 83-70**

**Module Assignments:**

Module	Assignment/Points	Discussion Points
Module 1	Assignment 1 - 10	Discussion 1 – 5
Module 2	Assignment 2 - 10	Discussion 2 - 5
Module 3	Assignment 3 - 20	Discussion 3 - 5
Module 4	Assignment 4 - 10	Discussion 4 - 5
Module 5	Assignment 5 - 20	No Discussion
Module 6	Assignment 6 - 20	No Discussion
Module 7	Assignment 7 - 15	Discussion 7 - 5
	Assignment 8 - 10	No Discussion
Total Points	115	25
Grand Total Points		140

**References Rubric**

10	Reference list consisted of appropriate number of primary and secondary sources. Appropriate use APA. No APA errors were made.
8	Reference list consisted of appropriate number of primary and secondary sources. Several APA errors were made.
6	Reference list did not include the appropriate number of primary resources. Several APA errors were made.
4	Reference list did not include appropriate number of primary resources. Many APA errors were made.
2	Reference list did not include appropriate number of primary resources. Numerous APA errors were made.
0	No references submitted

Please refer to the following course module assignment grading rubrics. The grading rubric for the Module 7 Assignment is provided within that module of our eCollege course shell.

<b>EDAD 695 Module Assignment Grading Rubric</b>	
<i>CLAQWA (modified), Flateby &amp; Metzger – University of South Florida</i>	
<b>Module 3</b>	
<b>Assignment - Review of Literature and Reference List</b>	
20	The review of literature exhibits a logical progression and synthesis of sufficient empirical research that support the focus of the research topic. The literature is organized by major headings and subheadings. The review includes an introduction to the literature with an advance organizer and summary of the review. Appropriate citation is evident. Reference list consists of 9 primary sources, refereed empirical research articles and 3 secondary source empirical research articles.
18	The review of literature exhibits a logical progression of ideas with sufficient empirical research that support the focus of the research topic. The review is organized by major headings and subheadings. The review includes an introduction to the literature with an advance organizer and a summary of the review. Appropriate citation is evident. Reference list consists of 9 primary source, refereed empirical research articles and 3 secondary source empirical research articles.
16	The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions; more empirical research is needed. Lacks major headings and subheadings. Inappropriate citation. Reference list consists of 9 primary sources, refereed empirical research articles and 3 secondary source empirical research articles.
14	The attempt at a progression of ideas is unsuccessful due to errors in logic, such as absolutes or contradictions; evidence provided is not peer reviewed and/or is lacking. No major headings or subheadings are present. Inappropriate citation. Lack of primary source, refereed, empirical research articles.
12	The ideas are illogical and appear to reflect the writer's "stream of consciousness" and empirical evidence is lacking. No major headings or subheadings are present. Inappropriate citation. Lack of primary source, refereed, empirical research articles.
<i>Points</i>	<b>Module 4</b>
<b>Assignment 1 Research Problem and Purpose of the Study</b>	
5	Clearly addresses a research problem and purpose of the study.
4	The research problem is clear, although a rare extraneous element is introduced. The purpose of the study is clear, although a rare extraneous element is introduced.
3	The research problem is clear, but additional unrelated ideas distract the reader. The purpose of the study is clear, but additional unrelated ideas distract the reader.
2	The research problem and purpose of the study are unclear.
1	Lack of a research problem and purpose of the study or appears to reflect the writer's "free association."
<b>Assignment 1 Purpose of the Study, Research Questions/Hypotheses Statements</b>	

5	Purpose of the study and all research questions and hypotheses statements are well written and relate to research topic, purpose, and problem.
4	Purpose of the study and majority of research questions and hypotheses statements are well written and relate to research topic, purpose and problem.
3	Purpose of the study and research questions and hypotheses statements slightly deviate from research topic, purpose, and problem, and have room for improvement.
2	Research questions and hypotheses statements are unrelated to research topic, purpose, and problem.
1	Research questions and hypotheses statements are poorly written, and are unrelated to purpose and problem.
<b>Module 7 Assignment</b>	
<b>Method of Procedure - Selection of Sample</b>	
5	Target population was identified and appropriate method used for selection of sample of participants. Description of participants was included and appropriate in ability to provide data in answering research questions.
4	Little discussion of target population; however sampling technique used for selection was discussed and appropriate in providing data for research questions. Description of participants provided.
3	No discussion of target population and room for improvement in sample technique used. No description of actual participants.
2	No discussion of target population and poor sampling technique used.
1	No discussion of target population and/or sampling technique used. Participants targeted for study were inappropriate for providing data to research questions.
<b>Method of Procedure – Design</b>	
5	Procedure for collecting and analyzing data was sound, effective and realistic to addressing the research questions and/or hypotheses statements. Provides a clear roadmap to the reader.
4	Procedure for collecting and analyzing data was appropriate for research questions and/or hypotheses statements. Room for improvement with description.
3	Procedure for collecting and analyzing data was average for research questions and/or hypotheses statements with room for improvement.
2	Procedure for collecting and analyzing data was attempted for research questions and/or hypotheses statements; however, better description is needed.
1	Procedure of collecting and analyzing data was inappropriate and unrelated to research questions and/or hypotheses statements.
<b>Method of Procedure - Data Analysis</b>	
5	Description of analysis of data excellent. Methods used for analysis of data appropriate.
4	Description of analysis of data good. Methods used are appropriate with some room for improvement.
3	Description of analysis of data average.
2	Little description of analysis of data. Need major revisions.

1	Inaccurate description provided for analysis of data.
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**Module Discussion Forums:**

Five modules within this course contain a discussion forum, which serves as a peer-review component for developing responses to Module Assignments 1, 2, 3, 4, and 7. 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**

Discussion Grading Rubric

Criteria	0	3	5
Timeliness	Not posted during week assigned	Late posting during week assigned	Posted during week assigned
Addresses Discussion Thread	Superficially addresses questions or assignments	Adequately addresses questions or assignments	Thoroughly addresses questions or assignments
Replies	Did not reply to others	Replied to one other	Replied to two or more

**Quantitative and Qualitative Design Reports (2 @ 20 points each):**

One objective of this course revolves around learning about different types of research designs. Within Modules 4 and 5, 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 4 and a Qualitative Design Report needs to be completed by the conclusion of Module 5. The required criteria for completing these two design reports are provided within the respective modules.

<b>EDAD 695 Module Assignments (5, 6) Grading Rubric</b>	
<i>CLAQWA (modified), Fleteby &amp; Metzger - University of South Florida</i>	
<i>Points</i>	<b>Assignment Requirements</b>
5	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material. Primary source in a peer-reviewed journal article.
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.
<b>Quality of Details</b>	

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.
<b>Quantity of Details</b>	
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.
<b>Grammar and Mechanics</b>	
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.
<b>Earned Point Total: /20</b>	

**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](mailto: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@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-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).

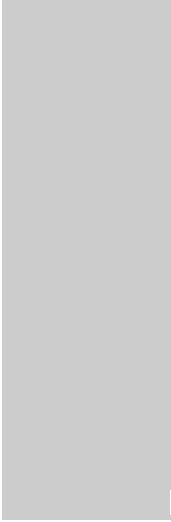
EDAD 695 Course Calendar 2013

Module1	Assignment 1	Assignment Due Date
1/14 – 1/20	<b>Task 1: Class Introduction: Go to Student Lounge for directions</b>	Submit picture and written response to Student Lounge ASAP
1/21 – 1/27	<p><b>Preparation for Literature Review –</b> Locate and read articles. Make note cards and install citation software</p> <p><b>Before beginning Assignments and Discussions, read all resources and view all videos in modules/doc sharing</b></p> <p><b>Assignment 1: References</b></p> <p><b>At least</b> Five primary, empirical research articles and one secondary research article</p> <p><b>Discussion Thread 1</b></p>	<p>Submit first part of reference lists to drop box by MIDNIGHT Sunday (1/20)</p> <p>Please post your initial response to this Discussion Thread (first part of reference lists) by Thursday (1/24) and provide con: feedback to at least 2 of your classmates through Sunday (1/27).</p>
Module 2	Assignment 2	Due Dates
1/28 – 2-3	<p><b>Preparation for Literature Review –</b> Locate and read articles. Make note cards and install citation software</p> <p>Study APA handouts</p> <p><b>Assignment 2: Second part of References - At least</b> five Primary, empirical research articles <b>and</b> one Secondary research article</p> <p><b>Preparation for Literature Review –</b> read articles and make note cards and get citation software installed</p>	<p>Submit second part of reference lists to drop box by MIDNIGHT Sunday (2/3)</p>
2/4 – 2/10	<b>Before beginning Assignments and Discussions, read all resources and view all videos in modules/doc sharing</b>	



	<b>Discussion Thread 2</b>	Please post your initial response to this Discussion Thread  (second part of reference lists) by Thursday (2/7) and provide constructive feedback to at least 2 of your classmates  through Sunday (2/10).
<b>Module 3</b>	<b>Assignment 3</b>	<b>Due Dates</b>
2/11 – 2/17	<b>Before beginning Assignments and Discussions, read all resources and view all videos in modules/doc sharing</b>  Chapter 2: 10-15 pages Brief Review of Literature that complements your topic research	Submit Chapter 2: Literature Review and Reference lists  to drop box by MIDNIGHT Sunday (2/17)  Please post your initial response to this Discussion Thread  (Chapter 2: Literature Review and Reference lists)  by Thursday (2/21) and provide constructive feedback to
2/18 – 2/24	<b>Discussion Thread 3</b>  Review of Literature	at least 2 of your classmates through Sunday (2/24).
<b>Module 4</b>	<b>Assignment 4</b>	<b>Due Dates</b>
2/25 – 3/3	<b>Before beginning Assignments and Discussions, read all resources and view all videos in modules/doc sharing</b>	Submit Research topic, problem, questions, hypotheses  to drop box by MIDNIGHT Sunday (3/3)
3/4 - 3/10	Research Topic  Research Problem  Measurable Research Questions  Hypotheses Statements (If quantitative or mixed method research design)  <b>Discussion Thread</b>  Research Topic  Research Problem  Research Questions  Hypotheses (If quantitative or mixed method research Design)	Please post your initial response to this Discussion Thread  (Research topic, problem, questions, hypotheses) by  Thursday (3/7) and provide constructive feedback to at least 2 of your classmates through Sunday (3/10)

<b>Module 5</b>	<b>Assignment 5</b>	<b>Due Dates</b>
<p><b>Spring Break</b> 3/11 – 3/17</p> <p>3/18 – 3/24</p>	<p><b>Before beginning Assignments and Discussions, read all resources and view all videos in modules/doc sharing</b></p> <p>Quantitative Design Report</p> <p><b>NO Discussion Thread</b></p>	<p>Submit Quantitative Report to drop box by</p> <p>MIDNIGHT Sunday (3/24)</p> <p><b>No Discussion Thread</b></p>
<b>Module 6</b>	<b>Assignment 6</b>	<b>Due Dates</b>
<p>3/25 – 3/31</p> <p>4/1 – 4/7</p>	<p><b>Before beginning Assignments and Discussions, read all resources and view all videos in modules/doc sharing</b></p> <p>Qualitative Research Design</p> <p><b>Readings and Videos</b> View all Videos Complete all readings See Module Resources and Videos</p>	<p>Submit Qualitative Report to drop box</p> <p>by MIDNIGHT Sunday 3/31</p> <p><b>No Discussion Thread</b></p>
<b>Module 7</b>	<b>Assignment 7</b>	<b>Due Dates</b>
<p>4/8 – 4/14</p> <p>4/15 – 4/21</p>	<p><b>Before beginning Assignments and Discussions, read all resources and view all videos in modules/doc sharing</b></p> <p>Chapter 3: Method of Procedure, Selection of Sample Design, Data Analysis</p>	<p>Submit Chapter 3 to drop box by MIDNIGHT Sunday 4/14</p> <p>Please post your initial response to this Discussion Thread (Chapter 3) by Thursday (4/18) and provide constructive feedback to at least 2 of your classmates through Sunday (4/21)</p>
<b>Module 8</b>	<b>Assignment 8</b>	<b>Due Dates</b>
<p>4/22 – 4/28</p> <p>4/29 – 5/5</p>	<p><b>Before beginning Assignments and Discussions, read all resources and view all videos in modules/doc sharing</b></p> <p>IRB Reflection Paper</p> <p><b>No Discussion Thread</b></p>	<p>Submit IRB Reflection Paper to drop box by MIDNIGHT Friday 5/3</p> <p><b>No Discussion Thread</b></p>



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