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 PROFICIENCY DOMAINS: N/A

IV. TExES COMPETENCIES: N/A

V. COURSE OBJECTIVES AND OUTCOMES:

There are five (5) major learning objectives associated with this course:

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:

- 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:
• Discussions
• Writing
• Lecture

VIII. Required Texts


EndNote Software – Available FREE at [http://it.tamucc.edu/downloads](http://it.tamucc.edu/downloads) You will need your Island ID and Password to sign-in and download. You will find the product key on the site with the download.

RESOURCES
OWL at Purdue – [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

IX. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES
Grades will be calculated based on A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F < 60%

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion and Participation (Online)</td>
<td>40%</td>
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<tr>
<td>Reflexive Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper – First Draft</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper – Final Draft</td>
<td>20%</td>
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</tbody>
</table>
DELIVERABLES

- Readings from two texts.
- Online discussion
- Reflexive Journal
- Research Paper – Draft and Final

REQUIREMENTS FOR DELIVERABLES

Additional detailed handouts with instructions and rubrics for each assignment will be provided and discussed over blackboard.

Projected course content and timeframes may be modified as we move through the course. These modifications will be based on student needs, content mastery, time needed for projects, and changes deemed appropriate by the professor in order to meet student and course objectives.

Successful completion of the following written deliverables:

1. A reflexive journal with at least two entries per week (5 weeks) for the duration for the class, due July 2nd, 2015.

   Maintain a reflective journal of insights acquired during the course from readings and your own thinking regarding your personal experience during the process of research data analysis and reporting. This journal should identify (1) your insights, (2) how you are making meaning/connections out of the readings, class discussions and learning activities, (3) an explanation of why these are meaningful to you, and (4) their application to your professional setting/previous experiences (as appropriate). You should journal at least two insights for each class period (one for reflections on class discussions/learning activities and one related to the readings associated with that class and be prepared to share during class). These reflections are intended for you to think DEEPLY and to utilize HOTS -higher order thinking skills (application, analysis, synthesis and evaluation). Provide literature references and/or web-sites that provide additional support of your insights where appropriate.

2. Online Discussion: There is one discussion bridging the entire course.

   It begins with a basic topic and each week will branch into additional areas. It begins Monday, June 1st and ends Thursday, July 2. It is important that you engage in the discussion every week. The discussion assignment is worth up to 40% of your grade, you will engage in discussions every week. Additional and specific instructions regarding online discussion will be posted in our Blackboard site.

3. Research Paper – Draft and Final -

   • A written final report (20-25 pages) of the analysis will be due July 3rd, 2015
   • Materials and additional instructions will be provided during sessions.

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.
General Requirements Related to Assignments

- All written material should be double spaced, in Times New Roman 12 point font, 1 inch margins all around, with left justification only.
- Please use APA style of citation and references in your papers.

X. COURSE EXPECTATIONS AND POLICIES:

1. **Participation:** This class requires you to invest time for preparation, assignments, and application of critical concepts in politics of education. You will need to stay on top of things in order to perform well. While you might be an independent learner, and perhaps a strong performer, the research is consistent on the value of social learning and reviewing difficult concepts. Your respectful and meaningful participation in discussions will be required for your final grade.

2. **Competencies:** There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   a. Ability to proof read your work before submitting
   b. Ability to use APA style to write and cite references when making general and/or specific statements that are not entirely your own
   c. Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   d. Ability to connect to the Internet, download required materials, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. Therefore, plan ahead and have backup plans in place should something go wrong.

3. **Courtesy to Peers:** I see us as professional scholars and therefore we should treat our learning environment with professional respect. There will be no exceptions. I will NOT negotiate participation at the end of the semester. Make sure you communicate with me if you have any extenuating circumstances.

4. **Special Accommodations:** It is the policy of the Texas A & M Corpus Christi’s 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 at the beginning of the course with a letter from Disability Services in Driftwood 101 (361-825-5816). I will not be able to make accommodations without a letter from 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 is 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.

5. **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. Cheating, plagiarism and other forms of academic dishonesty 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.

6. **Diversity Statement:** The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

7. **End of Semester Negotiations:** I will support you in every way possible during the semester to ensure that you 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. However, I will not entertain any end of semester negotiations about grades, and your grade in the course is a direct reflection of your engagement in your own learning process.

8. **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&M 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.

Please understand that, despite the strict expectations and policies outlined above, I do care about you as an individual 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. I encourage you to get in touch with me if you want a conference to explain your circumstances. 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.
# XI. COURSE SCHEDULE

**OL = ONLINE—BLACKBOARD**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>REQUIRED READING AND ACTIONS</th>
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</thead>
<tbody>
<tr>
<td>WK 1 – June 4</td>
<td>Overview:</td>
<td>OL – Instructor facilitate session</td>
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<tr>
<td></td>
<td>- Syllabus / Goals / Objectives</td>
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<tr>
<td></td>
<td>- Discuss deliverables, &amp; required texts</td>
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<td></td>
<td><em>Introduction and Topic</em></td>
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<tr>
<td>WK 2 – June 11</td>
<td><em>Academic Writing</em></td>
<td>OL – Instructor facilitate session</td>
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<td></td>
<td>- Read before today Swales &amp; Feak book</td>
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<td></td>
<td>- Familiarize yourself with APA Manual</td>
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<td>- Acquire &amp; Install EndNote</td>
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<tr>
<td>WK 3 – June 18</td>
<td><em>Writing Research Papers</em></td>
<td>OL – Instructor facilitate session</td>
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<tr>
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<td>- Due First Draft Research Paper</td>
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<td></td>
<td>- Read before today Lester &amp; Lester book</td>
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<tr>
<td>WK 4 – June 25</td>
<td><em>Research Articles and Dissertations</em></td>
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<td>Students will bring at least two refereed research articles and two dissertations 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</td>
<td>OL – Instructor facilitate session</td>
</tr>
<tr>
<td>WK 5 – July 2nd</td>
<td><em>Reporting Data</em></td>
<td>OL – Instructor facilitate session</td>
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<td>- Due Final Draft Research Paper</td>
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<td>By the end of this week (July 3rd) due Final Paper and Journal</td>
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*Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.*

*Students will be encourage to keep working in their papers and present in a conference during the next semester and then in a journal publication.*