ASU College of Education
Department of Curriculum and Instruction
CI 6363/EDG 6304 Applied Research
Course Syllabus

Professor/Instructor: Dr. Blake Hightower **Telephone:** (325) 486-6773
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E-Hours: M-Th 9:30 AM – 10:30 AM & 2:00 PM – 3:00 PM; Other times by appointment

CI 6363/EDG 6304 Applied Research
Day(s), Time & Location: Online

Course Description:

This course will focus on collecting and interpreting data to achieve a stated educational goal for each individual student. Concepts of tests and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop a project based upon their research. Student will apply concepts learned within their own setting under the guidance of the professor.

Required Text*:*

Hendricks, C. (2009). *Improving Schools through action research: A comprehensive guide for educators*. Upper Saddle River, NJ: Pearson.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Learning Objectives and Outcomes:

By the end of the course, the candidate will:

- Increase knowledge and understanding in the critical evaluation of educational theory and research.
- Increase knowledge and understanding about different research methodologies.
- Reflect on the learning process.
- Determine an action research agenda.
- Develop and design an action research plan.
- Develop professional competence in designing, writing, and presenting research materials utilizing the 6TH EDITION APA format and style.
- Locate and evaluate research materials.
- Evaluate previous research on a self-selected topic of interest.
- Become proficient in the use of 6TH EDITION APA format and style in writing

papers, research, and documentation of sources.

Competencies/Standards:

You can find a copy of the Master of Arts in Curriculum & Instruction INTASC Standards and TExES Competencies in Blackboard.

Methods of Instruction:

Since this course is primarily online, the students are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor immediately for help since many of the tasks build on one another.

Candidates are responsible for participation in discussion boards, blogs, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements:

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. **Candidates' Participation:**

Candidates should participate actively and enthusiastically in all online discussions. Readings and school experiences will prepare candidates for discussions.

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each student is:** (1) to post a response to the original or initial posting and/or question; and (2) to post a response to another student's posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

2. **Candidates' Written Work:**

- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
- Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double spaced), completeness, and timeliness.

3. **Candidates' Communication:**

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date. Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings:

Hendricks, C. (2009). *Improving Schools through action research: A comprehensive guide for educators*. Upper Saddle River, NJ: Pearson.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Evaluation:

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A= 90-100%
B= 80-89%
C= 70-79%

If the initial grade for the literature review and methodology are below a 95%, then you can earn up to 95% of the points when you submit the final proposal with a literature review and methodology that has all the original comments addressed.

All activities should be submitted as scheduled. A 5% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis at the instructor's discretion.

Final Examination:

The final exam will consist of discipline scenarios for which you will provide possible responses according to specific theories.

Communication*:*

Candidates must communicate with all instructors via the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, e-mail and Task Stream. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, grading information, and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other assistance. This should be done EARLY in the class, preferably before the first class day. Make sure you have access to the MA in C&I Organization on Blackboard for access to additional information.

Research writing style.

In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, *in* other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at www.apa.org.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

If a template is provided follow those instructions.

Assignments:

More detail and specific due dates for assignments will be posted in Blackboard.

Assignments	**Description**	**% of the grade**
Introductions	Write a brief description of	1%

	your educational role and or the role you desire such as teacher, counselor, principal, or the specific higher education position and your setting or preferred setting.	
Chapter 1: Research Types Posts	Identify an article for each type of research. Then post the articles and a reason why you chose the article and classified as a specific type of research.	6%
Chapter 2: Research Topic	Choose a topic of interest within your area. Write a brief introduction on your area of research focus.	3%
Chapter 3: Annotated Bibliography	Use online databases to search for sources related to your research topic. Skim the sources and keep those most relevant to your study. Once sources are chosen, create an annotated bibliography.	5%
Literature Review Topic Outline	The literature review topic outline should summarize the topics that will lead to the question.	5%
Chapter 3: Literature Review	The literature review should summarize information about the research problems/questions discovered in the sources.	20%
Chapter 4: Actual Question (& Purpose)	Submit the actual questions with a paragraph of purpose.	10%
Methodology Outline	The methodology outline should answer the general questions for the required sections of the method of research.	5%
Chapter 5-7: Methodology	The Methodology provides a rationale for the chosen approach to the research. Each of the sections should provide enough detail so that another researcher could replicate the	20%

	study. The sections include the sample, intervention/innovation, instrument, validity and reliability, data collection, data analysis, and a summary.	
Chapter 8: Final Proposal	Submit a completed final proposal.	20%
Chapter 8: Final Proposal Presentation	Create a presentation that reflects the content of your proposal.	5%
Total		100%

Attendance Policy:

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each candidate is:** (1) to post a response to the original or initial posting and/or question; and (2) to post a response to another candidate's posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

Persons Seeking Accommodations:

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.

Academic Honesty:

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Class Schedule

Week	Topic	Readings	Assignments	Due Dates
1	Introductions & Research Types Research Topics	Chapter 1 Chapter 2	Introduction Research Types Research Topic	11/2 11/2 11/5
2	Quality References	Chapter 3	Annotated Bibliography Literature Review Topic Outline	11/11
3	Synthesizing Literature		Literature Review	11/18
4	Actual Question Purpose	Chapter 4	Actual Question Purpose	11/21
5	Methodology Outline	Chapter 5-7	Methodology Outline	11/25
6	Methods	Chapter 5-7	Methodology	12/2
7	Final Format	Chapter 8	Final Proposal	12/12
8	Presentation		Final Proposal Presentation	12/19