CARROLL UNIVERSITY
Graduate Education - Spring 2017
EDU603: Research Design, Data Collection, & Analysis

Instructor: Dr. Suzanne Warell, Phone: 414-731-3939, Email: swarell@carrollu.edu
Office Hours: Wednesdays, 4:30 to 6pm, by appointment
Class Meetings: Wednesdays, 6:00 to 8:50pm, CGS Room 110
EDU601 and EDU602 are course prerequisites

REQUIRED TEXTBOOKS


OVERVIEW AND COURSE OUTCOMES
Students finalize research designs, collect, and interpret data using quantitative and/or qualitative research methods as well as generate and validate conclusions. The final thesis is completed and students report findings at the Graduate Student Research Symposium (GSRS) in conjunction with Celebrate Carroll on April 19th. In addition, students write a scholarly article for publication or for an academic conference proposal and select the appropriate venue(s) for submission.

OBJECTIVES
1. Facilitate advancement of students' careers as professional educators, researchers, and critical thinkers in a variety of fields by opportunities to demonstrate their ability to collect and analyze quantitative and/or qualitative data -- statistical or descriptive processes that support choice of research.

2. Facilitate the generation and validation of conclusions.

3. Facilitate the writing of a scholarly article to present findings from research inquiry.

4. Facilitate the completion of the final draft of preliminary pages, Chapters One to Five, references, and appendices.

5. Facilitate the participation in Graduate Student Research Symposium to disseminate preliminary findings and the completion of a scholarly article or conference proposal with an abstract that is representative of the students' field of study or profession.
COURSE REQUIREMENTS

1. Students network with mentor and group members as well as attend class meetings with the facilitator to report on the progress of their research process and the expected course outcomes.

2. Each student arranges to meet with the facilitator at least twice during the semester, more if needed upon request.

3. Students provide a “reality check” to the facilitator during designated class meetings which include: 1) questions, 2) progress, and 3) resources or tips for others.

4. Students report on the following topics at the 2nd and 3rd designated solo meetings with the facilitator: 1) Data analysis procedures, 2) Conclusion generation and validation techniques, and 3) Article and abstract formulation for selected journal or conference proposal submission.

5. Each student prepares a professional PowerPoint or a combination of media to present research findings for the Graduate Student Research Symposium (GSRS) and practices the presentation at a designated class meeting (April 12th) prior to the event.

6. Students follow the American Psychological Association’s (APA) guidelines, 6th edition and attend formatting classes for the final steps in the research process.

7. Students have mentor and group members read final drafts before submitting written work to the facilitator for this course.

8. Students turn in completed theses to the facilitator as early as possible (preferably by April 26th) to ensure adequate time to read, edit, and provide final feedback. Scholarly article for publication (or a proposal for conference presentation) is also due at the last class meeting. Please be aware that students submit final copies of the thesis and research article/proposal to the instructor and to the library liaison for EDU603 completion.
There will be four-six tentative class meetings based on student needs and preferences. However, individual appointments (solo meetings) with the facilitator can be scheduled at any time. Remember, you are required when you are not scheduled for class to be working on weekly course outcomes; i.e., writing your thesis, working on your scholarly article and/or conference proposal, and/or meeting with your mentor and group members face to face or online!!!

**Week 1 – January 25th (class)**
- Greetings
- Student progress reports and reality checks
- Syllabus review
- Enduring questions

* Due: *Drafts of Chapter Four*

**Weeks 2 & 3 - February 1st & 8th (solo meeting & class)**
- Student progress reports and reality checks
- Enduring questions
- Chapter Four revisions/thesis feedback

**Weeks 4 & 5 – February 15th & 22nd (solo meeting & class)**
Facilitate data analysis and interpretation
Facilitate generation and validation of conclusions
Facilitate the writing of scholarly article for publication
- Student progress reports and reality checks
- Enduring questions

* Due: *Drafts of preliminary pages, scholarly article, and Chapter Five*

**Week 6 – March 1st (solo meeting)**
Facilitate peer editing and chapter revisions
Facilitate group work and mentor meetings

**Weeks 7 & 8 -March 8th & March 15th - Spring Break – (mentor meetings)**

**Weeks 9 &10 – March 22nd & March 29th (solo meetings)**

**Week 11 –April 5th (class)**
Facilitate practice for Graduate Student Research Symposium
- Student progress reports and reality checks
- Enduring questions
- Preliminary pages, scholarly article, and Chapter Five revisions/feedback

**Week 12 – April 12th GSRS Practice Session (class)**
* Due: *Final Drafts of Chapters One to Five and scholarly article*

**Week 13 – April 19th Celebrate Carroll –GSRS**

**Week 14 – April 26th (class)**
Facilitate course completion and final evaluations
- Enduring questions
- Wrap-up and celebration
- Final Drafts of Chapters One to Five revisions/feedback

* Due: *Final Thesis and scholarly article and/or conference proposal*
Education 603 Timeline at a Glance

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<thead>
<tr>
<th>January 25th</th>
<th>February 1, 8, 15, 22</th>
<th>March 1, 8, 15, 22, 29</th>
<th>April 5, 12, 19, 26</th>
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<tbody>
<tr>
<td>Class</td>
<td>Solo Meeting</td>
<td>Solo Meeting</td>
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<tr>
<td>N/A</td>
<td>Class</td>
<td>Spring Break - Mentor</td>
<td>GSRS Rehearsal</td>
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<tr>
<td>N/A</td>
<td>Solo Meeting</td>
<td>Spring Break - Mentor</td>
<td>Celebrate Carroll/GSRS</td>
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<tr>
<td>N/A</td>
<td>Class</td>
<td>Solo Meeting</td>
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<tr>
<td>Four Due</td>
<td>PP/Five Due</td>
<td>Solo Meeting</td>
<td>Thesis/Article Due</td>
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Statement on Academic Integrity
Cheating on examinations, plagiarism, improper acknowledgement of proper sources in written material, and inaccurate claims of work done are serious offenses in an academic setting. These forms of unethical behavior will be subject to severe disciplinary action. The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask. All quotes and paraphrased ideas in your thesis from other authors must be properly cited in text and referenced on your reference page in correct APA style (6th edition).

Accommodation for Disabilities
Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

Modifications to the syllabus
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
**EVALUATION OF COURSE REQUIREMENTS**

Timeline & Attendance  
- 10 points

Chapter I-V  
- 50 points

Preliminary pages  
- 20 points

Scholarly article  
- 20 points

Total: 100 points

A = 95 - 100 points
A represents a professional judgment that the student’s accomplishment is superior. “A” work stands out in its quality of independent, critical and creative thinking. Written work is extremely well organized and well written. Oral presentations are well organized and delivered in an interesting, informative fashion. The student clearly grasps the salient and subtle aspects of the course content.

AB = 90 - 94 points
AB represents a professional judgment that the student’s accomplishment was close to superior but was lacking slightly in terms of understanding and presentation. It denotes a high quality of work just short of the highest level of achievement.

B = 80 - 89 points
B represents a professional judgment that the student’s accomplishment satisfies fully the criteria established for the course. It demonstrates competence and understanding of the course content, however, the student shows less depth and less critical and creative thinking in their work. Written work is satisfactory, and oral presentations are effective.

C = 70 - 79 points
C represents a professional judgment that the student’s accomplishment minimally satisfies the criteria for awarding graduate credit. It denotes inaccuracies in understanding the course content and an inability to indicate independent, creative thinking about the issues presented in the course. It is indicative of work at a level which is not of the quality to perform or remain in a graduate program.

Below 79 = failing