I. Course Description
This course focuses on the design of research studies, including experimental and quasi-experimental designs, other quantitatively-based designs, qualitatively-oriented designs, and mixed model designs. Prerequisites; EDLD 6333 and EDLD 6384

II. Rationale
Course content will include instruction in preparation of a research proposal, identification of a research problem, sampling techniques, research design, instrumentation, data collection, and data analysis.

III. Learning Objectives
This course is designed to enable students:

1. To become critically familiar with prominent theorists and their contributions
2. To analyze historical and current approaches
3. To be critically familiar with implementation, evaluation, and policy making aspects
4. To critique theory and instructional practice
5. To engage in reflective exploration of our experience
6. To articulate an understanding of how and why research frameworks inform practice

IV. Course Topics
The major topics to be considered are:

1. Research Design
2. Identification of a Research Problem
3. Instrumentation
4. Data Collection
5. Data Analysis

V. Instructional Methods and Activities
Methods and activities for instruction include:

A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)

B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)
VI. Evaluation and Grade Assignment

Assignments:
Reflective Journals 20%
Design theory project 35%
Application Paper 35%
Class Participation 10%

Reflective Journals: The purpose of this assignment is to engage you in reflective exploration of your practice, the curriculum orientation(s) under which you make decisions, and possible alternatives or directions for you to consider in your own practice. This is an evolving project which will require you to write a weekly reflection responding to questions raised and discussed in class, class readings, outside readings of theorists and curriculum books, and your own lived experience. Follow the themes develop in class and include critical insight into your emerging understanding of your practice in relation to the themes. Do not simply summarize the content of the class.

Design Theory Project:
The purpose of this assignment is to build a more critical understanding of the major research paradigms and their contributions to current instructional development.
You will choose a theoretical perspective and represent a particular theoretical orientation to the class as well as describe and explain the model thoroughly including its strong and weak points from both historical and practical points of view.

Application Paper:
The purpose of this paper is to offer you the opportunity to begin to construct your own research design in particular in relation to your dissertation by integrating your practice with the ideas you have thought about in class. More will be said about this in class. Your paper, like the theory paper should be 5 -10 pages, double-spaced, should provide:
- an overview of the main points
- relevance to current situations in educational curriculum and instruction
- your personal situation (classroom, subject, school)
- state and societal situations (public education, private schools, etc)
- a critique using any of the frameworks raised in the text and/or discussed in class

VII. Course Schedule and Policies
A. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Intro to course. Dan Pink on Drive (tedtalks.com)</td>
</tr>
<tr>
<td>9/03</td>
<td>Discuss readings in Green</td>
</tr>
<tr>
<td>9/10</td>
<td>Discuss readings in Green</td>
</tr>
<tr>
<td>9/17</td>
<td>Discuss readings in Green</td>
</tr>
<tr>
<td>9/24</td>
<td>Discuss readings in Green</td>
</tr>
<tr>
<td>10/1</td>
<td>Conference Paper outline</td>
</tr>
</tbody>
</table>
10/8    Conference Paper outline
10/15     Summarize papers and discussions
10/22     Discuss readings in Green
10/29     Discuss readings in Green
11/5     Discuss readings in Creswell
11/12     Discuss readings in Creswell
11/19    Present topics for paper
11/26     Present topics for paper
12/3    Last class, all work due

B. Course Policies

Attendance/tardiness
This class will be conducted as a seminar to which all class members will contribute. It is important that you attend all class meetings and that you prepare yourself for all our meetings by reading the assigned texts, taking notes from them, and having written or oral assignments completed. You are expected to come to class with comments and questions relevant to the evening’s topic and to the readings. If you do have to miss a class, please contact another class member and get any class notes or handouts you missed and learn how you can be prepared for our next meeting. Attendance is expected at all classes. There is a high positive correlation between consistent, punctual attendance and higher course grades. It is virtually impossible to receive an A in the course if there are absences and/or lateness.

Late work and Make-up Exams
I take pride in being fair to all students. It is not fair to students who are prepared and attend class when other students do not follow the due dates on the tentative schedule. Therefore, late work will not be accepted and communicating an excuse for a late assignment does not constitute a waiver of the deadline. *Please do not use class time to discuss your personal grade. Your grade is a private discussion between you and me. You are to schedule an appointment during office hours if you have any questions.

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and phone set on vibrate.

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or
plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 4, 2011 is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
You are to use APA 6th edition for all citations.

VIII. Required Texts:


Readings and video clips from tedtalks.com and authors @ google will be assigned to supplement the texts.

IX. 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 Rule 13.02.99.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.tamus.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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 CCH 116.

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.