I. I. Course Description

This course is designed to assist the students in writing a draft of the three-chapter (introduction, review of literature, methods) research proposal that may become the basis for a doctoral dissertation. Prerequisites: EDLD 6333, EDLD 6384, EDLD 6335, EDLD 6392.

I. II. Rationale

Students must be knowledgeable and competent in the methodology of educational research in order to complete a doctoral dissertation. This course will provide the student with the opportunity to synthesize knowledge and understanding of research methods, instrumentation, and data analysis to write a research proposal that, if approved by the student’s dissertation committee, will become the basis for a doctoral dissertation.

I. III. State Adopted Proficiency Domains

N/A

I. IV. TExES Competencies

N/A

I. V. Course Objectives and Outcomes

This is the last of the five research methods and statistics courses in the Department of Educational Administration and Research. As such, the major objective of the course is to assist the student in writing the first draft of the doctoral dissertation proposal. Additionally, all students are expected to complete the appropriate Institutional Review Board (IRB) application form which must be approved by TAMUCC Committee for Research Involving Human Subjects in advance of the initiation of the research investigation.

I. VI. Course Topics

The major topics of this course are:

- Contents of dissertation
- Methodology of research
- Literature review
• Introducing research

I. VII. Instructional Methods and Activities
• Discussions
• Games
• Project-based learning
• Online wikis
• Lecture

I. VIII. Evaluation and Grade Assignment
Chapter 3 30 points
Chapter 2 20 points
Chapter 1 20 points
IRB 10 points
PowerPoint Presentation of Proposal 10 points
Participation 5 points
Total 100 points

Chapter 3 (30 points) Qualitative: 25-35 pages double-spaced, Quantitative: 5-11 pages, double-spaced
Students will complete a methodology chapter where they will outline the ways in which they will frame their study methodologically, ways in which they will collect data, selection of participants, description of context of the study, and ways in which they intend to manage and analyze their data.

Chapter 2 (20 points) 15-20 pages double-spaced
Chapter 2 is the literature review chapter and in this chapter you are to summarize the ongoing conversation in the literature about your topic from theoretical and empirical perspectives. A review of methodological literature related to the analytic procedures used for the project. Things to consider for the literature review:

• What are the conversations and development around your theoretical framework
• Who are the key scholars who researched similar issues?
• What are the patterns of conversation in the literature?
• What is missing from the literature?
• How does your research fit in the literature?
• What contribution will your research have in this area of study?
• What are your key arguments?

Chapter 1 (20 points) 10- 20 pages double-spaced
Chapter one is your introduction to the rest of the proposal. You will write this chapter last because you need to know what the rest of your proposal will be before you can introduce it. Along with this chapter, you will also write an abstract. Chapter one should introduce your research in a way similar to what trailer does for a movie. It should contain information about
your research purpose, questions, operational definitions, theoretical framework, methodology, significance of the study, and limits and possibilities of your study.

**Internal Review Board (5 points)**
For all “human subjects” research you will have to complete an Internal Review Form application. By the end of this class you will complete appropriate approval forms, instrumentation, consent forms, and data collection where appropriate.

**PowerPoint Presentation of Proposal (10 points)**
You will prepare a presentation of your proposal with no more than 15 slides and deliver the presentation to your peers for discussion and feedback. This will also serve as your presentation during your proposal defense should you and your Chair agree. The presentation should contain:
- Research purpose
- Research questions
- Background of the issue
- Literature review (key findings)
- Methodology
- Significance
- Limits and possibilities

**Participation (5 points)**
This class will be dependent on participation. In class you will be prompted to reflect on readings, answer specific questions, react to your peers, or lead discussions about writing up your proposal, your struggles, your topic, or your methodology. Your active participation is critical for earning your grade.

Secondly, you will also be expected to participate in class activities. This means you have to come to class prepared with the readings, contribute meaningfully to class discussions, listen to your peers, and assist the class in advancing our thoughts on the topics of the day. Monopolizing class discussions do not automatically imply participation and being silent do not automatically imply active listening either. It will be up to you to strike a balance between speaking and staying silent, staying on task, discussing directly from the readings in order to earn your grade for class participation.

**IX. Course Policies and Schedule**

1. This is a graduate level class and as such your conduct in class should reflect accordingly. This means that you 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. I expect that you remain aware of and sensitive to educational research issues emerging from multiple perspectives and integrate into your own as you construct your arguments in class and in your assignments.
3. This class requires a lot of time, preparation, and understanding and application of critical concepts in educational research. You will need to stay on top of things in order to perform well in this class. If you find that you are offering me multiple excuses for your inability to hand in assignments on time, attend all classes, and prepare adequately, then you should reconsider how you prioritize this class and whether or not this class is appropriate for you to take at this time.

4. There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   • Ability to proof read your assignments before submitting
   • Ability to cite references when making general and/or specific statements that are not entirely your own
   • Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   • Ability to connect to the Internet, download required materials, and post required materials as needed. I will not entertain excuses emerging from last minute computer troubles. So plan ahead and have back up plans in place should something go wrong.
   • Should you miss a class or come in late, it is your responsibility to catch up on what has been covered during your absence. I will not repeat my instruction individually to people who are late, tardy, or absent during instruction.

5. Attendance and Participation
   You 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 absence will cause a deduction of two points per absence from your final grade. You are responsible for materials covered during your absence. Any discussion of explanation for your absences should be done privately so as not use our limited class time with individual scheduling concerns.

6. Tardiness and Courtesy to Peers
   I see us as professional scholars and therefore we should treat our 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 me if such situations occur by the following class periods. I will NOT negotiate attendance at the end of the term so it is your responsibility to make sure you communicate with me about your 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 of 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 College of Education and the institution.

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 you must miss a deadline, you must let me 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. There will be NO exceptions. Yes this means YOU.

If I do not have your assignment and you have not contacted me about late submission sheet, you will receive a zero on that assignment. If you fail to notify me of any problems associated with your work (grading error, missing graded assignment) within one class meeting after I
have returned graded materials, then I will not be able to negotiate an alternate arrangement with you. Therefore, stay on top of things, monitor your work, and make sure that you talk to me immediately if there are problems.

11. End of Semester Negotiations
I will not entertain any end of semester negotiations about grades. However, I will support you in every way possible during the semester to ensure that perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. Your grade in the course is a direct reflection of your engagement in your own learning process.

Please understand that, despite the strict expectations outlined above, I do care about you as individuals and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. Please be in touch with me if you want a conference to explain your circumstances. I believe that most professors share this attitude, but often, we do not know enough about our students to be of help to them. Although it may seem difficult to reach out, it is up to you to seek support when you need it. **Do not wait** until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.

**Grading Policy**
90-100 = A, 80-89.9 = B, 70-79.9 = C, 60-69.9 = D, 59.9 and below = F (fail)  
**Required Texts**
There are no required texts in this class. You will be responsible for researching exemplar dissertations and research proposals in your area in order to structure your proposal.

**Course Calendar**

**June 5th**
Syllabus  
Discussion about proposal  
BREAK  
Chapter 3 exemplars  
Work on IRB  
Individual conference for chapter 3

**June 12th**
**Chapter 3 draft due**  
IRB proposal due with consent forms and protocols  
Literature review exemplars  
Identify key structures in literature review  
BREAK  
Create literature review table with own articles, books

**June 19th**
**Chapter 2 draft due**  
This doesn’t have to be complete. But just a draft needs to be done for
you to move along.
Chapter 1 exemplars
Identify key structures in chapter 1
BREAK
Work on chapter 1
Individual conference on proposal thus far
Distribute Dr. Kouzemanani’s materials to be read before class next week

June 26th
Complete articles and assignments for Dr. Kouzemanani
Discuss writing retreat possibilities
Deliverables at the end of the trip are:
Polished chapter 3, 2, 1 and abstract
Polished IRB
Polished PowerPoint Presentation

Make individual appointments with me if you need to continue work on your proposal or have any questions.

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