EDCI 595
Research Literature And Techniques

Text highlighted in yellow and/or underlined indicates Identifies information of special importance. Please read carefully.

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 29th

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://www.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/mastersDegreePrograms/Comprehensive%20Exams.aspx

Link to Exam Registration Form
http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/mastersDegreePrograms/mastersComprehensiveForm/default.aspx

Graduation - Apply no later than September 12th

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 and email.

University Email: 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.

Required Textbooks

The following textbooks are both required:

Mertler, Craig (2014). *Action Research: Improving Schools and Empowering Educators* (4th Ed.). Thousand Oaks, CA: Sage Publications,
ISBN: 978-1-4522-4442-6 (Paperback).

IMPORTANT: Quizzes are based only on the 4th edition the Mertler text and slide shows. For those with earlier editions, please beware that answers to quiz questions may or may not be found in older editions.

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th 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.

Policy on Research Competence

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 teaching students, we will focus on ***classroom action research***. ***Classroom*** means the research is conducted by the teacher in classrooms or on campuses. ***Action*** means the teacher is actually experimenting with some activity, strategy, program or approach designed to solve a problem, improve behavior, or increase achievement. However, no matter what we research, achievement will be the factor by which your research will be judged the most. ***Research*** is the plan we propose for collecting data to determine the effects of our new idea on behavior and achievement.

While there are many different models and formats for writing classroom action research proposals, you will learn about and use the Stetson-Nix Classroom Action Research Model. Here are the four most important points you need to know for now:

- **Propose but not conduct.** You will propose a research study but will not be required to carry out that study.
- **Focus on student achievement.** You proposal must focus on student achievement. Whether you want to experiment with a management strategy or a teaching strategy, the ultimate objective should be the improvement of achievement.
- **Must be meaningful and relevant to you**. If you are a practicing teacher, you are expected to propose an experiment designed just for you and your students. It should include your own students and focus on subjects or topics you already teach. It needs to be meaning to you and well worth your time were you required to carry out your experiment. You are not required to conduct your research study but most teachers do sometime in the future.
- **Could be a hypothetical classroom.** If you never taught or not currently teaching, you will create a hypothetical classroom for your research proposal. 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 dived 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 open every assignment so you can see everything due in that unit 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.

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. Write research questions 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. Know 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. Develop a proposal to conduct an action research study that (a) includes the required components identified in the Stetson-Nix Action Research Model and (b) meets the expectations identified in the Action Research Proposal Rubric.

Course Requirements

1. **Know the Course Requirements From the First Class Day**. It is important to be familiar with course requirements on Day One. The two most important documents to help you are (a) the course syllabus and (b) the "Welcome to My Course" which you can see when you click on "Course Home" at the top of the menu bar on the left side of the course. After reading "Welcome to My Course," you will be directed to do several things including reading the syllabus, clicking on and reading the information in several links, and submitting a "Student Information Sheet." By submitting the

Student Information Sheet you acknowledge that you have read the syllabus and have asked questions about items for which you need more clarification.

Assessment Method. I will know you conducted a thorough review of the course requirements because you will submit the Student information Sheet and, by doing so, you will have acknowledged that you read the syllabus, reviewed the introductory lesson, and familiarized yourself with the course requirements. I will also know if you had specific questions about the course because you will post your questions in Virtual Office. 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 an audio-visual power point presentation summarizing the important content of the chapter. After each slide show presentation you will read the assigned chapter. (SLO #1)

   Assessment Method. You will take quizzes over the reading assignments, slide presentations, and other identified materials. Quizzes are multiple-choice, true/false, matching, short answer, and a few math problems (Quiz #3 only) that require a simple hand held calculator. Quizzes are graded automatically as soon as you SUBMIT them and a tentative score is immediately posted to your grade book. On the day following the quiz deadline I conduct a detailed analysis of each question to be sure there is no ambiguity in the question or the answer choices. If and when ambiguity does exist, credit is awarded to all students on that question. Once the analysis is complete, the tentative grade is replaced by the final grade. In all cases I have the final word on awarding credit to quiz questions. I will not discuss quizzes with you nor allowed you to see the quiz or the correct answers to quiz questions. Like the GRE, for example, quizzes are proprietary in that they are created and used by multiple faculty and cannot be shared or discussed with students. There is no exception to this policy. Quizzes are worth 10 points each or a total of 30 points in the course.

3. **Complete Four Worksheet Assignments (31% of the Course Grade).** Several worksheet assignments have been created to provide instruction and practice in writing some of the sections of your proposal. Worksheets are carefully sequenced to take you through the process of (a) exploring possible research topics, (b) narrowing those topics to your best and most logical three topics, (c) converting those topics to good research questions, (d) creating smaller and related sub-questions for each main research question, (e) listing the independent variables, dependent variables, and subject variables for each sub-question, (f) identifying the particular data needed to answer sub-questions and, finally, (g) discussing how those data will be analyzed in order to provide answers to the sub-questions. (SLO #2 & #3).

Assessment Method. After completing an instructional component, you will download worksheets to your own computer, complete worksheets as directed, and submit each to the appropriate folder in the Dropbox. Worksheets are evaluated, graded, and returned to you with a grade, my comments which are usually extensive, and very specific suggestions for revisions. My feedback will be very detailed and sufficient enough that you will be able to revise your own worksheet with confidence. Some of your work will be copied forward to the next worksheet; therefore, it is critically important that you revise your work first (if directed) in your old worksheet before copying and pasting it into the new worksheet. Worksheets may not be resubmitted for a second evaluation. Each of the four worksheets is worth 10 points 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. This online course will be required in Unit 3 or 4. (SLO #4)

   Assessment Method**.** Once you complete the short online course on the protection of human subjects and take the quizzes, 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 nothing 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 will 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 **Turn-it-In**, an extensive program that analyzes 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 arrives in my Inbox by the deadline. I will evaluate your final submission using a detailed rubric that I provided to you on the first day of the course. Your proposal will

be graded and returned to your Inbox along with the rubric I used. You can earn up to 50 points on this final research proposal.

More Information about the Proposal. The primary focus of this course is the development of the action research proposal. Each lesson is crafted to take you one step at a time through the process of writing your proposal. By the end of Unit 4 you will finally be done with an initial draft of your entire proposal. You will use Unit 5 to revise, edit, and get your proposal in tip-top shape for submission. Be patient, you won't see the total picture until the end of Unit 4. In the mean time, below is some information that will help you see the BIG picture.

- Parts to the proposal. You proposal will have nine sections; introduction and background, problem statement, subjects in the study, research questions, review of relevant professional literature, research design, data collection and analysis, collaboration, and list of references.

- Drafting the proposal one section at a time. You will learn how to draft each section, one at a time, through your reading of the textbook, viewing slide shows I have prepared, and looking at examples that other students have provided. First we make sure you have a good research question and sub-questions (Section 4). Everything depends on a good research question. Once done, you will work backwards to develop sections 1 – 3 and then forward to draft sections 5-9. In each of the first four units you will draft from one to three sections. By the end of Unit 4 you will have completed a draft of all nine sections.

- Review of the literature on your topic. The review of relevant professional literature requires you to summarized and analyze a minimum of five (5) professional journal articles. You may include as many books and articles as you like but at least five must be from professional journals, i.e., journals that have been reviewed by experts in the field. Examples include but are not limited to *Educational Research, Reading Research Quarterly, Young Children, Kappan, Principal, Educational Leadership, etc. Wikipedia is NOT an acceptable source.* Online websites other than online journals are not accepted as one of the five sources.

- Using the library. Access to professional journals is easily attainable through the Texas A&M-C Library either in person or electronically. There is no reason that anyone must make a trip to a university or local library. Almost any article can be located online or sent to your home computer through a library loan program. Information gleaned or quoted from your selected references must be included in the text of your paper and appropriate citations utilized. **The American Psychological Association (APA) format must be used throughout your proposal.**

- Proposal length. Your proposal must be at least 10 pages long not including the title page, table of contents, and list of references. The typical paper in this course is 20-24 pages long.

- University Writing Center. You are urged to take advantage of the A&M-Commerce Writing Center. While it is located on campus, you can submit your work via email attachments and get excellent feedback on your writing. In addition, you should line up someone locally who is much better than you at editing. Most of us, especially Yours Truly, are not good editing our own work. Promise them an ice cream cone or glass of wine but it is important that your final product is of term-paper quality.

- Submitting your proposal. Like every other assignment you send me, you will submit your research proposal to the appropriate drop box on e-college for evaluation. No hard copies are accepted…Think green!!. I will return your proposal before commencement day with your grade (Up to 50 Pts) and the rubric I used to evaluate your work. Once the semester is over I will then send a digitized copy of your proposal to the department office where it will be maintained for a period of at least three years.

- Turn-it-in program**.** This course will be utilizing the plagiarism prevention program *Turn-it-in*; which means your research paper will be electronically scanned for content that could be plagiarized. Millions of books, articles, dissertations, term papers, and every research proposal submitted to this and other 595 classes in the past several years have been copied into the Turn-it-in program. Your paper will also be copied into the program to become a part of the massive database. Even copies of documents from previous students that I use in our class as examples are part of the database.

  When you submit your paper to the E-college dropbox it will automatically be submitted to Turn-it-in which immediately scans your document and compares every word with every word in its database of documents. Within minutes you will receive a color coded report with the percentage of your paper that could be a plagiarism issue. If your color is green, you are within acceptable limits. If it is any other color, yellow or red, your percentage is too high and you have more editing and revising to do.

  Don't panic!! You will see many places coded as "copied" that are not and should not be changed. One example of a non-issue is your list of references which are probably cited in exactly the same way in hundreds of other papers. An example of an issue that needs your attention is if you include a direct quote from an article but forget to add the quotation marks at the beginning and end. That is one you will need to take care by adding the quotation marks and making sure you cite your source.

  You may revise and resubmit your paper as many times as you like *before the due date*.

GRADING POLICIES

Grading Rubric

All assignments except for the final research proposal are graded on a scale of from 5 (highest) to 0 points. However, each assignment is also weighted differently depending on the length or difficulty of the assignment. For example one assignment might have a weight of "X2" which means that a grade of "5" will be recorded as 5X2 or 10 Points. Most assignments in this courses have a weight of X2 so these assignments can earn up to 10 points rather than 5. The research proposal, the BIG assignment in this course, has a weight of X10 which means your proposal can earn up to 50 points (5 Pts X 10 = 50). You will see the weight values for each assignment in the table below labeled "Summary of Assignments, Weights, and Points." The rubric I use to guiding my assessment is summarized below.

5 Points - 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 Points - Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed 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 Points - 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 Points – Below Average. Inadequate in Several 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 Point - Unacceptable. Inadequate in Many 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 Points - Not turned in, tuned in too late, or not accepted by instructor.

Grading Policy (Please read carefully)
All assignments are turned in on time. A grace period of 15 minutes is allowed on all assignments but, beyond that, penalties are imposed. Please read the details below so there are no questions about late work.

1. **Due Dates.** Unless otherwise announced, all work is due by midnight on the date stated in the ***Schedule of Assignments***. No matter what you read in my announcements or emails or lessons about due dates, the *Schedule of Assignments* is the only official list of due dates and take precedence over due dates in any other documents.
2. **Official Clock**. 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 seconds.
3. **Grace Period for Late Assignments**. A 15 minute grace period is allowed on most assignments. For example, if an assignment is due at midnight but submitted between 12:01 AM and 12:15 AM the following morning, that assignment is not late. After the 15 minute grace period however, the following penalties apply:
    - **40% Penalty.** Assignments submitted between 16 minutes and 24 hours past the posted deadline. Example: If you earn 6 points on an assignment, the recorded score is 3.6 Pts. If you earn a perfect 10 points, the recorded score is 6 points.
    - **100% Penalty.** Assignments posted more than 24 hours past the posted deadline are not accepted or evaluated and the grade is zero (O).
4. **Quizzes Not Eligible For Grace Period.** While all drop box and team discussion assignments are eligible for the grace period, quizzes are not eligible. Once the deadline on quizzes has been reached, the quiz shuts down and is no longer available.
5. **Submit Work Early**. Given that computer and technical problems can often crop up at the last minute, it is never wise to wait till the last minute to submit assignments. Give yourself plenty of time in the event you need to implement a back-up plan.
6. **Have a Back-Up Plan**. Technical issues cannot be used as an excuse for submitting late work except when the University is the cause and they are able to document that problem .For this 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.
7. **Make-Up Work**. No make-up or extra credit work is allowed.
8. **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. 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, a document that is not in WORD (DOC) or Rich Text Format (rtf), attaching assignments to the incorrect dropbox, or forgetting to attach the document is considered the same as failing to submit the assignment.

Personal Reflection on Grading and Late Policies: By this time you may be getting the feeling this professor and his policies are too strict and inflexible. Many don't need these rules because they are disciplined, have a great work ethic, and are motivated to produce high quality work on time. Some need guidance to keep the quality of their graduate studies at a high level. I implement strict policies like these because there is too much to be done in the course to be late with assignments and I don't like dealing with excuses because, in some cases, students feel they need to make up stories that I will believe. I have removed the need to do this by creating a policy that late is late regardless of the reason, excuses are neither necessary nor are they accepted unless they fall under the policies of the university, and most students like to be treated fairly and feel some are getting special treatment. Most of my students tell me at the end of the semester that: (1) learning was significant; (2) the class was among the most organized they have taken; (3) they appreciated the clarity of assignments and expectations; (3) assignments were returned promptly with lots of feedback; and (5) their questions and concerns were addressed quickly. Between now and the end of the course I will work hard so you might be able to say this class contributed significantly to your personal and professional growth as a teacher.

Summary of Assignments, weights, 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					
Total Points Possible				**130 Pts.**	**100%**

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**,(5) checking your Inbox regularly for documents I return to you, and (6) 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 send them back and ask you to post your issues in Virtual Office. 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.

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 n 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 many 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 8, 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 Apple Safari

4. **Browser Requirements**

Windows Users	Mac OS User
Mozilla Firefox Google Chrome Microsoft Internet Explorer	Apple Safari Google Chrome 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)**. No PDF documents are accepted.**

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 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 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 & Plagiarism
This course demands a high level of scholarly behavior and academic honesty on the part of students. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. Academic dishonesty includes but is not limited to, plagiarism (the appropriation or stealing of ideas or works 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) or resource materials. (2006-2007 TAMUC Graduate Catalog, p. 29). Plagiarism also includes 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 and (b) copying from professional works without citing them.

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. If the infraction is severe enough to warrant further action, I will file a report of the infraction with the Dean of Graduate Studies and Research. If that happens, the student will be so notified and given the opportunity to file a response. In addition, I may also recommend to the Dean of Graduate Studies and Research through my department head that the student be suspended or expelled.

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

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.

Unit	Weeks	Tentative Assignments
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	7-9	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	10 – 12	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	13 – 16	Submit Research Proposal