I. Course Description
This course is designed for doctoral students who want to develop their data analysis skills for their research projects in order to report findings for publication purposes and for dissertations. Students will learn how to select appropriate data analysis methods, analyze data, and learn how to academically report research findings.

II. Rationale
Students conducting research at doctoral level are required to learn multiple forms of data analysis, identify which form of data analysis is appropriate for their research projects, benefits and disadvantages of each data analysis approach. Furthermore, students need to learn how to report their findings in academic publications such as in dissertations, journal articles, and conference presentations and proceedings. This course will help students develop their data analysis skills and report their findings accurately with academic rigor and trustworthiness.

III. State Adopted ProficiencyDomains
N/A

IV. TExES Competencies
N/A

V. Course Objectives and Outcomes
After completing this course, the learners will be able to
1. Identify appropriate data analysis method for their approach
2. Identify multiple forms of reporting research data
3. Implement appropriate form of reporting research data for dissertation or publication purposes
4. Align data analysis, findings appropriately in reporting research findings
5. Establish academic rigor and trustworthiness in reporting research

VI. Course Topics
The major topics of this course are:
- Types of data analysis
- Benefits and disadvantages of various types of data analysis
- Ways of reporting research
- Types of academic writing
• Structure of academic writing
• Structure of reporting research
• Establishing academic voice
• Reporting research with rigor
• Reporting research with trustworthiness

VII. Instructional Methods and Activities
• Discussions
• Writing
• Blogging
• Lecture

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First draft of research paper/chapter(s)</td>
<td>30 points</td>
</tr>
<tr>
<td>Second draft of research paper/chapter(s)</td>
<td>30 points</td>
</tr>
<tr>
<td>Final research paper/chapter(s)</td>
<td>30 points</td>
</tr>
<tr>
<td>Participation</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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Grading Scale
90-100 = A, 80-89.9 = B, 70-79.9 = C, 60-69.9 = D, 59.9 and below = F (fail)

Drafts of research paper/chapter(s) and Final research paper/chapter(s)
Students will identify appropriate data analysis methods and draft their findings in the form of a research report as found in dissertations, refereed journal articles, conference proposals or proceedings based on their individual needs. Students will submit three drafts of their findings to polish their writing and enhance their understanding of academic reporting of research data.

IX. Course Policies and Schedule

1. This is a graduate level class and as such students’ conduct in class should reflect accordingly. Students will come to class prepared, complete all the assignments, and not request extra-credit assignments at the end of the semester should your grade be below your expectations. **There will be NO extra credit assignments under any circumstances.**

2. We are in a multicultural learning environment. Students should remain aware of and sensitive to educational research issues emerging from multiple perspectives and integrate into their own your assignments.

3. This class requires a lot of time, preparation, and understanding and application of critical concepts in educational research. Students will need to stay on top of things in order to perform well in this class.
4. There are some basic competencies that are expected of students in order to perform well in this class. These are:
   • Ability to proof read assignments before submitting
   • Ability to cite references when making general and/or specific statements that are not entirely one’s own
   • Ability to communicate effectively when one does not understand the instruction or expectations about assignments
   • Ability to connect to the Internet, download required materials, and post required materials as needed. **There should be no excuses emerging from last minute computer troubles.** Students should plan ahead and have back up plans in place should something go wrong.
   • Should a student miss a class or come in late, it is the student’s responsibility to catch up on what has been covered during her/his absence. Instruction will not be repeated individually to students who are late, tardy, or absent during instruction.

5. **Attendance and Participation**
Students are expected to attend and participate in all classes. Participation can include but not limited to, raising thought-provoking questions grounded in the class material, listening attentively to peers, not dominating discussions, and coming to class prepared. Because this class will cover a lot of material in a very short period of time, **any more than one excused absence will cause a deduction of two points per absence from your final grade.** Students are responsible for materials covered during their absence. Any discussion of explanation for students’ absences should be done privately so as not use limited class time with individual scheduling concerns.

6. **Tardiness and Courtesy to Peers**
Students are seen as professional scholars and therefore they should treat their learning environment with professional respect. Class will begin and end on time and anyone who arrives or leaves the class five minutes late or early respectively will be marked tardy. Two tardies will equal an absence. This does not mean that there cannot be any exceptional situation. Please come and talk to the instructor if such situations occur by the following class periods. There will be **NO** negotiation of attendance records at the end of the term so it is the student’s responsibility to make sure that s/he communicates with the instructor about her/his extenuating circumstances.

7. **Pagers and cell phones and other noise makers must be turned off during class.**

8. **Special Accommodations**
It is the policy of the Texas A & M Corpus Christi to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor with a letter from Student Disability Services.

Texas A & M Corpus Christi does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. **The student has the responsibility of informing the course instructor (at the beginning of the course)**
of any disabling condition, which will require modification to avoid discrimination. Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

9. Professional Conduct and Academic Honesty
Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the department, College of Education and the university.

10. Assignment Expectations
All assignments are mandatory and must be typed, double spaced, written in Times New Roman 12 point font with 1 inch margins, and adhere to the guidelines as stated by the American Psychological Association (APA).

Assignments should be submitted on the due date before class begins. If a student must miss a deadline, then s/he must let the instructor know before the due date of the assignment. Late work will only be accepted for half credit if completed by the following class meeting. No late work will be accepted after one class meeting from when the assignment was due. There will be NO exceptions.

11. End of Semester Negotiations
The instructor will not entertain any end of semester negotiations about grades. However, the instructor will support students in every way possible during the semester to ensure that students perform well in the class if they communicate any difficulties or concerns with the material with her/him. Therefore, it is recommended that students take full advantage of a supportive learning environment designed to ensure success. Students’ grade in the course is a direct reflection of their engagement in their own learning process.

X. Required Texts
There are no specific required texts for this class. However, students are expected to read
relevant dissertations and journal articles throughout the semester as needed.

**Recommended Textbooks**


**Course Calendar**

**June 7**
Welcome/Introduction
Syllabus. Review of course material

**June 14**
**Exemplar Dissertations**
Students will bring at least two dissertations that are aligned with the data analysis method/s that they are electing for their study. During class students will analyze the dissertations for types of data analysis and reporting of findings.

**June 21**
**Exemplar Research Articles**
Students will bring at least two refereed research articles that are aligned with the data analysis method/s that they are electing for their study. During class students will analyze the articles for types of data analysis and reporting of findings.

**June 28**
**Writing Workshop Part 1**
Students will bring drafts of their data analysis and reporting of findings to class. They will be in peer groups editing their work and assisting each other. The instructor will facilitate small group and large group discussion about data analysis and reporting findings.

**July 5**
**Writing Workshop Part 2**
Students will bring revised drafts of their data analysis and reporting of findings to class. They will be in peer groups polishing and editing their work and assisting each other. The instructor will facilitate small group and large group discussion about data analysis and reporting findings.

**July 12**
**Genres of Reporting Research Part 1**
Students will bring in research papers and dissertations and identify various genres of reporting research. Students will try to identify the structures of each of the genre and analyze them.

**First draft due**
July 19  Genres of Reporting Research Part 2
Students will apply various strategies, styles, and structures from different genres of reporting research to their own work and identify one that suits their work the best.

July 26  Genres of Reporting Research Part 2
Students will apply various strategies, styles, and structures from different genres of reporting research to their own work and identify one that suits their work the best.
Second draft due

August 2  Using Multiple Data Sources
Students will bring in multiple data sources and learn to analyze data for each of those data sources and triangulate findings based on steps outlined in their chosen exemplar dissertation and/or research paper.

August 9  Triangulation and Reporting Data
Students will bring in drafts of their own work and apply strategies of analysis and triangulation of data in their own work. They will work in peer groups to offer feedback to each other and identify how various forms of triangulation can be used in reporting research data. Examples will be drawn from exemplar dissertations and research reports.

Polishing up Reports for Dissertations, Journal Articles, Conferences, and Conference Proceedings
Students will identify appropriate strategies for presenting research reports in dissertations, journal articles, conferences, and conference proceedings in their related fields. In class they will demonstrate how their final paper aligns with their chosen genre of reporting research.
Final paper due

(Based on students’ needs and other emergent issues, I reserve the right to change this syllabus).
IX. Bibliography


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.