EDCI 698
Course Title: Advanced Research Design
Semester: Spring 2015

Instructor: Dr. Susan Szabo.
Offices: Main Campus—Education South 226
Office Hours: Immediately before or after class, or by appointment
Email: Susan.Szabo@tamuc.edu

COURSE INFORMATION

Textbooks Required (Purchase Online):

Other Required Readings:
- One Doctoral Dissertation that matches your design (found online).
- Handouts & multiple individualized reading assignments.

Required Readings Online:
The following current forms and guidelines for doctoral students:
- Student Handbook and Style Guide (updated Fall 2011)
- Templates
- Qualifying Examination Form/Comprehensive Exam
- Dissertation
- Adviser’s Approval Form to Submit Proposal or Dissertation
- Dissertation Proposal Packet
- Schedule for Final Dissertation Defense
- Copyright Information
- Human Subjects - Information
- IRB Protocol Form
- IRB Request for Continuation Form

All of the above forms and guidelines can be found online through the graduate office forms.

Suggested Readings:
Any Handbooks of Research in any Educational Area.
Course Description: Examination of research designs related to curriculum and instruction including: survey research, quantitative content analysis, correlational research, true experimental research, quasi-experimental research, pre-experimental research, single-subject research/behavior analysis, causal-comparative research, program evaluation, qualitative research, combined qualitative/quantitative research, and meta-analysis. Includes creation of a sophisticated research design appropriate for a doctoral dissertation. 
Prerequisites: Doctoral level standing and completion of all Tools courses (1-4).

Course Requirements

Student Outcomes:

Outcome 1 (15% of final grade). Preparation, Participation, Knowledge, and Professionalism: Check your Leo email and eCollege at least twice a week for updates, assignments, and notifications.

1. Bring a copy (hard or electronic) of the readings to each face-to-face class session.
2. Complete assignments prior to class as all work is due at the beginning of class. Note that most assignments will require out-of-class and/or online work prior to in-class discussion.
3. Be prepared to discuss, question, analyze, critique, and debate readings, research, and other class assignments
4. Participate regularly in class and follow the conduct rules.
5. Demonstrate the attainment of a depth of knowledge commensurate with doctoral studies and professional behavior in all you do.
6. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University Commerce Student’s Guidebook) may result in removal from class or lowering of your final grade. Plagiarism may result in dismissal from the doctoral program.
Outcome 2 (15% of final grade). Topic Facilitation: Facilitate peer learning on at least one topic from required readings. Should last about 90 minutes.

1. Prepare a content reading lesson on your topic using research based before, during, and after strategies. The before and during strategies should be presented one class session prior to the actual discussion. The before reading strategy should provide activation and assessment of participant’s prior knowledge WITHOUT FLUFF. The during strategy should provide a guide for self monitoring of comprehension, identifying and understanding important concepts, as well as preparation for critical thinking about the readings. The after strategy should engage all seminar participants in discussion that leads to understanding of important concepts and critical evaluation of readings.

2. The after strategy should also help us to summarize our learning of the chapter. At the end we will critique our learning.

- MAXIMUM TIME ALLOTMENT FOR PRE AND ASSIGNMENT OF DURING—15 MINUTES
- MAXIMUM TIME ALLOTMENT FOR POST—75 MINUTES.

Outcome 3 (10% of final grade). Become Familiar with Doctoral Dissertation Product and Process:
Investigate TAMU-C formats and processes by reading and analyzing required online readings. Download the dissertation format to your desktop. Insert your Chapters 1-3 into the format as well as the reference section.

Outcome 4 (25% of final grade). Design, implement, complete documentation, and share dissertation progress.

1) A one paragraph overview of topic problem and research question/s
2) Timeline indicating the anticipated dates for the following processes and products:
   i) topic selection and thinking about a dissertation advisor
   ii) subtitles of your literature review and an annotated bibliography
   iii) preparation/presentation of matrix for group feedback (copies to be provided to all classmates at the time of the discussion)
   iv) writing of design/presentation for group feedback (will help with your first meeting with your dissertation advisor
   v) preparation of IRB protocol/presentation for group feedback
   vi) meeting with advisor prior to submission of IRB protocol
   vii) creation of written theoretical framework
   viii) engagement in research process
   ix) final revision of matrix (hard copy to be provided to instructor, electronic copies to be provided for classmates)
   x) creation of formal written product (manuscript or dissertation proposal format which includes a concluding paragraph on journal submission based on your knowledge from Cabells).
   xi) Presentation to the class in the form of a dissertation proposal defense

Outcome 5 (10% of final grade). Bibliography Growth: In order to have a good literature review, good research questions and even good tools for your dissertation, you must be WELL READ. That is, you become the expert on your topic. At the end of the process, you should be able to read an article and say you know everything that was published in it. If you cannot do that, you need to READ MORE.

Outcome 6 (10% of final grade). Doctoral Residency Progress (presentation or collaborative research writing): Document progress on your doctoral residency plan. Written documentation should be provided to the instructor and a verbal presentation will be provided for peers during class.

Outcome 7 (15% of final grade). Final Written Evaluation: Prepare a final written evaluation that addresses each student learning outcome, evaluates each requirement, and suggests a final grade for the course. The final written evaluation must be submitted electronically via eCollege by 5:00 pm on Friday.
Assignments
1. Students will identify, analyze, and critique the designs and methods used in previous research studies. Further, students will explain how multiple research designs can be used to study their own topic.
2. Students will become experts in a specific aspect of research design/methods and serve as a reading and discussion facilitator for that aspect.
3. Students will become familiar with the dissertation process and complete a mock dissertation defense.
4. Students will design, review, and document progress in the development of an informal research proposal (matrix), a formal research proposal (dissertation), and an Institutional Review Board (IRB) protocol.
5. Students will continue to read research journals in order to grow the reference section. Students will create a bibliography and a short reflective summary of the article in folder.
6. Students will continue to work on residency requirements, document progress and share that progress with the class.
7. Students will self-evaluate knowledge gained in the course and personal/professional growth from a metacognitive perspective.

Grading: Criteria for each requirement will be stipulated by the instructor in rubrics posted on eCollege under Document Sharing. Students will collaboratively generate standards for each criterion. The following holistic scoring format will be adapted for each course requirement:
- 5 = Highly Impressive - well above average in thought, organization, and professional choices as evidenced by products handed in. In control of own decision-making and learning processes.
- 4 = Commandable - in command of thought, organization, and professional choices as evidenced by products handed in. Developing good control of own decision-making and learning processes.
- 3 = Average - probably functional in terms of thought, organization, and professional choices as evidenced by products handed in; but in need of more instruction. Developing some control of own decision-making and learning processes.
- 2 = Developing - somewhat lacking in thought, organization, and responsibility as evidenced by products handed in. Not consistently aware of professional choices. Little control of own decision-making and learning processes. In need of some remediation.
- 1 = Questionable - lacking in thought and organization as evidenced by products handed in. Lack of awareness of professional choices. Little to no control of own decision-making and learning processes. In need of major remediation.
- 0 = Not Attempted – no product handed in or presented to document work.

Final course grades will be determined jointly by the student and the instructor based on the student’s self evaluation, the instructor's judgment, and the following scale:
A  All requirements completed with at least a 4.5 average score
B  All requirements completed with at least a 3.5 average score
C  All requirements completed with at least a 2.0 average score
F  Some or all requirements completed with below a 2.0 average score

Technology Requirements
Students must have access to email and the Internet, either at home, work, or TAMU-C campus. TAMU-C provides students with free email accounts that must be accessed for information sent from the university. Further, eCollege will be utilized for: announcements, some required readings, document sharing, email, turning in assignments via drop box, and grading. High speed internet access/connection, not dial-up, is highly recommended. You must have MS Word and MS PowerPoint to create and hand in assignments. A flash drive is highly recommended for in class sharing of Power Point presentations. Additionally, the following hardware and software are necessary to use eCollege:
- 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, log in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Access and Navigation
This course will use eCollege, the Learning and Management System used by Texas A&M University-Commerce. To access readings, rubrics, etc., go to: https://leo.tamu-commerce.edu/login.aspx
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at (903) 468-6000 or helpdesk@tamu-commerce.edu

Communications and Support
It is best to contact the instructor via email at Susan.Szabo@tamuc.edu. You should receive a response within 2 to 3 working days. DO NOT email the same question repeatedly if you do not receive a response immediately. Responses will typically be sent to your leo email account. When engaging in online discussions, please remember the Core Rules of Netiquette as follows:
- Rule 1: Remember the Human
- Rule 2: Adhere to the same standards of behavior online that you follow in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people’s mistakes

To meet face to face with the instructor during office hours, schedule an appointment via email as times fill quickly.

Course and University Procedures
Attendance: Class will meet from 5:00 until 10:00 pm. You must attend all classes. Arrive on time and remain until class is dismissed. If you cannot make it to class on time due to professional responsibilities, discuss this with the instructor after the first class to create a make-up plan. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence (as defined in University policy) or professional responsibility, email or phone the instructor before class.

Make up assignment is below. Work must be turned in within two weeks to receive credit. Make-up work will not be permitted for unexcused absences. Each unexcused absence will lower final grades by one letter. Missed assignments, lack of make-up work, etc. will also negatively impact final grades. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.

Make-Up Assignment Absence: Prepare a dialogue journal for the readings you missed discussing in class. Then, prepare an additional reaction paper on a self-selected professional journal article concerning issues pertinent to teaching and learning in your discipline, content area, grade level, and/or professional responsibilities. Each reaction paper must be one to two typed pages and conform to APA 6th edition. Each reaction paper must include: a content summary of the article, your reaction to its contents, and a discussion of how you will implement what you learned (include a copy of each article). Articles selected must be approved by the instructor prior to writing reaction papers.

Inclement Weather: In case of inclement weather, cancellation of classes will be announced on KETR 88.9 FM. Please check the university homepage for verification. If the university is officially closed, check your email immediately for instructor verification of class cancellation and check eCollege for alternative assignments.
**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu

**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). Also see the Core Rules of Netiquette above.

**AD Compliance:** A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.