

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

| | | | |
|----------------|--|-------------------|---|
| College/School | College of Integrative Sciences and Arts | Department/School | Leadership and Interdisciplinary Studies |
| Prefix: | IDS | Number: | 302 |
| Title: | Interdisciplinary Inquiry | | Units: |
| | | | 3 |

Course description: **Develops integrative skills to create new understandings, models, products and ideas.**

| | | |
|--------------------------------|----|--|
| Is this a cross-listed course? | No | If yes, please identify course(s): |
| Is this a shared course? | No | If so, list all academic units offering this course: |

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

| | | |
|---|-----|-------------------------|
| Is this a permanent-numbered course with topics? | Yes | |
| If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. | | Chair/Director Initials |
| | | KE (Required) |

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name _____ E-mail _____ Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 4/5/19

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU - [L] CRITERIA | | |
|---|--------------------------|--|
| TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA: | | |
| YES | NO | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus</p> |
| <p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p> | | |
| <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p> | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Syllabus</p> |
| <p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p> | | |
| <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p> | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Syllabus</p> |
| <p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p> | | |
| <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p> | | |

ASU - [L] CRITERIA

| YES | NO | | Identify Documentation Submitted |
|---|--------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p> | Syllabus |
| <p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p> | | | |
| <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p> | | | |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|--|-----------------------------|
| IDS | 302 | Integration Skills: Interdisciplinary Inquiry Skills | L |

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checklist) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---------------------------|--|---|
| 1 | Approximately 70% of the final course grade is based on individual writing assignments. Another 8% of their grade is based upon peer feedback and helping one another grow as writers throughout the course. The main purpose of the course is for students to learn to gather and interpret primary research and evidence then prepare and summarize a report to present in an interdisciplinary viewpoint, specifically Klein's integrative methodology viewpoint. | The following assignments are individual writing assignments: worksheets: 1, 2, 4, 6, & 9; Literature Review, Research proposal & Research report. The following are peer review assignments: module 5 peer comment sheets and final research project grade sheets in module 7. |
| 2 | This course requires students to analyze a specific topic of their choosing using critical thinking, integration, Klein's integrative core and Newell's seven steps to reexamine the research problem with the new/unique data they collect. | The first, second, fourth, and ninth worksheets as well as the literature review, research proposal and research report all require gathering, interpreting and evaluating evidence. These are outlined in pages 3-31 of the attached documentation. |
| 3 | The course includes ten writing assignments of which three are in-depth and require substantial sustained student engagement to critically engage with the course material. The other seven writing assignments, while not as robust as the aforementioned three, are engaging and build on the course material, the writing assignments and themselves to guide the students through the course and give the students a cohesive experience. | I have included the worksheets and assignments (pages 3- 31) that include more in-depth information on these assignments and how they build on one another and engage the student throughout the entire course. |

| | | |
|---|---|--|
| 4 | <p>The course is designed so that students must receive substantial feedback in order to move forward with their research. They are in constant contact with the faculty member and nothing can be left until the last minute to do well in the course. The student starts by doing Worksheet 1, the brainstorming activity. The feedback they receive on their initial ideas for a topic help them decide what direction to explore further for Worksheet 2, a more narrowed down proposal idea. At this time the faculty member decides if the topic is sufficient or needs any work (IE is too broad, needs any adjustments, isnt the right fit, etc). The student has one more opportunity to adjust the topic by Worksheet 3, if they are given the go ahead this is not their topic and one they will be working on the remaining of the semester. They will utilize it for Worksheet 6 and 9 as well as the Literature review, the research proposal and the research report. The student will need feedback each time they submit an item in order to submit the next item as the literature review is included in the research report as is the research proposal. Therefore, the writing builds upon itself as does the research.</p> | <p>Pages 2-5, 9-10 and 26 show the required assignments in succession.</p> |
|---|---|--|

Course Catalog Description

IDS 302 Interdisciplinary Inquiry

Catalog Description: This course develops integrative skills to create new understandings, models, products and ideas.

IDS 302: Integration Skills Topic: Interdisciplinary Inquiry Skills
Spring 2020
Interdisciplinary Studies Program Arizona State University

Note: This course is a permanent course with topics. This is a sample syllabus of the topic, Interdisciplinary Inquiry Skills. Topics will vary.

NOTE: IDS 302: Integration Skills is a topic-driven course with each distinct topic covering one unique integration skill. The syllabus below will be the model used for every IDS 302 topic, and every IDS 302 topic offered will abide by all “L” designation requirements and by all universal IDS 302 outcomes. Every IDS 302 topic will match the course below in all of the “L” designation criteria and will vary only in the particular application of each unique integration skill. We used this model successfully for 22 years with the BIS 402: Senior Seminar course which carried the “L” designation and was taught with many unique topics. IDS 302 is replacing BIS 402 in our new curriculum.

Instructor: Erica Peters

E-mail: Erica.Peters@asu.edu

Phone: 480-965.3062

Office Hours / Location: USE 236, M/W 8:00 AM to 12:00 (Noon) or by appointment

Course Information: IDS 302: Integration Skills

Course Time and Location: Tuesday/Thursday 12:00 to 1:15, USE 103

Catalog Description: Develops integrative skills to create new understandings, models, products and ideas.

Topic Description: This course explores interdisciplinarity and integration as applied to various approaches of inquiry.

Course Objectives: The goal of this course is to teach students integrative interdisciplinary inquiry skills.

Required Student Learning Outcomes:

- Demonstrate the ability to apply at least one integrative process
- Critically reflect on the integrative skill or process practiced
- Evaluate the significance of the various insights, perspectives, and components relevant to an integrative process

Literacy Specific Learning Outcomes:

- At least 50% of students grades in this course will come from writing assignments
- Students will gather, interpret and think critically to draw evidence based conclusions
- Students will engage in a minimum of two writing projects that are substantial, sustained, in- depth assignments

Topic Specific Learning Outcomes:

Through in class presentations, readings and written assignments, students will be able to:

- Differentiate between qualitative and quantitative research and understand some of the different research approaches that are associated with each.
- Articulate the strengths and weaknesses of various approaches to research / inquiry, and how multiple modes of research serve as tools to solve interdisciplinary questions / issues.
- Understand the distinction between primary and secondary research, and the role of existing literature.
- Analyze research problem(s) using at least two different disciplinary perspectives from your Interdisciplinary Studies concentrations.
- Understand that different disciplines use different approaches to inquiry.
- Understand how to design, structure, perform, and publish the results of an investigation.
- Perform primary research.
- Articulate and analyze on the process and/or results of primary research conducted.
- Understand research related ethics.
- Ask appropriate questions about knowledge, such as: epistemology (how do we know what we know), value and relevance, philosophy of science, evidence associated with a claim, believability of expert opinion, use of statistics, bias, reliability, validity. Critical Thinking extends beyond affirmation of the status quo or appeals to "common sense." Investigating problems with a critical eye means uncovering something about our world.

Required Text:

Leedy, P. & Ormrod, J. (2016). [Practical Research: Planning and Design](#) (11th Ed.). Boston, MA: Pearson.

Course Schedule

| Module | Dates | Topic | Learning Objectives | Assignment |
|--------|-------------|--|---|--|
| 1 | 1/9 – 1/15 | Introduction to course and to interdisciplinary research. Klein's integrative core and Newell's seven steps | To define interdisciplinary research To explore what is meant by research To begin to identify a topic To introduce the class | Leedy & Ormrod Ch. 1 & 2 Introduce Yourself Activity Worksheet 1 |
| 2 | 1/16 – 1/22 | Types of research: quantitative Types of research: qualitative | To learn the types of quantitative research To learn the types of qualitative research To identify which research design would be best used for various studies | L & O Chs. 6-7, 9-10, and 12 Worksheet 2 Quiz 1 |

| | | | | |
|---|---------------------------------------|---|--|---|
| 3 | 1/23 – 1/29 | C1 - Review of Literature Visit library or access library on-line | To learn how to write a literature review To utilize the library online to a research topic To see investigate what has already been written on chosen topics To learn the differences between qualitative and quantitative lit reviews | L & O Ch. 1 (pp. 8-25) and Ch.3 Worksheet 3 C1 - Literature Review Due |
| 4 | 1/30 – 2/5 | Hypothesis and Intro. Section Ethics/ IRB Sampling Measurements & tool development, Methods Section | To learn how to write a research proposal To learn to write research questions and a hypothesis statement To explore possible ethical issues that could arise To learn how to pick a sample population To operationalize constructs To develop an instrument to measure data To clearly define how research project will be set up and carried out | Review resource packet L & O Ch. 4 & 5 Worksheet 4 Methods Worksheet & Worksheet 5 Quiz 2 |
| 5 | 2/6 - 2/12 | Prepare proposal Virtual Proposal presentations | To critically analyze and critique research proposals To clearly articulate research plans To demonstrate that research projects are well thought out and doable | L & O Ch. 13 C1 - Research Proposal due Provide feedback on at least 5 of your classmates proposals using the proposal peer comment sheet for each one |
| 6 | 2/13 – 2/19 | Data collection & analysis | To collect data To lean to analyze qualitative data by coding, doing meaning fields and validity horizons To learn to analyze quantitative data using descriptive statistics | L & O Chs. 8 and 11 Worksheet 6 & 7 *COLLECT DATA Quiz 3 |
| 7 | 2/20 – 2/28 *This module is | Results and discussion sections Final Research presentations & Feedback | To practice interpreting results To analyze results for findings and insights To clearly articulate a research study from start to finish | Worksheet 8 Finish collecting data if needed. Complete data analysis and interpretation Put paper in past tense and edit |

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| | longer than the others. This affords for some extra time needed to finish your research project | | To critically examine and critique research studies | Write chapter 5 discussion Papers due, post to Blackboard. Provide feedback on at least 5 of your classmate's final projects using the final research project grade sheet. |
|--|---|--|---|--|

Course Requirements:

All students are expected to complete the following assignments:

- Participation & Peer Feedback Modules 1,5,8
 - Intro self, 20 points
 - Proposal Feedback, 40 points
 - Final project Feedback, 40 points
- Worksheets, 180 points Modules 1,2,3,4,6,7
- Quizzes, 120 points Modules 2,4,6
- Literature Review, 150 points Module 3
- Research Proposal, 150 points Module 5
- Final Research Paper, 200 points Module 7

Participation & Peer Feedback: (100 points) It is expected that you will read the posted information and will participate in online discussions and presentations. You will be required to introduce yourself to the class during module 1 (20). C1, C2, & C4 - Additionally, you are required to visit and provide feedback on at least 5 of your classmates' proposals (using the proposal peer comment sheet) in module 5 (40), and on at least 5 of your classmates (can be the same 5 classmates) final papers (using the final research project grade sheet) during module 7 (40). Copies of feedback sheets must be uploaded to Blackboard so the student whose project you are critiquing can use it.

Worksheets: (180 points or 20 points each) Nine worksheets are to be completed and turned in at assigned dates throughout the 7 1/2 weeks. These will gauge how well you have internalized the material and help you put that knowledge to practical use. (100/180 fit the "L" criteria C1)

1. C1, C2, C3, & C4 Brainstorming research topics and checking your learning of Klein's investigative research methodology and how it might help you with your topic.
2. C1, C2, C3, & C4 Quantitative vs qualitative research and your proposed research topic; a study for each of the aforementioned research manners and what one would work best with your given topic.
3. An exercise to better understand literature reviews and understand the differences in each example provided.

4. C1, C2, C3, & C4 A final opportunity to adjust the topic of research/finalize your topic. You will also provide a statement of purpose, explain the type of research method to utilize, the significance, assumptions, limitations and terms of the study to later be utilized in your research report.
5. This worksheet reviews the textbook chapter (3, Methods) while also reviewing the fundamental elements of a research proposal.
6. C1, C2, & C4 A synopsis of the textbook chapter on variables and an opportunity to relate them to your own study and begin thinking about your choice of methodology and how it fits together.
7. Qualitative data analysis exercises
8. Quantitative data analysis exercises
9. C1, C2, C3, & C4 A summary of your findings from your research findings/the data you collected. An overview of you are going present the data in your research proposal and utilize Klein's integrative core to reexamine your research problem with the new findings.

Quizzes: (120 points) Three multiple-choice timed online quizzes will be given. Quizzes are designed to help make sure that you understand and have digested the material. Please keep in mind that the quizzes are set on a timer, in which you will have **1 hour** to complete them once you begin. So, please be sure to review all of the module content PRIOR to beginning the quizzes.

C1, C2, C3, & C4 Literature Review: (150 points) You will be responsible for writing a mini literature review that will later become part of your research proposal and final research report. Your literature review must include a minimum of FOUR articles that are related to your topic. At least two of the articles MUST be from a primary source.

C1, C2, C3, & C4 Research proposal: (200 points) Throughout the semester you will be working on a research project on a topic of your choosing. The proposal is the first three chapters of the final research report and sets-up the research project. You will be supplied with a resource packet that can be used as a guide in developing your proposal. Proposals will be posted and presented online for peer feedback, should follow APA format and be in future tense.

C1, C2, C3, & C4 Research Report: (250 points) You will be responsible for conducting a mini research study from start to finish. Your final research report will be based upon your literature review and research proposal and will include an analysis and discussion of your data. Final reports will be posted and presented online for peer feedback.

*Full Assignment Descriptions and Rubrics are available in the modules

Grading:

This class has 1000 points. At the end of the semester, point totals will correspond with these grades:

| | | | | | | | |
|-----|-------------|-----|-------------|-----|-------------|---|---------------|
| A+ | 990 – 1000 | B+ | 870 – 899.9 | C + | 770 – 799.9 | | |
| A | 930 – 989.9 | B | 830 – 869.9 | C | 700 – 769.9 | D | 600 – 699.9 |
| A - | 900 – 929.9 | B - | 800 – 829.9 | | | E | 599 and below |

Worksheets:

Each module will also contain a minimum of one worksheet assignment that will offer you the opportunity to further explore the content. In these papers, you will be asked to describe your reactions, perceptions and significant insights gained from the readings and activities. You will also be asked to further identify your research findings, your progress on your final research paper and peer reviews.

All worksheets will be graded using the following guidelines:

| | |
|---|---|
| A = Excellent = Exceptional Paper | <ul style="list-style-type: none">-All items requested in the assignment details are included, exceptionally outlined-Comprehensive grasp of subject matter is demonstrated-In-depth understanding of relevant concepts issues related to topic addressed/assigned-Profound analytical critique, synthesis, & evaluation of information-Insight in thought and contribution of something new-A clear, concise, and fluent style highlighting a well-written & logically structured essay.-A virtually flawless mastery of all aspects of grammar, structure, spelling, & style.-Timely submission and academic integrity |
| B = Good = Above Average Paper | <ul style="list-style-type: none">-All items are included: meets all requirements-Good grasp of subject matter is demonstrated-Basic understanding of relevant concepts & issues related to topic addressed-Some in depth analytical critique, synthesis, & evaluation of information-A clear, concise, and fluent style highlighting a well-written & logically structured essay.-A good grasp of grammar, structure, spelling, & style-Timely submission and academic integrity |
| C = Satisfactory = Competent Paper | <ul style="list-style-type: none">-All items are not included: one key area weak or missing-Basic grasp of subject matter is demonstrated-Some understanding of relevant concepts & issues related to topic addressed-Adequate attempt for analytical critique, more reporting than analyzing-Essay with an acceptable style and structure-Basics of grammar, structure, and spelling-Timely submission and academic integrity |
| D = Poor = Marginally Acceptable Paper | <ul style="list-style-type: none">-All items are not included: more than one key item missing or very weak-Confusion of subject matter is demonstrated |

| | |
|--|--|
| | <ul style="list-style-type: none">-Understanding of relevant concepts & issues related to topic addressed is weak-Just reporting events-A basic grasp of grammar, structure, spelling, & style-Timely submission and academic integrity |
| E = Failing = An Unacceptable Paper | <ul style="list-style-type: none">-All items are not included-A basic lack of understanding of the subject matter-No attempt to go beyond description-Written expression is disorganized and poorly expressed-Serious errors in grammar, sentence structure, and spelling-Timely submission & Academic integrity questionable-Standard format not followed |

Module 1: Worksheet 1

Introduction: This activity is meant to explore what is meant by research and help you begin to identify a topic.

Brainstorm possible research problems/ questions that address your understanding of everyday life from your disciplinary concentrations.

From your brainstorm choose the topic that sounds most interesting to you.

How does this proposed topic relate to your concentration areas?

Formulate a research question based on your chosen topic. Make sure that you examine the issue through multiple disciplinary lenses/ perspectives. (i.e. from a business perspective.... From a Psychological lens etc... Do not limit yourself to your concentration areas. Try to take a holistic view of the topic and examine it through a variety of lenses.)

Question:

Lenses/ disciplinary perspectives:

Next, use Klein's Integrative Core to examine your research problem (see presentations). What is the role of research in Klein's integrative core? How can research help you to better investigate your interdisciplinary problem?

How might you go about researching or further investigating your interdisciplinary problem? What research methods might you use? (Note: you will gain a better idea of a variety of research methods. However, I want you to begin to think about how you could go about conducting a research study.

Module 2: Worksheet 2

Directions: For part 1, For each of the following statements, determine if the study is:

- A. Quantitative or Qualitative
- B. Experimental, Causal Comparative, Correlational, Survey, Quantitative Observational, Developmental, Case Study, Ethnographic, Phenomenological, Grounded Theory, Content Analysis, Historical

A simple two word response (answer to portion A and B) will suffice. You can go into detail of why you believe it is such a study if you wish.

1. A study that investigates what happens on a typical Saturday night on Mill Avenue.
2. A study that rates student satisfaction with the IDS program.
3. A study that tests the effectiveness of a new student-mentoring program.
4. A study that examines the relationship between SAT scores and course grades.
5. A study that examines attributes of First Generation College students in the 1920 and 1930's.
6. A study that compares the grades of students who drink more than 3 alcoholic drinks a week to students who drink less than 3 drinks per week.

Directions: Please answer the following questions about your study, these should follow the grading guidelines set forth in the syllabus. The questions regarding your study should build off of the feedback provided by the instructor on worksheet one and additional research you conducted during the readings and videos this week. All answers should be provided in complete sentences, with proper grammar and spelling. Please be sure to provide thorough answers, a minimum of two pages following APA is required for this portion.

1. What is your proposed research question?
2. How could you set your study up in a quantitative manner?
3. Which quantitative design might work best with your study?
4. How could you set up your study in a qualitative manner?
5. Which qualitative approach would work best with your topic?
6. Now that you have examined all of the research designs, both quantitative and qualitative which design or approach do you think would work best with your topic and why?

Module 3: Worksheet 3

Literature Review Exercise: The following exercise is designed to help you better understand how a literature review is done. Three reviews on *Middle Level Education* are presented below. Read each of the reviews and determine the differences between the reviews and determine which one is better and why. The one that is best can serve as a good example of how a literature review can be written. Also, see student example of a student lit review.

You should be sure to use Klein's integrative core and Newell's seven steps as models for your answer, discuss the differences of the three example literature reviews.

The answers provided should follow the grading guidelines set forth in the syllabus. All answers should be provided in complete sentences, with proper grammar and spelling. Please be sure to provide thorough answers, a minimum of two pages following APA is required for this portion.

Three reviews found below

Discuss a minimum of four differences between the three reviews:

Analyze and demonstrate which review was better and why?

EXAMPLE LITERATURE REVIEWS

Literature Review Example #1 On Middle level Education

The history of middle level education can be traced back to the late 1800's. The movement began with the creation of the junior high schools and continued with the formulation of middle schools in the 1960's. During this period of time, there has been a substantial amount of research regarding the middle level. Furthermore, middle level experts indicate some changes in attitudes regarding the middle level. Nevertheless, more research is needed to further substantiate progress in the middle level.

In 1989, Turning Points: Preparing American Youth for the 21st Century (Carnegie Council on Adolescent Development) was written. This document outlined many key practices needed to establish an exemplary middle school. There were seven goals listed in Turning Points:

1. Create Small Communities Of Learning,
2. Teach A Core Academic Program,
3. Ensure Success For All Students,
4. Empower Teachers And Administrators To Make Decisions About The Experience Of Middle Grade Students,
5. Staff Middle Grade Schools With Teachers Who Are Expert At Teaching Young Adolescents,
6. Improve Academic Performance Through Fostering Their Health And Fitness,
7. Reengage Families In The Education Of Young Adolescents, and
8. Connect Schools With Communities. (p. 9)

Many states adopted resolutions in support of Turning Points. Most of these resolutions were adopted shortly after the publication of Turning Points. Also, several educators and scholars supported the recommendations in Turning Points and maintained that teachers and administrators should be asking themselves how their schools compare with Turning Points.

Since Turning Points, there have been a lot of studies on middle level education. For example, Epstein and Mac Iver (1990) conducted a study. Clay conducted a study in 1992. In that same year, Dirks (1992) and Worley (1992) also conducted studies. In 1993, two studies one by Hall and the other by Lee and Smith dealt with similar topics. In 1994, George and Shewey (1994) published a study. Also, a recent study by Seghers (1995) dealt with middle level education.

For each goal in Turning Points (1989) there are several recommended practices. For example, the first goal of creating a community for learning includes three recommended practices:

1. Creating smaller learning environments,
2. Forming teachers and students into teams, and
3. Assigning an adult advisor to each student. (p.38)

Overall, there are 28 recommended practices listed in Turning Points.

In addition to recommended practices, Turning Points stresses that young adolescents are at-risk. By age 15, millions of American Youth are at-risk of reaching adulthood unable to meet adequately the requirements of the work place, the commitments of relationships in families and with peers, and the responsibilities of participation in a multicultural society and of citizenship in a democracy. These young people suffer from underdeveloped intellectual abilities, indifference to good health, and cynicism about the values that American society embodies. (Carnegie, p. 21)

Turning Points (1989) makes it clear that a volatile mismatch exists between the organization and curriculum of middle grade schools, and the intellectual, emotional, and interpersonal needs of young adolescents. The authors of Turning Points add that for most young adolescents, the shift from elementary to junior high or middle school means moving from a small, neighborhood school and the stability of one primary classroom to a much larger, more impersonal institution, typically at a greater distance from home. The chances that young people will feel lost are enormous. Today, as young adolescents move from elementary to middle or junior high schools, their involvement with learning diminishes and their rates of alienation, drug abuse, absenteeism, and dropping out begin to rise (Carnegie, 1989).

Turning Points (1989) sets out recommendations for a fundamental transformation in middle grade schools and in relations among parents, schools, and communities that could benefit every student. This transformation is intended to create for every young person a community that engages those for whom life already holds high promise, and welcomes into the mainstream of society those who might be left behind.

The recommendations listed in Turning Points (1989) give middle level educators some direction. However, it leads one with questions such as are we following these recommendations? Are schools that are following these recommendations experiencing success? What is keeping schools from following these recommendations? Will middle school practices ever change?

Literature Review Example #2

On Middle Level Education

There has been a substantial amount of research regarding the middle level. Furthermore, the literature indicates some changes in attitudes regarding the middle level. However, more research is needed to further substantiate progress in the middle level. George and Shewey (1994) maintain that there are three themes in the middle level literature.

In 1989, Turning Points: Preparing American Youth for the 21st Century (Carnegie Council on Adolescent Development) was written. This document outlined many key practices needed to establish an exemplary middle school. Many states adopted resolutions in support of Turning Points. For example, Florida adopted a report entitled The Forgotten Years in 1989. At approximately the same time, Maryland embraced their report What Matters in the Middle Grades (1989). In addition to these states, Louisiana published Turning Points for Louisiana: A Blueprint for Quality Middle Schools (LMGAC, 1989).

Also, Clark and Clark (1990) supported the recommendations in Turning Points and maintain that

teachers and administrators should be asking themselves how their schools compare with Turning Points. George and Alexander (1993) use Turning Points as an example of what should be done in the middle level. Strahan (1992) regards Turning Points as a model for middle level educators to follow.

Some studies have attempted to determine the level of implementation of middle school practices. Alexander (1968) was one of the first to study this level of implementation. Then, Alexander and McEwin (1989) did a similar study. Alexander and McEwin's study indicated some progress in the level of implementation. Shortly afterward, Epstein and Mac Iver (1990) conducted a study to determine the progress of middle level schools. Epstein and Mac Iver's study indicated progress in middle level education.

Epstein and Mac Iver predicted an increase in the implementation of middle level practices in the future when they reported:

There is evidence, however, in projections for future use, of considerable movement toward more responsive practices. Over 70% of the principals who returned questionnaires by mail indicated that in the next three years they are likely to add at least one of the 22 practices that they are not presently using. (p. 70)

George and Shewey's (1994) study indicates that there has been a continued increase in the level of implementation. George and Shewey's study, however, only involved exemplary middle schools. Also, George and Shewey maintain that it is difficult to demonstrate a correlation between exemplary middle level practices and desirable educational outcomes. George and Shewey stress that very few studies have produced little in establishing positive outcomes related to recommended middle level practices.

A number of studies have attempted to establish a relationship between middle school practices and desirable educational outcomes. Clay conducted a study in 1992. In that same year, Dirks (1992) and Worley (1992) also conducted studies regarding the effects of exemplary middle school practices on outcomes such as academic achievement. In 1993, two studies one by Hall and the other by Lee and Smith attempted to make this same connection. A recent study by Seghers (1995) dealt with this same topic.

George and Shewey (1994) state that community members, parents, and educators are interested in not only the level of implementation but also whether implementation is associated with outcomes such as academic achievement, personal development, and improved group citizenship. Irvin's (1992) article mentions the implementation of middle level practices as well as the connection between these practices and outcomes. Irvin expresses this connection in this way:

Middle school practices such as interdisciplinary teaming, advisory programs, and expanded exploration programs lend themselves to providing learning experiences that are more integrated and relevant. Some middle level educators refer to this school reform as "Phase One." Making the leap to a true transformation of curriculum, instruction, learning environments, and evaluation procedures will most assuredly lead to improved student achievement and behavior. That is "Phase Two."

Literature Review Example #3

On Middle Level Education

George and Shewey (1994) identify three themes that are prevalent in middle-level literature. During the last decade, one theme that has been apparent in the research of middle-level education is the non-disputed essential characteristics needed for schools that effectively educate students in the middle (George & Shewey, 1994; Strahan, 1992). In fact, educational scholars (Clark & Clark, 1990; George & Alexander, 1993; Manning, 1993; Strahan, 1992) regard Turning Points: Preparing American Youth for the 21st Century (Carnegie, 1989) as the model for this emerging consensus. Turning Points provides a comprehensive list of the desired features of an exemplary middle-level school. Moreover, Clark and Clark (1990) maintain that all middle level teachers and administrators should be asking themselves how their schools compare with the Carnegie recommendations.

In response to Turning Points (Carnegie, 1989), many states (e.g., Florida's The Forgotten Years, 1989; Maryland's What Matters in the Middle Grades, 1989) adopted resolutions in support of the Carnegie recommendations. Also, Louisiana published Turning Points for Louisiana: A Blueprint for Quality Middle Schools (LMGAC, 1989) which enthusiastically encouraged the adoption of the Carnegie recommendations as a means of serving the needs of Louisiana's young adolescents. Specifically, the Louisiana Middle Grade Advisory Committee (1989) suggested that adhering to the Carnegie recommendations would transform Louisiana's middle-level schools in a manner that would prepare young adolescents for the 21st century. In theory, Louisiana accepted the Carnegie (1989) recommendations.

A second theme that is apparent in the research of middle-level education concerns the attempt to determine the degree to which the exemplary characteristics have been implemented in schools (Alexander & McEwin, 1989; Epstein & Mac Iver, 1990; George & Shewey, 1994). George and Shewey provided a rationale for the significance of establishing the level of implementation of middle school practices when they reported that many research efforts in middle-level education have produced little in establishing positive outcomes related to recommended middle school practices because the research failed to establish that these practices were, in fact, in place. George and Shewey referred to the acceptance of middle school practice as a "work in progress" (p. 34). The point is that the demands for the demonstration of desired educational outcomes "made of a movement which is far from having reached any sense of completion is worse than premature; they are impossible to satisfy" (George & Shewey, 1994, p.34).

A handful of studies have attempted to determine the level of implementation of recommended middle-level practices. For example, two national surveys, one by Alexander and McEwin (1989) and the other by Epstein and Mac Iver (1990), are often cited in the literature to document that a substantial increase took place in the level of implementation in middle-level practices since the Alexander (1968) study, a period of approximately 20 years. In addition to establishing an increase in the level of implementation, Epstein and Mac Iver predicted an increase in implementation of practices in the future when they reported:

There is evidence, however, in projections for future use, of considerable movement toward more responsive practices. Over 70% of the principals who returned questionnaires by mail indicated that in the next three years they are likely to add at least one of the 22 practices that they are not presently using. (p. 70)

Although progress in implementation was determined by Epstein and Mac Iver (1990) and Alexander and McEwin (1989) over a 22-year period (1968-1990), there is little recent evidence that can be used to demonstrate the amount of progress that has occurred from these studies to the present. Consequently, a logical question to pose is whether Epstein and Mac Iver's prediction has become a reality.

A third focus of middle-level research in the last decade has been to accurately interpret the effects of the implementation of exemplary characteristics on desirable educational outcomes. Several studies have been able to link middle school practices to successful outcomes (e.g., Hall, 1993; Lee & Smith, 1993; Seghers, 1995) while other studies have failed to make the connection clearly and convincingly (e.g., Clay, 1992; Dirks, 1992; Worley, 1992). Nevertheless, it is logical that community members, parents, and educators are interested in not only the level of implementation of exemplary middle-level practices but also whether implementation is associated with outcomes such as academic achievement, personal development, and improved group citizenship (George & Shewey, 1994).

Perhaps the desired impact of exemplary middle-level practices is best described by Irvin (1992) in this way:

Middle school practices such as interdisciplinary teaming, advisory programs, and expanded exploration programs lend themselves to providing learning experiences that are more integrated and relevant. Some middle level educators refer to this school reform as "Phase One." Making the leap to a true transformation of curriculum, instruction, learning environments, and evaluation procedures will most assuredly lead to improved student achievement and behavior. That is "Phase Two." (p. 204)

From: Oescher, J (n.d.) EDFR 6700 Course web-site (on-line), Retrieved on May 26, 2005:
<http://ed.uno.edu/faculty/joescher/>

Module 3: Mini Literature Review

Assignment Description: You will be responsible for writing a literature review that will later become part of your research proposal and final research report. You must discuss at least 4 articles 2 of which must be primary sources. The literature review is an integrated statement of related work. It helps to identify the focus and significance of your study. You will need to show how your study is related to each piece of literature reviewed and conclude by justifying the need for your study.

You must be sure to include the following:

1. A thorough introduction to your topic, a minimum of three paragraphs
2. A review and synthesis of the literature; a minimum of three-four pages
3. Justification for your study – IE: Research question(s) are formed through the literature review and clearly stated
4. Utilize APA citation style guide throughout the review, including proper running headers, title page, abstract, in text citations, works cited page, appendix, etc.
5. A minimum of 4 sources (of which at least 2 were primary), more are encouraged – utilize the Library guide for IDS 302 linked through Canvas and any additional links the instructor sent you throughout the term

Example literature reviews are included at the end of this syllabus.

Library Resources for writing your Literature Review

1. ASU Library link to databases both multidisciplinary and by discipline specifically compiled by the ASU Library for use when writing literature reviews for IDS 302
2. APA citation style guide
3. Additional library resources for IDS student use in IDS 302:

Review of Literature Rubric

| | Superior | Strong | Competent | Weak | Not Addressed |
|---------------------------------------|-----------------|---------------|------------------|-------------|----------------------|
| Introduction to topic | 30 | 25 | 20 | 15 | 0 |
| Review & Synthesis of Lit. | 30 | 25 | 20 | 15 | 0 |
| Justification for your study | 30 | 25 | 20 | 15 | 0 |
| 4 sources @ least 2 primary | 30 | 25 | 20 | 15 | 0 |
| Correctly cited in APA | 30 | 25 | 20 | 15 | 0 |

Module 4 – Worksheet 4

Directions: During this final opportunity to adjust the topic of your research/finalize your topic based upon your literature review findings you will outline your final proposed research topic for approval. Approval will be granted during the grading process by the instructor and provided in the gradebook. Your topic should take into consideration the feedback provided during the previous two rounds of revisions/worksheets provided by the instructor.

You will also provide a statement of purpose, explain the type of research method to utilize, the significance, assumptions, limitations and terms of the study to later be utilized in your research report. The answers provided should follow the grading guidelines set forth in the syllabus. All answers should be provided in complete sentences, with proper grammar and spelling. Please be sure to provide thorough answers, a minimum of two pages following APA is required for this portion.

1. What is your proposed research topic?
2. Why are you conducting this study?
 - a. Statement of Purpose: The purpose of this study is to.....
3. Would your topic be best suited as a qualitative study or a quantitative study?
 - a. If Qualitative: what type of research method(s) do you think would work best?
 - i. Statement of Problem:
 - b. If Quantitative: what type of research method do you think would work best?
 - i. Statement of Problem:
 - ii. What is your hypothesis statement?
4. What is the significance of your study?
5. What are your assumptions?
6. What are your limitations?
7. What terms need to be defined?

Module 4 –Methods Worksheet

Directions: While completing this worksheet on methodology, which is a step-by-step basic plan of action, you will see what is needed for the specifics for you to complete a study. Are you answer the questions below you are preparing a large portion of your final paper and can get feedback on this portion before it is included in your final draft, so, think carefully about your research study and what you intend on completing. Then, answer the questions below in paragraph form – a minimum of four pages is required for this assignment, to be completed in APA format. You will be graded on quality of your study design as well as feasibility of your study. In addition, you should follow the grading guidelines set forth in the syllabus. All answers should be provided in complete sentences, with proper grammar and spelling.

1. Is your overall research design appropriate to your investigation?
2. How do you intend to proceed, step-by-step? You are concerned here with research procedures.
3. What specific instruments do you intend to use? How will you show that they are reliable? Valid? (I would include a sample of your survey or your protocol questions in this section).
4. What is the population from which your sample is to be drawn? Is your sample size large enough to provide the informational detail that you desire? How are you going to choose your samples?
5. What sources are you going to consult? Are they available? What/ who are they? Are they accessible to you? Have you—or can you get—permission to use them? Please recall that you need the consent of human participants.
6. If you are planning to use special equipment (computers, etc.) is such equipment available to you? Can you operate the equipment?
7. If you intend to include tables in your results, have you designed a format for the tables? What data comparisons and statistical analysis do you plan to use?

The Methodology chapter typically consists of the following five sections that include answers to the above questions: (start on your methods section, let this worksheet serve as a rough draft for chapter 3).

PURPOSE OF THE STUDY: Restate the purpose of your study as stated in chapter 1. Try to use new wording in describing the purpose of your study.

SETTING AND POPULATION: Describe your study's setting, where is it taking place. Who is your sample population? How did you go about selecting your sample?

DATA COLLECTION: How are you going to collect your data? What types of instruments are you going to use?

DATA COMPILATION AND ANALYSIS: How are you going to go about compiling your data? Describe in brief how you are going to do your analysis.

SUMMARY: Summarize your methods and your proposal in general.

Module 4 – Worksheet 5

Directions: First, view the “Measurement and Tool Development PowerPoint” on the class canvas page for module 4. Then, answer questions A and B below for items 1-4 below. Please be sure to follow the grading guidelines set forth in the syllabus for worksheets. All answers should be provided in complete sentences, with proper grammar and spelling. Please be sure to provide thorough answers, a minimum of two pages following APA is required for this portion (with special focus on question four below).

1. Identify the dependent and independent variable for each of the following questions.
(Note: in correlational studies it’s referred to as the criterion -dep. and the predictor-independent).

2. Operationalize (define) any constructs.

1. How will students enrolled in the “Summer Bridge Program” prior to their Freshman year at ASU achieve compared to those who are not enrolled in the program?
2. Is there a relationship between years of schooling and income level?
3. Are students who graduate with a BIS degree from ASU more successful then their peers who graduate with a BA or BS degree?
4. Now think about your own study. Does your study have independent and dependent variables? If so, what are they? Also, what terms do you need to operationalize? (Note, not all studies have independent and dependent variables. Many qualitative studies do not utilize variables and some survey designs that assess attitudes or beliefs also may not have variables.)

Module 5: Peer Evaluation Proposal Forum

Look over the Research Proposal Rubric (**Module 5: Research Proposal**) below.

Based on your classmates' feedback make any revisions that you wish to make to your proposal and then post your final copy on this forum.

The instructor will be providing you with additional revisions/feedback after he/she grades your proposals. If you do not have time to revise based on your classmates' feedback that's okay because you will have a chance to do so for your final paper at the end of the term. It is just imperative to give you an opportunity to revise it now before it is graded.

Then critique five of your peers proposals using the Peer Comment Form (below). You will need to read five of your classmates' proposals and fill out the Peer Comment Form for each proposal and post it to the discussion board under the person whose proposal you are critiquing.

You are being graded on the quality of your feedback. Doing so will help measure what you have learned in this class and help your classmates to improve their work. One of the goals of this class is to be a critical consumer of research, this exercise is intended to help you learn to critique research. Be friendly (you want to help your classmates, this is not a competition, grades are not weighted or curved) yet offer helpful constructive criticism.

Please be sure to leave a minimum three to four sentences (two pieces of constructive criticism) on each of the categories outlined on the peer evaluation form. Again, you are being graded not only on the fact that you completed the assignment but that you provided quality feedback to your classmates. Grammar, spelling and sentence structure will count as well.

Using the form below, provide a review of 5 of your classmate's proposals.

Complete one feedback sheet for each review and post it on Canvas.

Study Title: _____

Peer Comments:

| |
|-------------------------|
| Introduction: |
| Purpose of Study |
| Problem |
| Significance |
| Assumptions |
| Limitations |

| |
|-----------------------------|
| Definitions |
| Review of Literature |

| |
|--|
| Methodology |
| Purpose of the study |
| Setting & Population |
| Data Collection |
| Data Compilation & Analysis |
| Summary |

Additional Comments or Suggestions:

Module 5: Research Proposal

Assignment Description: Throughout the semester students will write and develop a research project. The proposal is the first three chapters of the final research report and sets-up the research project. You will be supplied with a “resource packet” (Appendix 1) that can be used as a guide in developing your proposal. Proposals should follow APA format, include the following: **Cover Page / Table of Contents** (1 page each), **Introduction and Statement of Problem** (minimum of 1 page), **Review of Related Literature** (minimum 3 pages), **Methodology** (minimum 1 page text), and **References** (1 page). The methodology portion should also include an analysis summary utilizing graphics through appendices, a minimum of one graphic is required. Lastly, spelling, grammar and sentence structure does get reviewed in each of the four graded portions of the proposal.

Organization of Proposal: (see resource packet for further details)

1. Cover page:

This page should include the word “PROPOSAL” followed by the title of the proposal research paper, the name of the student, and the date. Following APA style guide.

2. Table of contents:

A list of the page numbers where items in the proposal can be located.

3. Chapter one: introduction and statement of problem

a. Introduction –

The introduction provides the general background or framework. It might include the historical background of the problem, the scholarly rationale for your interest in the subject, the current “state of the art” or the “science.”

b. Purpose of study the problem –

Your statement of the problem (as a question) should appear in this section.

c. Significance of the study –

Why is your study needed? In what way will it contribute to **interdisciplinary knowledge**? One frequently made statement that may help to establish need is simply the contention that this particular investigation has never before been undertaken. Then the writer must be prepared to demonstrate, in specifics, why is should be undertaken, and why it is important.

- #### 4. Assumption of the study limitations of the study definitions -
- The purpose of this section is to clarify, redefine, define, and limit your investigation. Assumptions are propositions that you do not intend to verify. They are statements of positions you take for granted as either self-evident or commonly accepted or reasonable under the circumstances. An assumption, of course, may not necessarily be correct, but it should be reasonable enough, and warranted on the basis of other data. It is reasonable to assume that the sun will rise tomorrow at the predicted time, although this proposition is not an absolute certainty.
- List only those assumptions that are applicable to your study and essential to it. By listing your assumptions, you put readers on notice that you do not need to prove these assertions or propositions. However, do not assume something may be false just because you want an exemption from proving it is true.

5. Chapter two review of related literature

It familiarizes you with work that has already been done on the topic and work that is closely related to your proposed investigation. A common fault of the related literature section of many research papers is the failure to show any connection between the literature and the study of being proposed or to integrate items in the literature with one another.

This section shows how your study will fit into the general theoretical framework of interdisciplinary studies and with the research of others. It is here that – implicitly or explicitly – you acknowledge your debt to those who have toiled in the field before you.

The section, ideally, should conclude that despite your debt to others, and despite the existence of related work, your paper will contribute a unique contribution.

6. Chapter three: methodology:

This section is frequently the weakest part of a proposal, largely because many students have not seriously thought through the procedures and implications of their research problems. The methodology is a step-by-step outline of how your hypothesis is to be treated.

This section represents your basic plan of action; it can help to avoid grasping at the first plausible explanation, because it specifies your program for the examination of alternatives.

a. Purpose of the study setting and population data collection

Is your overall research design appropriate to your investigation?

How do you intend to proceed, step-by-step? You are concerned here with research procedures. Do not include the mechanical procedures for making copies of your manuscript and securing administrative approvals.

What specific materials or instruments do you intend to use? If they will be of your own devising, describe rather fully what they will be like. How will you show that they are reliable? Valid? If you intend to use instruments already published, give full references to them and describe any that are not well known. If you are comparing your materials with standard ones, describe these also.

What is the population from which your sample is to be drawn? Is your sample size large enough to provide the informational detail that you desire? How are you going to choose your samples? Compare the characteristics of your comparative samples? or your experimental and control samples?

b. Data compilation and analysis summary

What documents or sources are you going to consult? Are they available? What are they? Are they accessible to you? Have you—or can you get—permission to use them? Please recall that you need the consent of human participants.

If you are planning to use special equipment (computers, spectrometers, etc.) is such equipment available to you? Can you operate the equipment? (Remember, you personally are responsible for the understanding of the data presented and for its accuracy and integrity; you may not delegate the blame, and you may not allow the use of a computer to exempt you from understanding the results presented in your research paper.)

If you intend to include tables in your results, have you designed a format for the tables? (If you have not, you may find later—to your consternations—that you have failed to gather some necessary data.) What data comparisons and statistical analysis do you plan to use?

7. References:

Cite abundant references in the text. A single complete alphabetical list of the references should be appended to the paper. This list should include all citations in “Related Literature” or elsewhere in the paper. The APA system is to be used.

Research Proposal Rubric:

| | Superior | Strong | Competent | Weak | Not Addressed |
|--------------------------|-----------------|---------------|------------------|-------------|----------------------|
| Proposal (paper) | 150 | 120 | 90 | 60 | 0 |
| Introduction | 50 | 40 | 30 | 20 | 0 |
| Literature Review | 50 | 40 | 30 | 20 | 0 |
| Methods | 50 | 40 | 30 | 20 | 0 |

Module 6: Worksheet 6

Directions: First, read chapters 8 and 11 in the Leedy and Ormrod textbook. Then, read the following passage and analyze the data by first flushing out a meaning field, and then doing a validity horizon. After completing the validity horizon complete the interpretation with a two to four sentence finding. You will be grading on accuracy and completion.

Passage:

Generally, they are extremely tedious because none of the Americans speak more than a smattering of Russian. And while some of the Russians have fairly good English, they prefer to depend on the interpreters to make sure they get it right. And so, everything has to be interpreted. And it's just, it's doltifying to sit there and every exchange has got to be translated and the response has got to be translated. And generally, we're trying to solve some very contentious issue of which there is some emotional energy involved. And to have to go through this very slow process to get to what you want to say to try to resolve a dispute and a difference of opinion is very tedious.

Meaning field: (flush out all of the possible meanings)

Validity Horizon

| | Foregrounded (obvious) | Somewhat Backgrounded | | Backgrounded (hidden) |
|--|---------------------------|-----------------------|--|--------------------------|
| Subjective (participant's feelings and emotions) | | | | |
| Objective (agree upon, facts, measurable) | | | | |
| Normative-Evaluative (social norms and values) | | | | |

Interpretation:

Module 6 - Worksheet 7
Descriptive Statistics Dice Simulation

Directions: First read chapters 8 and 11 in the Leedy and Ormrod textbook. Then, obtain two dice to complete this assignment. Next, follow the steps as outlined in A-I below and answer each question as you move through the worksheet. You may need to print the worksheet to complete question I and scan the worksheet back in to submit to Canvas.

- A. Role two dice 19 times recording your answers for each role on a piece of paper. (if you don't have dice use the following numbers: 12, 2, 10, 9, 6, 4, 12, 11, 8, 6, 9, 10, 3, 5, 8, 9, 2, 4, 7).
- B. **Find the mode** (the most frequently occurring answer).
- C. Next put the numbers in order (lowest to highest or highest to lowest, it doesn't matter) & find the **median** score.
- D. **Find the mean:** (the average) **Average = (sum of all scores) / (number of scores)**
- E. Take a look at all the scores. What is the **range** of scores? The range is done by subtracting the lowest point from the highest point.
- F. Take your mean. Next subtract the mean from each score to find the **deviation score** (This means that you need to subtract the mean 19 times!).
- G. Now, square each deviation score and add them all up. Once you have squared all of the deviation scores and added them all up, divide the sum by the number of scores. This will give you a measure known as the **variance**.
- H. Take the square root of the variance to get the **standard deviation**. (The square root of a number is just the number which when multiplied by itself gives the first number. So 2 is the square root of 4 because $2 * 2 = 4$.)
- I. If you will add one standard deviation to your mean and subtract one standard deviation from your mean, you should find that a majority of your scores fall between those two numbers. If you add and subtract 2 standard deviations you should find that nearly all of your scores will fall between those two numbers! Plot out your answers on the line below and check to see if all of your scores fall within two standard deviations. If so, great job! 😊

Module 7 - Worksheet 8

Directions: Below you will report the findings from your primary research conducted as a follow up to module 4, worksheet 4. Below you will want to present the data in you gathered in paragraph form (no less than one paragraph each following APA format) while organizing your findings to include them in your final research proposal. You will want to be sure to utilize Klein's integrative core to reexamine your research problem with the new findings. Grading will be based on length, relation to Klein's integrative core, completion of primary research and preliminary graphics being included. Feedback will be provided by the instructor before the research findings are included in the final research proposal.

1. What are some of your preliminary findings?

2. How are you going to present your results? Remember that some dialogue must accompany data for both quantitative and qualitative studies.

3. Use Klein's integrative core to reexamine your research problem in light of your findings. Make sure that you re-examine your findings through applicable disciplinary lenses.

4. Decide how are you going to discuss your findings?
 - a. Are you going to tie your findings back to your lit review?
 - b. Are you going to use an existing theory?
 - c. Are you going to create a new theory?
 - d. Are you going to analyze your results in order to point out instances of oppression or inequity?
 - e. Are you going to use Klein's integrative core as a tool for better understanding your research problem?

Module 7: Final Research Report Peer Review Sheet

Students will complete one form for each of the 5 studies reviewed. Then critique five of your peer's proposals using the Peer Comment Form. You will need to read five of your classmates' proposals and fill out the Peer Comment Form for each proposal and post it to the discussion board under the person whose proposal you are critiquing.

You are being graded on the quality of your feedback on students' *final* research report, as opposed to what was done in module five for their research proposals. Doing so will help measure what you have learned in this class and help your classmates to improve their work. One of the goals of this class is to be a critical consumer of research, this exercise is intended to help you learn to critique research. Be friendly (you want to help your classmates, this is not a competition, grades are not weighted or curved) yet offer helpful constructive criticism.

Please be sure to leave a minimum three to four sentences (two pieces of constructive criticism) on each of the categories outlined on the peer evaluation form. Again, you are being graded not only on the fact that you completed the assignment but that you provided quality feedback to your classmates. Grammar, spelling and sentence structure will count as well.

Researcher's name: _____ Reviewer's name: _____

| Intro Chapter (check appropriate box) | Superior | Strong | Competent | Weak | Not Addressed |
|--|-----------------|---------------|------------------|-------------|----------------------|
| Purpose of Study | Comments: | | | | |
| Problem | | | | | |
| Significance | | | | | |
| Assumptions | | | | | |
| Limitations | | | | | |
| Definitions | | | | | |

| Review of Literature (check appropriate box) | Superior | Strong | Competent | Weak | Not Addressed |
|---|-----------------|---------------|------------------|-------------|----------------------|
| | Comments: | | | | |

| Methodology (check appropriate box) | Superior | Strong | Competent | Weak | Not Addressed |
|--|-----------------|---------------|------------------|-------------|----------------------|
| Purpose of the study | Comments: | | | | |
| Setting & Population | | | | | |
| Data Collection | | | | | |
| Data Compilation & Analysis | | | | | |
| Summary | | | | | |

| Results (check appropriate box) | Superior | Strong | Competent | Weak | Not Addressed |
|--|-----------------|---------------|------------------|-------------|----------------------|
| | | | | | |

| | | | | | |
|---|-----------------|---------------|------------------|-------------|----------------------|
| Quality of Stats/ Quality of codes | Comments: | | | | |
| Discussion (check appropriate box) | Superior | Strong | Competent | Weak | Not Addressed |
| Discussion of Implications of research | Comments: | | | | |
| Format & Citations (check appropriate box) | Superior | Strong | Competent | Weak | Not Addressed |
| Correctly formatted and cited in APA | Comments: | | | | |

Additional Comments:

Module 7: Final Research Report Forum

General Format: Research projects should follow APA format. Papers should be double spaced using 12 point font. Quotes more than two sentences in length are to be single space and indented with proper citations in APA form. Section headers should be used to differentiate section of the paper. Headers should be in bold and left justified. All final research reports should be in past tense with no use of “I” or “me” or “my”.

Cover page: state name of study, class name and professor and researcher names

Table of contents

Chapter 1: Introduction

- a. Introduction to research study, use information from lit review. Should be a minimum of two paragraphs.
- b. Purpose of the study
- c. Statement of Problem
 - a. Hypothesis for quantitative
- d. Significance of the study
- e. Assumptions
- f. Limitations
- g. Definitions

Chapter 2: Review of Literature, Should be a 3-4 page overview of research that is related to your topic. Make sure to thoroughly discuss each article and show the connection to your study. For the purpose of this class, four articles must be reviewed. Two of which must be primary research.

Chapter 3: Methodology

- a. Purpose of the study
- b. Setting and population
- c. Data Collection (could include instrument ie.. survey or protocol questions here or in an Appendix)
- d. Data Complication and Analysis
- e. Summary

Chapter 4: Findings, present your results in this section.

For quantitative:

- a. Identify the method and analysis that you used
- b. If you did a survey with descriptive statistics, identify the statistics used and summarize the results
- c. If using inferential statistics, Identify the statistical test of significance that you used, state the test statistic, and state its level of significance

For qualitative:

- a. Transcribe the interviews or observations
- b. Code the data (put data in categories)
- c. Look for patterns (repeated codes, categories, ideas)
- d. Report the findings: discuss the patterns/ codes & use quotes from data to back up your findings
- e. Interpret the findings

Chapter 5: Discussion

For quantitative:

- a. State your conclusions
- b. Discuss the implications of your research. The so what...
- c. Could compare results to literature review findings
- d. Could discuss results in light of theory or concept.
- e. Could use Klein's integrative core to re-examine topic through disciplinary lenses in light of research findings.

For qualitative:

- a. State your conclusions and discuss implications of your findings
- b. State the relationship between your findings and the initial problem
- c. Could tie the discussion of findings to the literature review
- d. Could discuss findings in light of a theory or concept
- f. If grounded theory could create a new theory
- g. If critical theory could analyze data for instances of oppression
- h. Could use Klein's integrative core to re-examine topic through disciplinary lenses in light of research findings.

Reference Page

Optional Appendix

Final Research Paper Grading Rubric:

| | Superior | Strong | Competent | Weak | Not Addressed |
|--------------------------|-----------------|---------------|------------------|-------------|----------------------|
| Proposal (paper) | 200 | 140 | 82 | 39 | 0 |
| Introduction | 35 | 25 | 15 | 7 | 0 |
| Literature Review | 35 | 25 | 15 | 7 | 0 |
| Methods | 35 | 25 | 15 | 7 | 0 |
| Findings | 35 | 25 | 15 | 7 | 0 |
| Discussion | 35 | 25 | 15 | 7 | 0 |
| References/APA | 25 | 15 | 7 | 4 | 0 |

Appendix 1: Resource Packet

Adapted from: <http://www.msjs.edu/academics/education/syllabi/s203/edu700.htm>

General Format: Research projects should follow APA format. Papers should be double spaced using 12 point font. Quotes more than two sentences in length are to be single space and indented with proper citations in APA form. Section headers should be used to differentiate section of the paper. Headers should be in bold and left justified.

Proposal Outline: The proposal contains the first three chapters of the research study and is written in future tense.

Cover page: state name of study, class name and professor and researcher names

Table of contents

Chapter 1: Introduction

- h. Introduction to research study, use information from lit review. Should be a minimum of two paragraphs.
- i. Purpose of the study
- j. Statement of Problem
 - a. Hypothesis for quantitative
- k. Significance of the study
- l. Assumptions
- m. Limitations
- n. Definitions

Chapter 2: Review of Literature, Should be a 3-4 page overview of research that is related to your topic. Make sure to thoroughly discuss each article and show the connection to your study. For the purpose of this class, four articles must be reviewed. Two of which must be primary research.

Chapter 3: Methodology

- f. Purpose of the study
- g. Setting and population
- h. Data Collection (could include instrument ie.. survey or protocol questions here or in an Appendix)
- i. Data Complication and Analysis
- j. Summary

Reference Page

Optional Appendix

Research Study Final Report: The research study contains five chapters, the first three of which were used for your proposal. You will need to take the proposal out of future tense and put it into past tense (since the study has now been conducted).

Cover page

Optional Abstract

Table of Contents

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Methodology

Chapter 4: Results
Chapter 5: Discussion
References
Optional Appendix

WRITING THE PROPOSAL

Why Write a Proposal?

First, the proposal constitutes the basic plan – it is a coherent and systematic approach to the investigation; and it provides the investigator with a guide to action and a methodology for handling the investigation. While the proposal will provide you with internal discipline, it is not a straightjacket. You may find, for example, that you may have to make changes later if you discover that some evidence you had expected to consult no longer exists, or you may find that you have bitten off more than you can chew.

Second, it provides an important opportunity for you to receive critiques of your plans at a stage in your research that is early enough to permit you to make recommended changes. It is far better to modify your proposal before the research begins than to work for a semester or more on a defective plan.

Third, the proposal provides the evidence for your Professor that you know what you are doing, and that you have a systematic plan for conducting your research. It constitutes an agreement between the student and the Professor. The final decisions as to the acceptability of research paper do rest, however, with the Professor.

How Should the Proposal be Organized?

There are several variations in form, but a typical research proposal would include the sections described below. Even in a draft the pages should be numbered so that it is possible to indicate passages on which your professor wants to make comments.

The Research Proposal usually consists of three chapters that equate to the first three chapters of the final research paper.

8. **Title Page.** This page should include the word “PROPOSAL” followed by the title of the proposal research paper, the name of the student, and the date.
9. **Table of Contents.** A list of the page numbers where items in the proposal can be located.
2. **CHAPTER ONE: INTRODUCTION AND STATEMENT OF PROBLEM.**

INTRODUCTION: The introduction provides the general background or framework. It might include the historical background of the problem, the scholarly rationale for your interest in the subject, the current “state of the art” or the “science.”

PURPOSE OF STUDY: Purposes can be stated in a variety of forms. Lists are the most common. Some examples of purpose statements follow:

- a. ...ascertain relationship between _____ and _____ and to determine whether a correlation can be established that would justify a major experimental study of _____.
- b. ...establish a database for decision-making by administrators on the issue of _____.
- c. ...develop a model program of _____.

The purpose, you should note, is not a duplication of the problem.

THE PROBLEM: Your statement of the problem (as a question) should appear in this section.

Example: What is the relationship between a student's grade point average in college and financial success ten years after graduation?

It should be followed by your hypotheses.

Example: The hypotheses of this study is that students with high Grade Point Averages will have higher average salaries ten years after graduation from college.

A hypothesis is a proposition that the investigator is prepared to verify. A hypothesis is calculated guess based on previous experience of logic or already acquired knowledge about the field.

Normally, most experimental or statistical studies will include a list of hypotheses. A qualitative study does not include hypotheses.

Hypotheses are stated either as positive expectations of what may or may not be true; or, sometimes, as the negative expectation or "null hypothesis."

(1) Predictions or expectations.

For example: "There will be found with a particular sample of subjects a significant correlation between scores on IQ tests and scores achieved by the same individuals on the MMPI."

(2) Null Hypotheses. These are statements that you do not expect to find. They are the opposite of what you really do believe you will find. The purpose is to demonstrate that you have tried to disprove what you think is true. It is often safer and easier to prove that a statement is false than to prove that it is true.

Example: "Improved school counseling will not be found to be related to truancy."

A significant positive relationship would prove your null hypotheses to be false. If one does not find a statistically significant difference, then one cannot reject the null hypothesis; the null hypothesis is not accepted. Just because one cannot prove items or events as "different" does not mean one has proven them to be the "same."

The representative ness of particular classes should be supported by evidence, not merely assumed.

SIGNIFICANCE OF THE STUDY: Why is your study needed? In what way will it contribute to **interdisciplinary knowledge**? One frequently made statement that may help to establish need is simply the contention that this particular investigation has never before been undertaken. Then the writer must be prepared to demonstrate, in specifics, why it should be undertaken, and why it is important. Avoid such vague and meaningless clichés as “The study will be useful to practitioners in the field” without further elaboration. How will it be useful? What benefits will it provide that are not already available?

Need, by the way, does not always have to be phrased in practical terms; the absence of practical data in a field may, by itself, be sufficient to establish need. Need can be established through logic, through personal experience or even through the statement of an authority in the field that such a study is needed.

ASSUMPTION OF THE STUDY: The purpose of this section is to clarify, redefine, define, and limit your investigation. Assumptions are propositions that you do not intend to verify. They are statements of positions you take for granted as either self-evident or commonly accepted or reasonable under the circumstances. An assumption, of course, may not necessarily be correct, but it should be reasonable enough, and warranted on the basis of other data. It is reasonable to assume that the sun will rise tomorrow at the predicted time, although this proposition is not an absolute certainty.

List only those assumptions that are applicable to your study and essential to it. By listing your assumptions, you put readers on notice that you do not need to prove these assertions or propositions. However, do not assume something may be false just because you want an exemption from proving it is true.

Example: “It is assumed that the businesses to be observed, randomly selected, will be representative of similar businesses throughout the state.”

LIMITATIONS OF THE STUDY: Limitations are natural, unavoidable deficiencies to your study. Examples might include the lack of a truly representative sample, the inability to select and control a sample at random, inevitable error in test scores, dishonesty of subjects in responding to questions, etc.

DEFINITIONS: Those that should be listed are definitions for words or terms with which the reader is not likely to be familiar, or expressions or words that are used in unusual or specifically professional ways.

3. CHAPTER TWO: REVIEW OF RELATED LITERATURE.

This section serves several purposes.

- a. It familiarizes you with work that has already been done on the topic and work that is closely related to your proposed investigation. A common fault of the related literature section of many research papers is the failure to show any connection between the literature and the study of being proposed or to integrate items in the literature with one another.
- b. This section shows how your study will fit into the general theoretical framework of interdisciplinary studies and with the research of others. It is here that – implicitly or explicitly – you acknowledge your debt to those who have toiled in the field before you.
- c. The section, ideally, should conclude that despite your debt to others, and despite the existence of related work, your paper will contribute a unique contribution.

Rather than the presentation of a mere list of annotated titles sometimes arranged alphabetically rather than in a logical sequence, **it is important to write an integrated statement citing the work that has been done, identifying the focus of such work and the contribution made by the authors. Show the connection of each piece of literature with your study, demonstrating how your study fits into the theoretical or investigative framework. Conclude by demonstrating that your work will expand the frontiers of knowledge.**

Organize this section using sub-headings that show your logical development.

4. CHAPTER THREE: METHODOLOGY

This section is frequently the weakest part of a proposal, largely because many students have not seriously thought through the procedures and implications of their research problems. The methodology is a step-by-step outline of how your hypothesis is to be treated.

This section represents your basic plan of action; it can help to avoid grasping at the first plausible explanation, because it specifies your program for the examination of alternatives. Some of the questions that you should answer in preparing this section include:

- a. Is your overall research design appropriate to your investigation?
- b. How do you intend to proceed, step-by-step? You are concerned here with research procedures. Do not include the mechanical procedures for making copies of your manuscript and securing administrative approvals.
- c. What specific materials or instruments do you intend to use? If they will be of your own devising, describe rather fully what they will be like. How will you show that they are reliable? Valid? If you intend to use instruments already published, give full references to them and describe any that are not well known. If you are comparing your materials with standard ones, describe these also.
- d. What is the population from which your sample is to be drawn? Is your sample size large enough to provide the informational detail that you desire? How are you going to

choose your samples? Compare the characteristics of your comparative samples? or your experimental and control samples?

- e. What documents or sources are you going to consult? Are they available? What are they? Are they accessible to you? Have you—or can you get—permission to use them? Please recall that you need the consent of human participants.
- f. If you are planning to use special equipment (computers, spectrometers, etc.) is such equipment available to you? Can you operate the equipment? (Remember, you personally are responsible for the understanding of the data presented and for its accuracy and integrity; you may not delegate the blame, and you may not allow the use of a computer to exempt you from understanding the results presented in your research paper.)
- g. If you intend to include tables in your results, have you designed a format for the tables? (If you have not, you may find later—to your consternations—that you have failed to gather some necessary data.) What data comparisons and statistical analysis do you plan to use?

The Methodology chapter typically consists of five sections that include answers to the above

questions. The sections are often called:

PURPOSE OF THE STUDY

SETTING AND POPULATION

DATA COLLECTION

DATA COMPILATION AND ANALYSIS

SUMMARY

4. REFERENCES

Cite abundant references in the text. A single complete alphabetical list of the references should be appended to the paper. This list should include all citations in “Related Literature” or elsewhere in the paper. Do not separate the books and periodicals. The APA system is to be used. It involves no footnotes.

WRITING THE FINAL PAPER

FINAL RESEARCH PAPER

For Final research paper add chapters 4 and 5 and put chapters 1-3 into past tense since the study has now been conducted. There are several ways that you can choose to write chapter's 4 & 5 and the format is not as strict as chapter's 1-3. In general, here is what you need to include:

Chapter 4: Findings, present your results in this section.

For quantitative:

- d. Identify the method and analysis that you used
- e. If you did a survey with descriptive statistics, identify the statistics used and summarize the results
- f. If using inferential statistics, Identify the statistical test of significance that you used, state the test statistic, and state its level of significance

For qualitative:

- a. Transcribe the interviews or observations
- b. Code the data (put data in categories)
- c. Look for patterns (repeated codes, categories, ideas)
- d. Report the findings: discuss the patterns/ codes & use quotes from data to back up your findings
- e. Interpret the findings

Chapter 5: Discussion

For quantitative:

- i. State your conclusions
- j. Discuss the implications of your research. The so what...
- k. Could compare results to literature review findings
- l. Could discuss results in light of theory or concept.
- m. Could use Klein's integrative core to re-examine topic through disciplinary lenses in light of research findings.

For qualitative:

- a. State your conclusions and discuss implications of your findings
- b. State the relationship between your findings and the initial problem
- c. Could tie the discussion of findings to the literature review
- d. Could discuss findings in light of a theory or concept
- n. If grounded theory could create a new theory
- o. If critical theory could analyze data for instances of oppression
- p. Could use Klein's integrative core to re-examine topic through disciplinary lenses in light of research findings.

References

Appendix

Class and University Policies

Late Policy

Assignments are due at 11:59 p.m. MST on the day due. Discussions and Other Assignments will be eligible for half credit during the module after it is due. Papers will be penalized 2 percent for the first 24 hours and an additional 1 percent for each day it is late. If you expect a paper to be more than one week late, you'll need to make arrangements for your absolute due date and should expect in most cases that its maximum grade would be a C.

LEARNING ENVIRONMENT

The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not. If you notice anyone's postings that are creating issues for you, please feel free to reach out to me, so we can resolve the matter. If I notice something first I may contact you privately, though in some cases may post directly.

GRADES

Are you interested in learning or achievement? As an instructor, I'm interested in your learning—as I'm sure you are, too—there's just a little problem called grades! Do you ever just skip the comments and look at “what you got,” the letter or numerical grade—if so you're looking at the grade, not the learning.

Still worried? Talk to me! Earlier, rather than later, please. Instructor discretion will be used to evaluate students in the gray areas with +/- used as deemed appropriate or a possible C or D, for those below 70 and 60, respectively. I'll follow convention so if you have a 90, your grade will be at least an A-. I won't round up to follow convention, however, so an 89.9 will receive a B+. Your final grade will be assessed both on your percentage earned in the class (your minimum grade) as well as the mastery shown on the papers in the class. Your percentage will increase if you show mastery. The highest of these three approaches will be used to adjust your grade, if they apply in your case. If your paper average is higher than your overall grade, your final grade will be the average of your paper grade and your straight percentage grade. Alternatively, if your median paper grade is higher than your straight percentage grade in the class, then your grade in the class will be the average of your median paper grade and your straight percentage grade. Finally, if your final paper grade is higher than what you did in the class on a straight percentage basis, then your final grade will be one-fourth your final paper grade and three-fourths your straight percentage grade.

Religious Accommodations for Students:

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Accommodation for Active Military Service: In compliance with [ACD 304-11](#), students who participate in line-of-duty activities that require classes to be missed, shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty. See university policy: ACD304-11; SSM 201–18: Accommodating Active Duty Military <https://www.asu.edu/aad/manuals/ssm/ssm201-18.html> for details. Students should discuss individual concerns with their instructor.

Missed Classes Due to University-Sanctioned Activities

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean’s designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean’s designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at

<https://provost.asu.edu/academic-integrity>.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students.

The site can be found here: <https://eoss.asu.edu/drc>

| | |
|---|--|
| <p>Downtown Phoenix Campus Post Office, Suite 201 Phone: 602.496.4321 E-mail: DRCDowntown@asu.edu</p> <p>Polytechnic Campus Sutton Hall - Suite 240 Phone: 480.727.1039 E-mail: DRCPoly@asu.edu</p> | <p>Tempe Campus Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: DRCTempe@asu.edu</p> <p>West Campus University Center Building, Room 130 Phone:602.543.8145 E-mail: DRCWest@asu.edu</p> |
|---|--|

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site:

<https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through

5-308: <https://students.asu.edu/srr>

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>

- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> , and

- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at sexualviolenceprevention.asu.edu/faqs.

“As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, eoss.asu.edu/counseling, is available if you to wish discuss any concerns confidentially and privately.”

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in

my materials or posts from fellow students) seems offensive, please contact me at Erica.Peters@asu.edu, or the faculty head, Kevin Ellsworth.

Classroom Behavior

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that

unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- [ASU Writing Centers: https://tutoring.asu.edu/writing-centers](https://tutoring.asu.edu/writing-centers)
- [ASU Police Department: https://cfo.asu.edu/police](https://cfo.asu.edu/police)
- [International Student Resources: https://students.asu.edu/international/support/academic](https://students.asu.edu/international/support/academic)

Required Text:

Leedy, P. & Ormrod, J. (2016). Practical Research: Planning and Design (11th Ed.). Boston, MA: Pearson.

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| 4. Planning Your Research Project Paul D. Leedy/Jeanne Ellis Ormrod | 75 |
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| 6. Qualitative Research Paul D. Leedy/Jeanne Ellis Ormrod | 141 |
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| 9. Experimental, Quasi-Experimental, and Ex Post Facto Designs Paul D. Leedy/Jeanne Ellis Ormrod | 233 |
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Required Readings / Text

Text: Any other required readings articles and/or videos will be available on-line through canvas or will be distributed in class.