Description

This course is designed to assist you in writing a research proposal that may become the basis for a doctoral dissertation.

Rationale

At the end of your previous doctoral studies, you should have determined the issue that you would like to pursue in your own dissertation research and should have familiarized yourself, to some extent, with facets of the issue and with prior research. This course is the next step: it is a means of integrating and applying the knowledge that you have built thus far as you develop a plan for conducting a study that will be your own scholarly contribution.

Course Objectives and Outcomes

This course is designed to enable you to

1. Establish a “research space” for your own work and establish relevant questions to be answered through the research.
2. Prepare a review of the literature that is well-organized and that leads right up to the study.
3. Design a study in accordance with research traditions in the field.
4. Prepare a proposal that, with your dissertation director, should be appropriate for eventual submission to your dissertation director.
5. Understand the procedures to be followed in working with a committee on the dissertation.

Relevant Program Objectives

1. Students will demonstrate a command of the field of their specialty in education
2. Students will demonstrate the ability to organize for, design, and be ready to conduct original research.

Course Topics

The major course components are; components of a research proposal; variants of proposals; literature review; review of research methodology, methods, and approaches; identifying a research design; review rhetorical aspects of proposal development and presentation; choosing a dissertation chair; working with a dissertation committee; and IRB.

Instructional Methods and Activities
We will use a discussion format that will involve the students in group discussions, individual conferences, and peer review of work.

**Evaluation and Grade Assignment**

The major assignment for this course is a research proposal in which you present a research question in Curriculum and Instruction; review the related literature; and describe a study that should provide answers to the question you identified.

- Participation in class activities (response to other students’ papers, presentation of major figures, and discussion of readings) – 30 points
- Presentation of map of research terms – 5 points
- Drafts of sections of the proposal–
  - Introduction 5 points
  - Review of literature 10 points
  - Design of study 5 points
- Selection of relevant research study and supplying that study to class – 5 points
- The initial outline of proposal (version for the course) – 20 points
- Oral presentation of proposed study – 20 points

Grading: A=90-100 points, B=80-89 points, C=70-79 points, D=60-69 points, F=below 60

My expectation is that your drafts (of sections and of the total proposal) will be the very best work that you can do at the time that you submit them. In addition to the quality of their content, these drafts should be carefully edited. They should conform to APA format, should be paginated, and should be free from grammatical and typing errors. With respect to your area of interest, you should know the major studies, major scholars, and major controversies relevant to your issue and to reflect your command of that knowledge in your proposal. With respect to methodology, you should locate, use, and cite sources on your methods to show that you are competent in the approach that you intend to use.

You’re also expected to contribute to the success of the course. To participate fully, you will need to attend class regularly, respond to other students’ writing, and do all the assignments on time. If you have to miss class, please get hard copies of your written assignments to me, if at all possible, before the class meeting.

**Course Schedule**

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Getting Started</td>
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<tr>
<td></td>
<td>&quot;Creating a Research Space&quot;</td>
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<tr>
<td>Sept 4</td>
<td>Getting Started</td>
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<td>Sept. 11</td>
<td>the Literature Relevant studies</td>
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<tr>
<td>Sept. 18</td>
<td>Reviewing the Literature Relevant studies*</td>
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<tr>
<td>Sept. 25</td>
<td>Reviewing the Literature Relevant studies*</td>
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<td>OCT 2</td>
<td>Reviewing the Literature Relevant studies*</td>
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<td>Oct. 9</td>
<td>Designing the Study</td>
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<td>Oct. 16</td>
<td>Conference 1</td>
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<tr>
<td>Oct. 23</td>
<td>Designing the Study</td>
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<tr>
<td>Oct. 30</td>
<td>Conference 2</td>
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<tr>
<td>Nov 6</td>
<td>Designing the Study</td>
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<td>Nov. 13</td>
<td>Setting up the Study</td>
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<td>Nov. 20</td>
<td>Setting up the Study</td>
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<td>Nov. 27</td>
<td>No Class</td>
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<td>DEC</td>
<td>conference 3</td>
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<td>Dec. 1</td>
<td>Conference 4</td>
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<td><strong>Sharing Lit. Reviews</strong></td>
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On dates scheduled for conferences, I will meet you in my office to go over your work thus far.

**Policies**

**Assignments:** All papers must be typed and spell checked, and sources must be cited, using APA citation style.

**Crediting of sources:** This course follows the university’s policy on “academic honesty,” which includes avoiding plagiarism, “the presentation of the work of another as one’s own” (TAMU-CC Graduate Catalog 2007-2008, p. 26). TAMU-CC students, undergraduates as well as graduate students, are expected to know what plagiarism is and also how to avoid it. In your scholarly writing for this course, you must credit sources, including articles, books, and web pages, and provide quotation marks for material that is quoted directly.

If you have questions about what plagiarism is, I suggest that you consult the following sites:
http://www.plagiarism.org/ http://owl.english.purdue.edu/owl/resource/589/01/
http://www.macloo.com/cheat/general.htm
http://www.utoronto.ca/writing/plagsep.html
http://people.brandeis.edu/~teuber/usemplagiarism.html
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://firstyear.tamucc.edu/wiki/Resources/AboutPlagiarism

**Late assignments:** All papers and projects should be submitted on the date that they are due, and thus late assignments may not be accepted. Of course, there are some events in life that may cause a delay in work products; this will be taken into consideration on an individual basis.

**Disabilities:** TAMU-CC complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825.5816.

**Civility.** Texas A&M University- Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Texts (Required)**

XII. Statements required by the university:

**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.

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.

Veterans
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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A& University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.