

## 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. (2004). *Writing literature reviews: A guide for students of the social and behavioral sciences* (2<sup>nd</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 the Spring break, which is

#### 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 Design of the Class and Communication:

**Requirements**

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. **You must complete all assignments to earn an A in this course**

**Grading Rubric:** A: 120 – 108 B: 107 – 96 C: 95 – 84 D: 83 – 72 F: 71 – 0

**Module Assignments:**

One very important student-learning outcome of this course is to enhance your ability to become a consumer of research. In Module 2, 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 a literature review and list of references, and (d) construct a method of procedure report.

Module 3 includes a tutorial on APA 6<sup>th</sup> edition format and on accessing empirical resources. Module 7 provides you an opportunity to review the TAMUC Institutional Review Board (IRB) Protocol Form and IRB Checklist. From this review, you will be required to write a reflection paper that discusses the major sections of the dissertation that should be included in the IRB form. The IRB Protocol Reflection Paper Assignment is worth 10 points.

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 (1, 2, 3, 6) Grading Rubric</b>	
<i>CLAQWA (modified), Flateby &amp; Metzger – University of South Florida</i>	
<b>Modules 1 and 2</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 5-6 primary source, refereed empirical research articles and 5-6 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 5-6 primary source, refereed empirical research articles and 5-6 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 5-6 primary source, refereed empirical research articles and 5-6 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 3</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 6 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.

**Module Discussion Forums:**

Four modules within this course contain a discussion forum, which serves as a peer-review component for developing responses to Module Assignments 1, 2, 3, and 6. 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 Thursday 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. Quality is determined by the type of feedback submitted. The feedback should be specific to at least three areas of the assignment; noting presence or absences of important aspects of the assignment. "I cannot wait to read your research," is not quality feedback.	0 1 2
	<b>Point Total = /5</b>

**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 (4, 5) Grading Rubric</b>	
<i>CLAQWA (modified), Fateby &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).

**COURSE CALENDAR:**

Each module begins on a Monday and concludes **within two weeks** the following Midnight Sunday, with the exception of Module 7, which concludes Midnight Friday.

<b>Module 1 Literature Review and Reference List</b>
Writing a literature review and compiling the reference list  APA 6 <sup>th</sup> edition Tutorial  Accessing Empirical Resources for Literature Review and Reference List  <b>Assignment Due by Conclusion of Module: Literature Review and Reference List</b>  Module Discussion Forum
<b>Module 2 Literature Review and Reference List</b>
Writing a literature review and compiling the reference list  APA 6 <sup>th</sup> edition Tutorial  Accessing Empirical Resources – Literature Review and Reference List  <b>Assignment Due by Conclusion of Module: Literature Review and Reference List</b>
<b>Module 3 Research Topic, Problem, Purpose, Research Questions/Hypotheses</b>
<b>Module 3 Identify Research Topic, Research Problem, Purpose of the Study, and Develop Measureable Research Questions/Hypotheses Statements</b>
<b>Selecting a Research Topic, Research Problem, Purpose of the Study, and Measureable Research</b>

**Questions/Hypotheses Statements**

**Assignment Due by Conclusion of Module:** Draft of Research Topic, Research problem, Purpose of the Study, Research Questions and Hypotheses Statements

Module Discussion Forum

**Module 4 Quantitative Research Designs**

Learning about Quantitative Research Designs

**Assignment Due by Conclusion of Module:** Quantitative Design Report

\*No discussion forum for this module

**Module 5 Qualitative Research Designs**

Learning about Qualitative Research Designs

**Assignment Due by Conclusion of Module:** Qualitative Design Report

\*No discussion forum for this module

**Module 6 Method of Procedure**

Developing a Method of Procedure

**Assignment Due by Conclusion of Module:** Draft of Method of Procedure Report

Module Discussion Forum

**Module 7 IRB Reflection Paper**

TAMUC Institutional Review Board (IRB) Protocol Reflection Paper

**Assignment Due by Conclusion of Module:** Completion of IRB Protocol Reflection Paper

\*No discussion forum for this module