Analysis and Reporting of Research Data

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.

Learning Objectives
After completing this course, the learner 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

Major Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First draft of research paper/chapter(s)</td>
<td>30</td>
</tr>
<tr>
<td>Second draft of research paper/chapter(s)</td>
<td>30</td>
</tr>
<tr>
<td>Final research paper/chapter(s)</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Required or Recommended Readings

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

State Adopted Proficiencies/TExES competencies (COE)
N/A

Course Policies
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, all in-class meetings are mandatory. If you cannot show up for all in-class meetings, I strongly urge you to drop the course. Any absence from in-class meetings will result in a decrease of 2 percent points per absence in 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. Disabilities 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.
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. 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.

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.

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 University.

10. 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. Dropping after the last day to drop a class with an automatic grade of “W” this term.

11. 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.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.
Syllabus

Please note that some of the readings will not be discussed in class due to time constraints but the students will be expected to discuss these readings on the online discussion space. Details about discussing readings online will be provided in class.

Meeting 1
Welcome/Introduction
Syllabus
Review of course material

Meeting 2
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.

Meeting 3
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.

Meeting 4
Writing Workshop
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.

Meeting 5
Genres of Reporting Research
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

Meeting 6
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.

Meeting 7
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.

**Meeting 8**  
**Academic Rigor and Trustworthiness**  
Students will use dissertations and refereed research paper to identify the various ways in which researchers ensure academic rigor and trustworthiness. Students will identify ways of implementing academic rigor and trustworthiness in their own work.  
**Second draft due**

**Meeting 9**  
**Polishing up Research Reports**  
Students will work in class to identify various issues in reporting research data and ways in which academic writing can be polished up to write up one’s research including data collection procedures, data analysis, reporting of research, discussion, and conclusions and implications. Using exemplar dissertations and refereed journal articles, students will identify the ways in which they can polish up their own writing for their research projects.

**Meeting 10**  
**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**

*Any part of the syllabus can be changed based on class needs and instructor discretion. All changes will be notified to the students in writing. I reserve the option to widen the point range for letter grades.*