

## HIED 710 Research Colloquium

### COURSE SYLLABUS | Spring 2018

- Instructor: David Tan, Ph.D., Professor and Department Chair
- Office Location: EDN 126, TAMUC campus
- Office Hours: 2:00-4:00pm (Tue. to Thu., or by appointment)
- Office Phone: 903-886-5619
- Email: david.tan@tamuc.edu

### COURSE INFORMATION

#### Required Materials

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author (ISBN 978-1-4338-0561-5).
- Thesis and Dissertation Services (2017). Available without charge from the [Graduate School, TAMU-C](#).

#### Supplementary Materials (Optional)

- Cone, J.D. & Foster, S.L. (2006). *Dissertations and theses from start to finish: psychology and related fields* (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association. [This is an excellent reference book]
- Davis, G. B., Parker, C. A., & Straub, D. W. (2012). *Writing the doctoral dissertation: A systematic approach* (3rd ed.). Hauppauge, NY: Barron's Educational Series.
- Glatthorn, A. A., & Joyner, R. L. (2012). *Writing the winning thesis or dissertation: A step-by-step guide* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions*. Thomson/Brooks/Cole. [This is a very good reference book]
- Locke, L. F., Spirduso, W., & Silverman, S. J. (2013). *Proposals that work: A guide for planning dissertations and grant proposals* (6th ed.). Thousand Oaks, CA: Sage.
- Ogden, E. H. (2006). *Completing your dissertation or thesis in two semesters or less* (3rd ed.). Lanham, MD: Rowman & Littlefield.
- Pyczak, F. (2000). *Completing your thesis or dissertation: Professors share their*

*techniques and strategies*. New York, NY: Routledge.

- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Rudestam, K. E., & Newton, R. R. (2014). *Surviving your dissertation: A comprehensive guide to content and process* (4th ed.). Thousand Oaks, CA: Sage.
- Single, P. B. (2009). *Demystifying dissertation writing: A streamlined process from choice of topic to final text*. Sterling, VA: Stylus Publishing.
- Terrell, S. R. (2015). *Writing a proposal for your dissertation: Guidelines and examples*. New York, NY: Guilford Press.

### Course Description

This course is a forum for understanding the principles of the discovery of new knowledge through research and for acquiring the knowledge and competency to develop and write a doctoral dissertation proposal (Chapters 1 and 3).

### Student Learning Outcomes

**Outcome No. 1:** Demonstrate knowledge and understanding of research methodologies and the mechanics or processes of writing a dissertation proposal. Specifically, the student will be able to

- Understand research methodologies (qualitative, quantitative, mixed methods), their strengths and weaknesses, and appropriate uses.
- Understand all the sub-components of research methodologies, which include sampling or case selection, data gathering mechanisms, validity, reliability, data trustworthiness, credibility, confirmability, and data analytic procedures.
- Ability to evaluate completed student dissertations and other forms of research publications.

**Outcome No. 2:** Complete Chapter 1 of a dissertation proposal. Specifically, the student will

- Provide the proper introduction and context of a particular topic, complete with a brief literature.

- Discuss the importance and significance of the chosen research topic.
- Provide a detailed description of the major issues and complexities involved.
- Write a clear statement of purpose. Begin by writing “The purpose of this study is . . .”. The purpose should not be a surprise since it is a logical progression from points or discussion already made.
- If necessary, break down the purpose into smaller research questions, themes, or hypotheses as appropriate.
- Formulate and explain the methodology that will be used to research the topic or to get answers to the posed research question(s) in the study.
- Explain assumptions and limitations of the study.

**Outcome No. 3:** Complete Chapter 3 of a dissertation proposal. Specifically, the student will

- Expand upon the research methodology section from Chapter 1.
- Explain in detail the methodology that will be employed (qualitative, quantitative, or mixed methods), how the methodology will be implemented, including information about proposed dimensions, topics, or variables that will be studied; targeted population; sampling or case selection procedures; data collection techniques and procedures; and data analytical procedures (statistics or qualitative analytical traditions).
- Address all issues related to internal validity, data trustworthiness, data triangulation, confirmability, and credibility of potential findings.

## **COURSE REQUIREMENTS**

### **Instructional Activities**

This highly-personalized course is intended to allow students to work with each other and the instructor during the semester. Students are strongly advised to consult and work with their major advisors about their dissertation topic and process.

All students are expected to possess a high level of knowledge about research methodologies (quantitative, qualitative, and mixed methods) and adult and higher education as a field of study. This knowledge will facilitate meaning participation in threaded discussions and evaluation of research assignments.

### **Grading**

Grading is based on two criteria: 20% on the quantity and quality of student participation in threaded discussions and other assignments; and 80% on the quality of the student's formal written dissertation proposal (Chapters 1 and 3). Please be reminded that no grade below a "B" can be applied to a doctoral degree. eCollege's Gradebook will not be used to compute the student's final grade.

### **Late Assignments**

There will be a 10% penalty for written assignments turned in late. In some instances, failure to turn in an assignment has a rippling effect on other components of the class, such as timely threaded discussions or collaborative exercises. In such cases, you will be assigned an "F" for the class.

### **Respect Differing Views**

As with all graduate courses, this course deals with ideas and opinions. It is important to be courteous and respectful of individuals who have expressed opinions and beliefs that are different from your own. In a disagreement, please ask for an explanation and rationale for their beliefs or opinions. Often, matters are more complicated than they seem. Only civil, sincere, and even-tempered written discussions will be permitted in this course.

### **Interaction with Instructor Statement:**

Email me at david.tan@tamuc.edu. I will reply to email messages within 48 hours, except on the weekends and holidays. Use your TAMUC email only with an appropriate message title when communicating with me. I can also be reached on my office phone at (903) 886-5619 or you can visit me in my office on the TAMUC campus.

### **Academic Honesty**

Academic integrity is of utmost importance. Acts of academic misconduct and plagiarism are very serious matters and will severely jeopardize your career as a student here at this institution. Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be honest and original scholarship produced specifically for this course. At the instructor's discretion, if plagiarism is accidental, an assignment may be rewritten and resubmitted for a maximum grade of 70% of the original total. Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

### **Technology Requirements**

A full computer with broadband internet access is necessary for success in this course. Wireless internet connection is available to students on the TAMUC campus. Computers are available for student use in the Gee Library, UCD computer labs, and other

locations. For more information concerning library or campus computer labs, visit <http://www.tamuc.edu/library/>

## UNIVERSITY SPECIFIC PROCEDURES

### Religious Holidays Policy

Reasonable accommodation will be given to students who require time off for major religious holidays or celebrations not traditionally recognized (such as Lunar New Year, Diwali). Please let the instructor know of any accommodation ahead of time.

### Writing Center

Students are encouraged to visit the A&M-Commerce [Writing Center](#) and other locations for writing assistance. Graduate students are expected to have a high level of writing ability and skills. Also, the instructor is available to help with the writing process by appointment.

### 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 mandates, 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 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, please email at [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.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*).