



## **EDCI 595 Research Literature And Techniques**



This section of EDCI 595 is 100% online. It is not a correspondence or self-paced course, there are no face-to-face classes, and all work is done through eCollege. We begin on the first official day of classes and end on the final day of classes. All assignments have specific due dates and the penalty for late work is severe. If you are not comfortable with online instruction or you do not have the technology required (see the "Communications" section below), you should drop this section and take it when it is offered face-to-face or when you have the proper equipment.

### **Only for Those Graduating this Semester**

#### **Master's Comprehensive Exam. Register by August 30<sup>th</sup>**

If your major is ECE, ELED, C&I, RDG or SED, the links below are important. Copy the links below that you need and paste them into your browser. If your major is in a different department, you should contact that office or your advisor immediately.

#### **Link to Comprehensive Exam Information**

<http://web.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/mastersDegreePrograms/Comprehensive%20Exams.aspx>

#### **Link to Exam Registration Form**

<http://web.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/mastersDegreePrograms/mastersComprehensiveForm/default.aspx>

#### **Graduation - Apply no later than September 13<sup>th</sup>**

Copy the link below and paste it into your browser to get information and apply.

<http://www.tamuc.edu/admissions/registrar/graduation/graduationSteps.aspx>

### **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)

## Course Catalog 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.

## Graduate School Requirements for All Master's Students

### **University Policy on Research Competencies**

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" (TAMUC Graduate Catalog). That product will be the research proposal that you submit at the end of the semester.

### **The Product in This Course**

Research proposals come in a myriad of formats and require many different kinds of information. Because we are in the business of teacher education, the type of research on which we will focus is **classroom action research**. **Classroom** means the place where the research is conducted, i.e., classrooms and/or campuses. **Action** is the activity to be implemented which is designed to solve a problem with the achievement and/or behavior of students in that classroom or on that campus. **Research** is the plan for collecting data to determine the effects of the activity on the achievement and/or behavior. While there are many different models and formats for writing classroom action research proposals, you will learn the Stetson-Nix Classroom Action Research Model. The four most important points you need to know for now include:

- You will propose a research study but will not conduct the research
- The research you propose is to focus on student achievement and/or behavior.
- If you are teaching, the subjects in your proposal must be your own students
- If you are not teaching, you will create a hypothetical classroom for your research, i.e., one you have worked in the past or a purely fictional classroom.

Pretty simple! So your action research proposal is your plan to solve a problem in your classroom. If you are a practicing teacher, you are expected to propose an experiment that is designed just for you and your students. You will make this proposal something that would be well worth your time were you required to carry out your experiment. You are not required to actually conduct your research study, only to propose your study. However, most of the teachers who propose an excellent study do tend to conduct their research sometime in the future.

If you do not have a classroom, a teaching position, or even access to a classroom, your proposal will be conducted in a hypothetical classroom on a hypothetical campus. I have yet to have a student who could not write a classroom action research proposal as good as the most experienced practicing teacher because they call on their prior experiences as a student teacher, substitute teacher, teaching experience in prior years, or even the classroom of one of their children.

### **Brief Look at How the Course Operates**

There are several components covered in this courses that will end in the submission of a classroom action research proposal. The course is divided into five units each lasting about three weeks. At the beginning of each unit I will provide you with an overview of that unit and will open every assignments all at once so you can get a good look at what is due and when. For most of your assignments, I will provide you with at least one example of the excellent work that previous students submitted.

The research has about 10 sections which you will draft, one at a time, throughout the course of the semester. 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 different sections of the proposal, and searching the literature related to your topic.

In Unit 4 you will continue your literature reviews, complete the online training on the protection of human subjects, complete a draft of all sections of the proposal, and seek feedback from friends and/or good external editors who will find everything wrong they can. The final unit will have no new assignments. It will be devoted solely to revising and editing your proposal to the highest possible level of term paper quality and then submitting it for evaluation.

### **Required Textbooks**

**The following textbooks are both required:**

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

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

Books are available at Amazon.com or the University bookstore at:  
<http://www.amcbookstore.com/CourseMaterials.aspx>

**Please have the Mertler textbook available the first week of class** because you will have reading assignments right away. If your master's degree is in Curriculum and

Instruction, you should not rent your textbook because you may be responsible for the content of this course on your master's comprehensive examination. The APA manual will be needed by the end of Unit 2.

## **Student Learning Outcomes (SLO)**

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

- SLO #1.** Identify and elaborate on the basic components of a classroom action research study.
- SLO #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.
- SLO #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.
- SLO #4. Be familiar with the policies and procedures for the protection of human subjects.
- SLO #5.** 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.
- SLO #6.** Create 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.

## **Course Requirements**

- 1. Know the Course Requirements From the First Class Day.** It is important that you become familiar with the course requirements on Day One. The two most important documents to help you know the requirements are the course syllabus and the introduction to the course presented in eCollege when you first enter the course. After reading that introduction you will be directed to go the assignment link titled "Course Requirements," read the instructions, complete the handout provided, and submit it to the drop box.

Assessment Method. By submitting your document you acknowledge that you have read the syllabus, reviewed the introductory lesson, and are familiar with the course requirements. No points are awarded for this assignment.

- 2. Read Professional Course Materials and Take 3 Quizzes Over the Materials (23% of the Course Grade).** The main content over which you will be tested is the Mertler textbook. It is important to have your textbook the very first day of class. You will read three chapters in Unit 1 and two chapters each in Units 2 and 3. Each reading assignment is preceded by a audio-visual power point presentation

summarizing the important content of the chapter. After the slide show presentation you will read the chapter. (SLO #1)

Assessment Method. To assess your learning you will take a quiz over the reading assignments, slide presentations, and other identified materials. Quizzes are multiple-choice, true/false, matching, short answer, and a few problems (Quiz 3 only) that require a simple hand held calculator. Each quiz is graded automatically and a tentative score is posted in the grade book as soon as you submit the quiz. Once all students submit the quiz, I will do a detailed analysis of each question to be sure there is no ambiguity in the question or the answer choices. Where there is ambiguity, credit will be awarded on that question to all students. Once the analysis is complete, the tentative grade is replaced by the final grade. Quizzes are worth 10 points. A total of 30 points is possible on the quizzes.

- 3. Complete Four Worksheet Assignments (31% of the Course Grade).** Several short assignments have been created to provide you practice in writing proposals. These worksheets are carefully sequenced in a way that will take you through the process of (a) explore possible research topics, (b) narrowing those topics to your best and most logical three, (c) converting those topics to good research questions, (d) creating related sub-questions for each main research question, (e) identifying the independent variable, dependent variable, and subjects for each sub-question, and (f) identifying assessments for each sub-question. (SLO #2 & #3).

Assessment Method. Each worksheet will be downloaded, completed, and submitted to the Dropbox. I will then evaluate each worksheet and send it back to you with my comments, suggestions, and a grade. The four worksheets are worth 10 points each or a total of 40 points.

- 4. Complete a Training Class on the Protection of Human Subjects (8% of the Course Grade).** There are a lot of regulations governing the process by which research proposals are approved, permissions from subjects to participate are obtained, identities of subjects are kept anonymous, and data are stored. You will meet this competence by taking a short online course outside of the eCollege shell, completing a quiz over the content, earning an official certificate of completion, and submitting the certificate to the Dropbox. (SLO #4)

Assessment Method. Once you complete the short online course on the protection of human subjects, you will be issued an official certificate of completion. You will download that certificate to your own computer and then submit a copy to me using the Dropbox. Once received you will receive credit of 10 points. This is an all or none assignment, i.e., you earn 10 points for submitting the certificate or 0 points if you fail to submit the certificate on time.

- 5. Submit a Classroom Action Research Proposal (38% 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. (SLO #5 & #6)

Assessment Method. Your research proposal will be submitted to the Dropbox and then sent through the Turn-it-In evaluation program which checks your work for possible plagiarism. Within a few minutes of submitting your paper, you will receive a report from the Turn-it-In analysis showing you the percentage of your paper that could be considered plagiarized. You can then make revisions to your paper and resubmit your proposal as many times as you wish as long as the final version arrived in my InBox by the deadline. I will then evaluate your proposal using a detailed rubric which I will provide you from the first day of the course. I will then grade your proposal and send it back to your InBox along with the rubric that I completed. You can earn up to 50 points on this final research proposal.

## GRADING POLICIES

### **Grading Rubric**

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 Exceeds 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 Many 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 Most 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, tuned in too late or, not accepted by instructor.**

**Late Work (Please read carefully)**

All assignments are turned in on time. After a 15 minute grade period, assignments are penalized. After 24 hours late, assignments are not accepted or evaluated. There are no exceptions. Please read the details below so there is no question about late work.

Unless otherwise announced, all work is due by midnight on the date stated in the *Schedule of Assignments*. The eCollege clock is the only official clock for documenting when assignments are turned in. The second you click the SUBMIT button on the Dropbox, the time is recorded by the closest day, hour, minute, and second. Specifics are outlined below:

1. **Assignment Deadlines:** All deadlines are listed in the *Schedule of Assignments*; the only official source for assignment due dates and it supersedes any other information. Assignments submitted up to and including 15 minutes past the deadline are not penalized.
2. **Late Penalties:** Assignments submitted between 16 minutes and 24 hours past the deadline carry a 40% penalty. Examples: a grade of 5 is recorded as 3; a grade of 4 is recorded as 2.4; a grade of 10 is recorded as 6. Assignments submitted more than 24 hours past the deadline are not accepted, are not be evaluated, and a grade of zero is recorded.
3. **Make-up Work:** Extra credit or make up work is not allowed.
4. **Technical Difficulties:** When you take an online course, you are responsible for all technical difficulties except those created by eCollege or the University. Technical difficulties with your computer, router, or internet provider are not excused. For thus reason you should always have an alternative source ready to use if and when these emergencies arise, e.g., neighbor, relative, work place, public library, hotels and public buildings with Wi-Fi availability, etc.

The exceptions to this rule are technical difficulties caused by the University or eCollege which can be excused provided you obtain documentation from technical support and provide that documentation to me. To avoid this problem in the first place it is always a good idea to submit assignments early enough that you can go to your back-up in time to meet your deadline.

**Attaching Assignments to the Dropbox**

You are responsible for attaching the correct assignment to the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. Also make sure the little document icon (symbol for an attachment) is showing. If you touch it with your cursor, the name your document will appear. If you click on the icon, your document will open. **Submitting an incorrect document, a blank document, or no document is counted as failure to complete the assignment on time.**

**Summary of Assignments, weight, and Points**

Assignments	How Many	Point Value	Assigned Weight	Total Possible	Percent Of Total
Quizzes	3	5	X2	30 Pts.	23%
Worksheet assignments	4	5	X2	40 Pts.	31%
Human Subjects Training	1	5	X2	10 Pts	8%
Research Proposal	1	5	X10	50 Pts.	38%
Other as announced					
<b>Total Points Possible</b>				<b>130 Pts.</b>	<b>100%</b>

**Recording Grades in Grade Book**

When assignments are graded and sent back to you, that grade is immediately posted in the grade book inside the eCollege course. To view your grades, go to the course, click on the grade book tab at the top of the page, and you will see your grade for each assignment that has been graded. You will see the following information:

1. Points earned on your assignment. Example: 4/5 Pts means you earned 4 Pts out of a possible 5 Pts.
2. Course Points to Date: Example: 92/115 Pts. Means you have earned 92 Pts thus far out of a possible 115.
3. Course Average to Date: This is the average calculated by dividing the total points earned to date by the total possible points possible to date. Example:  $92/115 = 80\%$ . This is the percentage and grade you would earn if the course was completed on that particular date and your final grade in the courses would be B.

**Determining Your Final Grade in the Course**

Your final grade in this course is based on your performance on all of the requirements and expectations for the class. At the end of the term a percentage score is computed automatically by dividing (a) the total points you earned on all of

your assignments by (b) the total points possible in the course. This percentage score is then converted to a letter grade based on the following scale:

Percentage Score	Final Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

## Communications

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

### Questions about course, syllabus, and assignments

Post all questions about the syllabus, requirements, or assignments in **Virtual Office** any time 24/7. I will respond as soon as I see them – typically within 24 hours. [Do not email me about these issues. I will ignore them.](#) It is important to post in Virtual Office because (1) your concerns are probably concerns of other students and (2) my response to your concern can be read by all other students. This saves me answering questions multiple times via email.

### Submitting assignments

You are responsible for attaching the correct assignment to the correct folder in the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. You can tell if it is attached in at least two ways: (1) touch the little document icon (symbol for an attachment) with your cursor and the name of your document will appear or (2) click on the little icon and actually open and view the document. [Submitting an incorrect document, a blank document, or no document is counted as failure to complete the assignment on time.](#)

### Announcements

Announcements are posted often in the course. When you go to the course, you should first read any announcements that have been posted since you were last in the class.

## Email Correspondence

**From me to you:** Email from me is sent to your University MyLeo account. It is important to go to MyLeo mail regularly to check for messages.

**From you to me:** If you have a personal or confidential issue to discuss, click on the "email" tab in eCollege, click on my name to place it in the address box, and send your message. You can also email any or all students in the class if you like. Since I have 100 or more students in my classes, please end your message with your first and last name so I know who you are.

## Emergencies

Call me at Home: 817-478-1817

### Technology Requirements

The following information has been provided to assist you in preparing to use technology in your online course.

1. **Internet connection** – high speed internet connection needed. Dial up connections are so slow that students tend to get timed out on a regular basis. This tends to be too frustrating for use in online courses.
2. **Microphone and Speaker Capabilities (Optional).** While chatting live online is not required in this course, we do have that capability. All you need is a microphone that plugs into your computer. I sometimes offer a short live chat session during the first week of class for anyone who wants to talk about the course requirements. If I do, I'll post an announcement in advance with time and directions.  
This is strictly voluntary and never required.

### 3. System Requirements

Windows Users	Mac OS User
Windows 7, XP or Vista 56K modem or higher Soundcard & Speakers Firefox, Chrome or Microsoft Internet Explorer	Mac OS X or higher (in classic mode) 56K modem or higher Soundcard & Speakers <a href="#">Apple Safari</a>

**4. Browser Requirements**

Windows Users	Mac OS User
Mozilla Firefox	Apple Safari
Google Chrome	Google Chrome
Microsoft Internet Explorer	Mozilla Firefox

- 5. Word processor.** Microsoft WORD is the preferred word processor. **Do not use Word Perfect or Microsoft WORKS.** If WORD is not possible, you can convert most documents to Rich Text Format (RTF) which is a universal word processor that is recognized by most operating systems. **I will only accept documents in WORD or Rich Text Format (RTF).**
- 6. Power Point Capability.** There are a number of lessons that include Power Point slide presentations with audio voice-over. Therefore you need Power Point capabilities.
- 7. Brower testing.** 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 ‘My Courses’ tab, and then select the “Browser Test” link under Support Services.

**Login and Trouble Shooting**

Please print the login and trouble-shooting information below and keep available on your desk in case you are unable to access the course.

**Logging Into the Course.** This course is delivered through eCollege, the official Learning Management System used by A&M-Commerce. You should go to the class on the first possible date it is available. Follow these steps:

1. Go the main TAMU-Commerce website: <http://www.tamuc.edu/home/>
2. Scroll to the gold band at the bottom of the Home page and click on “MyLeo.”
3. Enter your USER Name (Campus-wide ID No.) and PASSWORD (PIN). These are the same numbers you use to go to Webtrax to register.
4. At the top of the page, click on the “eCollege” link.
5. Click on “My Courses” tab located at the top-left of the page.
6. Locate the “My Course List” in the middle of the page. Click on the + sign next to the appropriate term, and then click on EDCI 595 to get to the home page of our class.

**Trouble Shooting.** Texas A&M-Commerce provides technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

**Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help Button:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions etc.).

## **Course and University Policies & Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

### **Academic Honesty**

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: a) 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; b) turning in another person's work, in part or in whole, as your own; c) copying from professional works without citing them; and d) 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, and/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 have a disability requiring an accommodation, please contact the phone numbers or email addresses listed below. [It is the responsibility of the student to initiate requests for special accommodations.](#) [No accommodations are made until the individual student is officially approved through SDS and I have official documentation from that office.](#)

**Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library, Room 132  
Phone (903) 886-5150 or (903) 886-5835 - Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

**Appeal of 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.

1. Students who believe their grade is unfair must first discuss the matter with the instructor. The process for this is a written document presented to the instructor by the student in which the specific issue of disagreement is presented. This can be in the form of an email or a WORD document.
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.

**Tentative List of Assignments by Units**

This list is strictly tentative and not official. The only official list of assignments and due dates is the *Schedule of Assignments* posted in a link under Course Home.

<b>Unit</b>	<b>Weeks</b>	<b>Tentative Assignments</b>
1	1 -3	Submit Student Information Sheet Lesson #1: The Research Model used in this class Chapters 1-3 in textbook Worksheet 31: Brainstorming Research Ideas Worksheet #2: Writing Main Research Questions Quiz #1: Chapters 1-3
2	4 - 6	Textbook Chapters 4 & 5 Lesson #3: Drafting Research Questions Worksheet #3: Writing Sub-questions Lesson #4: Drafting the Introduction, Problem Statement, and Subjects to Include in the Study Quiz #2: Chapters 4 & 5
3	7-10	Lesson #2: Conducting Literature Reviews Textbook Chapters 6 & 7 Lesson #5: Drafting the Research Design Lesson #6: Drafting the Data Collection and Analysis Quiz #3: Chapters 6 & 7
4	11 - 13	Worksheet #4: Sample Data Collection & Analysis Statement Lesson #7: Drafting the Collaboration and Reference Sections Lesson #8: Pulling it all Together Quiz #4: Completing the Protection of Human Subjects Online Training Course
5	14 – 16	Submit Research Proposal