

RECEIVED

FEB 28 2015  
RWZOFFICE OF THE  
DIRECTOR OF THE**Course Information**

Date Submitted: 11/12/2013

Current Prefix and Number: EDC - Curriculum and Instruction , EDC 641 RESRCH &amp; THRY IN TCHNG RDNG IN ELEM SCH

Other Course:

Proposed Prefix and Number: EDC 541

What type of change is being proposed?

Major Change

Major – Add Distance Learning

Should this course be a UK Core Course? No

**1. General Information**

a. Submitted by the College of: EDUCATION

b. Department/Division: Education Curriculum &amp; Instr

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Janice Almasi

Email: jfalma2@email.uky.edu

Phone: 257-1981

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: RESEARCH AND THEORY IN TEACHING READING IN THE ELEMENTARY SCHOOL

Proposed Title: Reading and Understanding Educational Research

c. Current Transcript Title: RESRCH &amp; THRY IN TCHNG RDNG IN ELEM SCH

Proposed Transcript Title: READING EDUCATIONAL RESEARCH

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 1

SEMINAR: 2

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A systematic study of the research and theory and their application to the teaching of reading in the elementary school. Attention will be given to new developments in the field.

Proposed Course Description for Bulletin: The purpose of this course is to learn how to critically read, analyze, and reflect upon educational research from quantitative, qualitative, and mixed methods perspectives.

2j. Current Prerequisites, if any: Prereq: EDC 330 and permission of instructor.

Proposed Prerequisites, if any: None.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: This course has always had a focus on reading and analyzing educational research and included a student research project. Previously, this course focused specifically on research related to the teaching of reading. Now, the focus will be broadened to include all educational research, not just that focused on the teaching of reading.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: Yes

## **Distance Learning Form**

Instructor Name: Janice F. Almasi

Instructor Email: janice.almasi@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will also be available via email, phone, and online conferencing for consultation with students outside of class meeting times. The syllabus conforms to university expectations for distance learning.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Course goals, readings, and assessments/assignments are identical to those offered in the previous classroom-based course. The only thing that is changed is the format of course meetings.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The integrity of student work is ensured by having a password-protected Blackboard site for the course. No exams are offered; all written work is submitted to the instructor for grading. The academic offense policy is stated in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes

If yes, which percentage, and which program(s)? Over 50% of courses in the literacy masters program in Curriculum & Instruction will be offered through distance learning.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information about distance library services as well as technological support are provided at the beginning of the syllabus. Information for students with special needs (e.g., disabilities, religious absences, etc) is also contained in the syllabus on p. 17

6. How do course requirements ensure that students make appropriate use of learning resources? Links to course readings are provided in the course Blackboard shell. Additionally, information on the distance learning librarian is included in the syllabus. Modules for each week will be posted in the course shell. Additionally, the syllabus provides recommendations for moving through the modules and other course material (p. 7)

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access to laboratories and equipment is not needed for this course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Yes; this information is listed on the first page of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. The course will be online using a program such as Adobe Connect.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Janice F. Almasi

SIGNATURE|LAHENR3|Laurie A Henry|EDC 641 CHANGE Dept Review|20140114

SIGNATURE|MYRT|Martha L Geoghegan|EDC 641 CHANGE College Review|20140401

SIGNATURE|ZNNIKO0|Roshan Nikou|EDC 641 CHANGE Graduate Council Review|20140425

SIGNATURE|JEL224|Janie S Ellis|EDC 641 CHANGE Senate Council Review|20150121

SIGNATURE|MYRT|Martha L Geoghegan|EDC 641 CHANGE Approval Returned to College|20150226

SIGNATURE|LAHENR3|Laurie A Henry|EDC 641 CHANGE Dept Review|20140114

SIGNATURE|MYRT|Martha L Geoghegan|EDC 641 CHANGE College Review|20140122

Courses	Request Tracking
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Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 2631	EDC 641 Spring 2013 nonDL.docx
Delete 4409	EDC 541 Reading and Understanding Educational Rese

1

Select saved project to retrieve...

NOTE: Start form entry by choosing the Current Prefix and Number  
(\*denotes required fields)

<b>Current Prefix and Number:</b>	EDC - Curriculum and Instruction EDC 641 RESRCH & THRY IN TCHNG RDNG IN ELEM SCH	<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G) <input type="checkbox"/> Check if same as current	EDC 541
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exceptior the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or s alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a. Submitted by the College of: EDUCATION		Submission Date: 11/12/2013	
b. Department/Division: Education Curriculum & Instr			
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No      If YES, what college/department will offer the course instead? Select...			
e.* Contact Person Name: Janice Almasi		Email: jfalma2@email.uky.edu      Phone: 257-1981	
* Responsible Faculty ID (if different from Contact):		Email:      Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval      OR      Specific Term: 2	
<b>2. Designation and Description of Proposed Course.</b>			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) the proposed changes do not affect DL delivery.			
b. Full Title: RESEARCH AND THEORY IN TEACHING READING IN THE ELEMENTARY SCHOOL		Proposed Title: * Reading and Understanding Educational Research	
c. Current Transcript Title (if full title is more than 40 characters):		RESRCH & THRY IN TCHNG RDNG IN ELEM SCH	

c. Proposed Transcript Title (if full title is more than 40 characters):		READING EDUCATIONAL RESEARCH			
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none	
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:	Lecture 3	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 1	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 2	Studio	Other	Please explain:	
f. Current Grading System:		Graduate School Grade Scale			
Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
A systematic study of the research and theory and their application to the teaching of reading in the elementary school. Attention will be given to new developments in the field.					
* Proposed Course Description for Bulletin:					
The purpose of this course is to learn how to critically read, analyze, and reflect upon educational research from quantitative, qualitative, and mixed methods perspectives.					
j. Current Prerequisites, if any:					
Prereq: EDC 330 and permission of instructor.					
* Proposed Prerequisites, if any:					
None.					
k. Current Supplementary Teaching Component, if any:					
<input type="radio"/> Community-Based Experience					

	<input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
<b>3. Currently, is this course taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>* Proposed to be taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
<b>4.* Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, explain and offer brief rationale:	
This course has always had a focus on reading and analyzing educational research and included a student research project. Previously, this course focused specifically on research related to the teaching of reading. Now, the focus will be broadened to include all educational research, not just that focused on the teaching of reading.	
<b>5. Course Relationship to Program(s).</b>	
<b>a.* Are there other depts and/or pgms that could be affected by the proposed change?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
<b>b.* Will modifying this course result in a new requirement<sup>2</sup> for ANY program?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES <sup>2</sup> , list the program(s) here:	
<b>6. Information to be Placed on Syllabus.</b>	
<b>a.</b>	<input checked="" type="checkbox"/> Check box if <b>changed to 400G or 500.</b> If <b>changed to 400G- or 500-level course</b> you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

### Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology. A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent course for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EDC 541	Date:	10/10/2013
Instructor Name:	Janice F. Almasi	Instructor Email:	janice.almasi@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

**Curriculum and Instruction**

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?  
 The course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will also be available via email, phone, and online conferencing for consultation with students outside of class

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal assessment of student learning outcomes, etc.

Course goals, readings, and assessments/assignments are identical to those offered in the previous classroom-based course. The only thing that is changed is the format of course meetings.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.

The integrity of student work is ensured by having a password-protected Blackboard site for the course. No exams are offered; all written work is submitted to the instructor for grading. The academic offense policy is stated

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

Yes

Which percentage, and which program(s)?

Over 50% of courses in the literacy masters program in Curriculum & Instruction will be offered through distance learning.

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Information about distance library services as well as technological support are provided at the beginning of the syllabus. Information for students with special needs (e.g., disabilities, religious absences, etc) is also

#### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Links to course readings are provided in the course Blackboard shell. Additionally, information on the distance learning librarian is included in the syllabus. Modules for each week will be posted in the course shell.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Access to laboratories and equipment is not needed for this course.

#### Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Yes; this information is listed on the first page of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATG)?

Yes  
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

The course will be online using a program such as Adobe Connect.

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dl@service@email.uky.edu](mailto:dl@service@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/llbpage.php?lweb\\_id=253&llb\\_id=16](http://www.uky.edu/Libraries/llbpage.php?lweb_id=253&llb_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Janice F. Almasi

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)



Revised 8/09

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<sup>12</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>13</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>14</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>15</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>16</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

<sup>17</sup>You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>18</sup>In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes

**EDC 541 – Reading and Understanding Educational Research**

<b>Instructor:</b>	Dr. Janice F. Almasi
<b>Office Location</b>	101 Taylor Education Building
<b>Phone Number</b>	859-257-1981
<b>Email</b>	Janice.almasi@uky.edu
<b>Office Hours</b>	Mondays 11:00 – 12:30 pm or by appointment
<b>Virtual Office Hours</b>	Made by arrangement via email
<b>Technological Requirements</b>	Computer with internet access or access to UK computer facilities.
<b>Technological Assistance</b>	Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859-257-1300
<b>Course website</b>	Available via something like Blackboard: <a href="https://elearning.uky.edu/">https://elearning.uky.edu/</a>
<b>Preferred method for contacting instructor</b>	Email
<b>Anticipated Response Time</b>	Within 48 hours
<b>Distance Learning Library Services</b>	DL Librarian: Cantagallo, Carla <b>Phone:</b> (859) 218-1240 <b>Email:</b> <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a> DL Interlibrary Loan Service: <a href="http://libraries.uky.edu/page.php?lweb_id=253">http://libraries.uky.edu/page.php?lweb_id=253</a>

**Course Description**

The purpose of this course is to learn how to critically read, analyze, and reflect upon educational research from quantitative, qualitative, and mixed methods perspectives.

**Prerequisite:** None

**Course Learning Targets, Outcomes, and Assessments**

This course is designed to partially fulfill requirements of the International Reading Association standards for Reading Specialist/Literacy Coach candidates and of the Kentucky Teacher Standards. By the end of this course, students will be able to:

1. Critically read and evaluate research literature and demonstrate the ability to effectively apply this understanding while reading research, completing written and oral critiques of research, and during small and large group discussions in class.
2. Critically analyze educational research by communicating ideas clearly, listening effectively, resolving differences reasonably, and demonstrating skilled participation as a group member.
3. Develop an understanding of how research designs for particular research problems vary from experimental, qualitative, and mixed methods paradigms.
4. Compare and contrast varied research paradigms and methods used in educational research.
5. Write a research proposal to conduct a study of a particular research problem and share proposal orally with colleagues.

**Table 1.** How EDC 541 Course Objectives Align with International Reading Association Standards for Reading Professionals (IRA, 2010) <http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>, University of Kentucky College of Education Framework, Kentucky Teacher Standards (EPSB, 2008) <http://www.kyepsb.net/teacherprep/standards.asp>, and Common Core State Standards (CCSSO, 2010) <http://www.corestandards.org/the-standards/english-language-arts-standards>.

EDC 541 Course Objectives	Associated Course Assessments	International Reading Association Standards (IRA, 2010)	COE Framework	Kentucky Teacher Standards (EPSB, 2008)	Common Core State Standards
<p>1. Critically read and evaluate research literature and demonstrate the ability to effectively apply this understanding while reading research, completing written and oral critiques of research, and during small and large group discussions in class.</p>	<ul style="list-style-type: none"> <li>• Weekly Written Responses to Course Reading</li> <li>• Participation in Weekly Class Discussion</li> </ul>	<p><b>Standard 1: Foundational Knowledge –</b> Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</p> <p>1.1b. Demonstrate a critical stance toward the scholarship of the profession.</p> <p>1.1c. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).</p> <p><b>Standard 2: Curriculum and Instruction –</b> Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</p> <p>2.1a. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.</p> <p><b>Standard 6: Professional Learning and Leadership –</b> Element 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</p> <p>6.2a. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.</p> <p>6.2d. Demonstrate effective interpersonal, communication, and leadership skills.</p> <p>Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development</p>	<p>1. Research 3. Learning</p>	<p>KTS 7</p>	<p>Rdg 1, 2, 3, 4</p> <p>Wrtg 1, 2, 3, 4</p> <p>S &amp; L 1, 2</p>

	<p>programs.</p> <p>6.3b. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.</p>		<p>1. Research</p> <p>3. Learning</p>	<p>Wrtg 1,2,3,4</p> <p>S&amp;L 1, 2</p>
<p>2. Critically analyze educational research by communicating ideas clearly, listening effectively, resolving differences reasonably, and demonstrating skilled participation as a group member.</p>	<ul style="list-style-type: none"> <li>• Weekly Written Responses to Course Reading</li> <li>• Participation in Weekly Class Discussion</li> </ul>	<p><b>Standard 1: Foundational Knowledge --</b> Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</p> <p>1.1b. Demonstrate a critical stance toward the scholarship of the profession.</p> <p>1.1c. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).</p> <p><b>Standard 2: Curriculum and Instruction --</b> Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</p> <p>2.1a. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.</p> <p><b>Standard 6: Professional Learning and Leadership --</b> Element 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</p> <p>6.2a. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.</p> <p>6.2d. Demonstrate effective interpersonal, communication, and leadership skills.</p> <p>Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</p> <p>6.3b. Demonstrate the ability to hold effective conversations (e.g., for planning and</p>	<p>KTS 7</p>	

	<p>reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.</p>			
<p>3. Develop an understanding of how research designs for particular research problems vary from experimental, qualitative, and mixed methods paradigms.</p>	<ul style="list-style-type: none"> <li>• Design Options</li> <li>• Research Proposal</li> </ul>	<p><b>Standard 1: Foundational Knowledge –</b> Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. 1.1b. Demonstrate a critical stance toward the scholarship of the profession. 1.1c. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). <b>Standard 2: Curriculum and Instruction --</b> Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. 2.1a. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.</p>	<p>1. Research 3. Learning</p>	<p>KTS 7</p> <p>Rdg 1, 3, 4 Wrtg 1,2,3,4</p>
<p>4. Compare and contrast varied research paradigms and methods used in educational research.</p>	<ul style="list-style-type: none"> <li>• Design Options</li> </ul>	<p><b>Standard 1: Foundational Knowledge –</b> Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. 1.1b. Demonstrate a critical stance toward the scholarship of the profession. 1.1c. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). <b>Standard 2: Curriculum and Instruction --</b> Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. 2.1a. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.</p>	<p>1. Research 3. Learning</p>	<p>KTS 7</p> <p>Wrtg 1,2,3,4</p>
<p>5. Write a research proposal to conduct a study of a particular research problem and share proposal orally with</p>	<ul style="list-style-type: none"> <li>• Research Proposal</li> </ul>	<p><b>Standard 1: Foundational Knowledge –</b> Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</p>	<p>1. Research 3. Learning</p>	<p>KTS 7</p> <p>Wrtg 3 S&amp;L 1, 2</p>

<p><b>colleagues.</b></p>		<p>1.1b. Demonstrate a critical stance toward the scholarship of the profession.</p> <p>1.1c. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).</p> <p><b>Standard 2: Curriculum and Instruction --</b> Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</p> <p>2.1a. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.</p> <p><b>Standard 6: Professional Learning and Leadership –</b> Element 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</p> <p>6.2a. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.</p> <p>6.2d. Demonstrate effective interpersonal, communication, and leadership skills.</p> <p>Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</p> <p>6.3b. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.</p>	
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**Standards Legend:**

<i>International Reading Association (IRA, 2010)</i>	<i>University of Kentucky College of Education Framework</i>	<i>Kentucky Teacher Standards (EPSB, 2008)</i>	<i>Common Core State Standards: English Language Arts (CCSSO, 2010)</i>
<ol style="list-style-type: none"> <li>1. Foundational Knowledge</li> <li>2. Curriculum and Instruction</li> <li>3. Assessment and Evaluation</li> <li>4. Diversity</li> <li>5. Literate Environment</li> <li>6. Professional Learning and Leadership</li> </ol>	<ol style="list-style-type: none"> <li>1. Research</li> <li>2. Reflection</li> <li>3. Learning</li> <li>4. Leading</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher demonstrates applied content knowledge</li> <li>2. Teacher designs and plans instruction</li> <li>3. Teacher creates and maintains the learning climate</li> <li>4. Teacher implements and manages instruction</li> <li>5. Teacher assesses and communicates learning results</li> <li>6. Teacher demonstrates the implementation of technology</li> <li>7. Reflects on and evaluates teaching and learning</li> <li>8. Collaborates with colleagues/ parents/others</li> <li>9. Evaluates teaching and implements professional development</li> <li>10. Provides leadership within school/community/profession</li> </ol>	<p><i>Reading:</i></p> <ol style="list-style-type: none"> <li>1. Key ideas and details</li> <li>2. Craft and structure</li> <li>3. Integration of knowledge and ideas</li> <li>4. Range of reading and level of text complexity</li> </ol> <p><i>Writing:</i></p> <ol style="list-style-type: none"> <li>1. Text types and purposes</li> <li>2. Production and distribution of writing</li> <li>3. Research to build and present knowledge</li> <li>4. Range of Writing</li> </ol> <p><i>Speaking and Listening:</i></p> <ol style="list-style-type: none"> <li>1. Comprehension and collaboration</li> <li>2. Presentation of knowledge and ideas</li> </ol> <p><i>Language:</i></p> <ol style="list-style-type: none"> <li>1. Conventions of standard English</li> <li>2. Knowledge of language</li> <li>3. Vocabulary acquisition and use</li> </ol>

## Course Delivery

This proposed course is designed as an online course. Course participants will attend weekly class meetings online throughout the term in an environment such as Blackboard and Adobe Connect. During this time students will work in on independent research projects and participate in online discussions and online chats.

## Suggestions for Proceeding through this Online Course:

### Organization of Blackboard course shell

1. The general course information is in the **Course Information** tab.
2. Most of the course materials are in the **Course Content** tab.
3. The electronic readings are in the **Readings** tab
4. The information for required assignments is in the **Assignments** tab.
5. The online discussion posts should be entered in the **Discussion Board** tab.
6. To submit a “drop box question” (a question you have about content or issues that weren’t addressed through the presentation, materials, or discussion), click on the **Submit a Drop Box Question** tab and send an email to the primary instructor
7. A general calendar can be accessed with the **Calendar** tab.
8. Important announcements and updates can be accessed through the **Announcements** tab.

### Suggestion for modules

1. If you need to post for the online discussion early in the day (e.g., 11:00 a.m.), you’ll need to start the module (i.e., watch the presentation, do the readings) with enough time to submit your post on time. This means YOU MAY NEED TO START THE NIGHT BEFORE the listed date.
2. In general, WATCH THE PRESENTATION FIRST for each module. By following the link you will access the PowerPoint presentation with voice-over, which is streamed in from the University’s server. Each presentation ranges from approximately 15-30 minutes. At the end of most presentations, I have a preview of the readings. In one or two cases there may be a discrepancy with the readings listed in the presentation and readings listed in the syllabus. ALWAYS FOLLOW THE SYLLABUS READINGS, regardless of what is in the presentation.
3. Soon after you do watch the presentation DO THE READINGS.
4. Soon after you’ve done the readings EXPERIENCE THE OTHER MATERIALS in the module.
5. After you’ve explored the entire module, if a discussion post is due that day, fulfill your responsibility for the online discussion being sure to meet your deadlines of either the 11 a.m. or 5 p.m. deadlines.
6. With some videos, you do not need to watch the whole video. I often indicate excerpts that I want you to watch, and there are often FOCUS QUESTIONS TO GUIDE YOUR WATCHING. I encourage you to keep these questions “beside you” while watching.



**Required Texts:**

There are two required textbooks:

1. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.
2. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed.). Los Angeles, CA: Sage. **(JC)**
3. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed.). Thousand Oaks, CA: Sage. **(LSS)**

**Outside Readings\*** Additional required readings (provided through the Blackboard page for our course):

[\*Readings will come from current and seminal research literature and will be updated each time the course is offered. A sample is offered below.]

**Date: Class 1**

**Topic: What is Research? Overview of Course**

**Readings:**

The syllabus

**Date: Class 2**

**Topic: Introduction to Educational Research/Nature of Knowledge**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 1, pp. 1-28). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., Chs. 1-2, pp. 1-52). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 3**

**Topic: Types of Research**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 2, pp. 29-56). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., Ch. 5, pp. 79-88). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 4**

**Topic: Reviewing Literature and Developing Research Questions**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 3, pp. 57-84). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., Chs. 3-4, pp. 53-78). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 5**

**Topic: Writing a Research Proposal and Research Ethics**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Chs. 4-5, pp. 85-128). Los Angeles, CA: Sage. **(JC)**

**Date: Class 6**

**Topic: Methods of Data Gathering, Measurement/Assessment, and Sampling**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Chs. 6, 8-9, pp. 129-160; 193-242). Los Angeles, CA: Sage. **(JC)**

**Date: Class 7**

**Topic: Validity in Quantitative, Qualitative and Mixed Research**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 10, pp. 243-280). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., pp. 81-83; 184-185). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 8**

**Topic: Selecting a Research Method: Experimental Designs**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 11, pp. 282-317). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., pp. 89-130). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 9**

**Topic: Selecting a Research Method: Quasi-Experimental and Single-Case Designs**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 12, pp. 317-343). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., Chs. 8-9, pp. 131-178). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 10**

**Topic: Selecting a Research Method: Qualitative Designs I (Phenomenology, Ethnography)**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 14, pp. 375-394). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., pp. 179-190; 203-224). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 11**

**Topic: Selecting a Research Method: Qualitative Designs II (Case Study, Grounded Theory)**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 14, pp. 395-408). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., pp. 191-198; 225-240). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 12**

**Topic: Selecting a Research Method: Mixed Methods**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 16, pp. 427-448). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., pp. 199-202). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 13**

**Topic: Analyzing Data: Descriptive and Inferential Statistics**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Chs. 17-18, pp. 450-515). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., Appendix B pp. 267-278). Thousand Oaks, CA: Sage. **(LSS)**

**Date: Class 14**

**Topic: Analyzing Data: Qualitative and Mixed Methods**

**Readings:**

1. Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed., Ch. 19, pp. 515-545). Los Angeles, CA: Sage. **(JC)**
2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed., pp. 199-202). Thousand Oaks, CA: Sage. **(LSS)**

## Course Schedule and Outline

Date	Topic	Readings	Written Assignments
Class 1	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Overview of Course</li> </ul> <p><b>Definitions and Distinctions between Research and Theory:</b></p> <ul style="list-style-type: none"> <li>• Research and Theory Activity</li> <li>• What is research?</li> <li>• Who does research?</li> <li>• What is theory?</li> </ul> <p><b>Overview of syllabus</b></p>	<ul style="list-style-type: none"> <li>• The syllabus</li> </ul>	<p><b>In class:</b> Organize an overview of a study you would like to conduct.</p> <p><b>Include:</b> (a) the topic, (b) a statement of the research problem which includes justification of the importance of the problem, (c) the data you would gather to help gain insight into the problem, and (d) the significance of your study</p>
Class 2	<p><b>Introduction to Educational Research/Nature of Knowledge</b></p> <ul style="list-style-type: none"> <li>• What is a research report?</li> <li>• Who does research?</li> <li>• Why do we need to learn about research?</li> <li>• How can you trust the research you read?</li> </ul>	<ol style="list-style-type: none"> <li>1. JC (2012) Ch. 1, pp. 1-28</li> <li>2. LSS (2010) Chs. 1-2, pp. 1-52</li> </ol>	<ul style="list-style-type: none"> <li>• Reading Preparation #1 Due</li> <li>• Brainstorm list of possible research topics</li> </ul>
Class 3	<p><b>Types of Research</b></p> <ul style="list-style-type: none"> <li>• Characteristics of Various Paradigms <ul style="list-style-type: none"> <li>• Experimental</li> <li>• Qualitative</li> <li>• Mixed Methods</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. JC Ch. 2, pp. 29-56</li> <li>2. LSS (2010) Ch. 5, pp. 79-88</li> </ol>	<ul style="list-style-type: none"> <li>• Reading Preparation #2 Due</li> <li>• Continue to refine brainstorming regarding possible research topic/questions</li> </ul>

Date	Topic	Readings	Written Assignments
Class 4	<b>Reviewing Literature and Developing Research Questions</b> <ul style="list-style-type: none"> <li>• How to read research reports</li> <li>• How to identify parts of a research report</li> <li>• Sources of research ideas</li> <li>• What is a review of literature?</li> <li>• How do you conduct a search of the research literature?</li> <li>• Developing a research problem</li> <li>• Developing the purpose of the study</li> <li>• Developing research questions</li> </ul>	1. JC (2012) Ch. 3, pp. 57-84 2. LSS (2010) Chs. 3-4, pp. 53-78	<ul style="list-style-type: none"> <li>• Reading Preparation #3 Due</li> <li>• Begin process of narrowing topic</li> </ul>
Class 5	<b>Writing a Research Proposal and Research Ethics</b> <ul style="list-style-type: none"> <li>• How to write a research proposal</li> <li>• Sections of a research proposal</li> <li>• Ethical concerns</li> <li>• Institutional Review Board</li> </ul>	1. JC (2012) Chs. 4-5, pp. 85-128	<ul style="list-style-type: none"> <li>• Reading Preparation #4 Due</li> </ul>
Class 6	<b>Methods of Data Gathering, Measurement/Assessment, and Sampling</b> <ul style="list-style-type: none"> <li>• Types of Data Sources               <ul style="list-style-type: none"> <li>• Tests</li> <li>• Questionnaires</li> <li>• Interviews</li> <li>• Focus Groups</li> <li>• Observation</li> </ul> </li> <li>• Types of Sampling               <ul style="list-style-type: none"> <li>• Random</li> <li>• Nonrandom</li> <li>• Sample Size</li> </ul> </li> </ul>	1. JC (2012) Chs. 6, 8-9, pp. 129-160; 193-242	<ul style="list-style-type: none"> <li>• Reading Preparation #5 Due</li> </ul>

Date	Topic	Readings	Written Assignments
Class 7	<b>Validity in Quantitative, Qualitative and Mixed Research</b> <ul style="list-style-type: none"> <li>• Validity in Experimental Research               <ul style="list-style-type: none"> <li>• Internal Validity</li> <li>• External Validity</li> <li>• Construct Validity</li> </ul> </li> <li>• Trustworthiness in Qualitative Research               <ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Interpretive</li> <li>• Theoretical</li> </ul> </li> <li>• Legitimation in Mixed Methods Research</li> </ul>	<ol style="list-style-type: none"> <li>1. JC (2012) Ch. 10, pp. 243-280)</li> <li>2. LSS (2010) pp. 81-83; 184-185</li> </ol>	<ul style="list-style-type: none"> <li>• Reading Preparation #6 Due</li> </ul>
Class 8	<b>Selecting a Research Method: Experimental Designs</b> <ul style="list-style-type: none"> <li>• Characteristics of Experimental Research</li> <li>• True Experimental Design</li> <li>• Factorial Designs</li> <li>• Repeated-Measures Designs</li> <li>• Hot Wheels Lab I</li> </ul>	<ol style="list-style-type: none"> <li>1. JC (2012) Ch. 11, pp. 282-317</li> <li>2. LSS (2010) pp. 89-130</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Design Option #1 Due:</b> Expand the overview of your study and alter it to reflect how it might look if it were <i>experimental research</i>.</li> </ul>
Class 9	<b>Selecting a Research Method: Quasi-Experimental and Single-Case Designs</b> <ul style="list-style-type: none"> <li>• Characteristics of Quasi-Experimental Design               <ul style="list-style-type: none"> <li>• Nonequivalent Comparison Group Design</li> <li>• Interrupted Time Series</li> <li>• Regression-Discontinuity</li> </ul> </li> <li>• Characteristics of Single-Case Designs               <ul style="list-style-type: none"> <li>• A-B-A and A-B-A-B Designs</li> <li>• Multiple Baseline Design</li> <li>• Changing-Criterion Design</li> </ul> </li> <li>• Hot Wheels Lab II</li> </ul>	<ol style="list-style-type: none"> <li>1. JC (2012) Ch. 12, pp. 317-343</li> <li>2. LSS (2010) Chs. 8-9, pp. 131-178</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Design Option #2 Due:</b> Expand the overview of your study and alter it to reflect how it might look if it were <i>quasi-experimental research</i>.</li> </ul>

Date	Topic	Readings	Written Assignments
Class 10	<p><b>Selecting a Research Method: Qualitative Designs I (Phenomenology, Ethnography)</b></p> <ul style="list-style-type: none"> <li>• What is phenomenology?</li> <li>• How might a phenomenology look in relation to your research problem?</li> <li>• What is an ethnography?</li> <li>• How does an ethnography differ from other qualitative designs?</li> <li>• How might an ethnography look in relation to your research problem?</li> </ul>	<ol style="list-style-type: none"> <li>1. JC (2012) Ch. 14, pp. 375-394</li> <li>2. LSS (2010) pp. 179-190; 203-224</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Design Option #3 Due:</b> Expand the overview of your study and alter it to reflect how it might look if it were a <i>phenomenology or an ethnography</i>.</li> </ul>
Class 11	<p><b>Selecting a Research Method: Qualitative Designs II (Case Study, Grounded Theory)</b></p> <ul style="list-style-type: none"> <li>• What is a case?</li> <li>• Types of case study designs</li> <li>• How might a case study look in relation to your research problem?</li> <li>• Characteristics of grounded theory</li> <li>• What would your research problem look like as a grounded theory?</li> </ul>	<ol style="list-style-type: none"> <li>1. JC (2012) Ch. 14, pp. 395-408</li> <li>2. LSS (2010) pp. 191-198; 225-240</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Design Option #4 Due:</b> Expand the overview of your study and alter it to reflect how it might look if it were a <i>case study or a grounded theory study</i>.</li> </ul>
Class 12	<p><b>Selecting a Research Method: Mixed Methods</b></p> <ul style="list-style-type: none"> <li>• What is mixed methods research?</li> <li>• Types of mixed methods designs</li> <li>• Stages of the mixed research process</li> </ul>	<ol style="list-style-type: none"> <li>1. JC (2012) Ch. 16, pp. 427-448</li> <li>2. LSS (2010) pp. 199-202</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Design Option #5 Due:</b> Expand the overview of your study and alter it to reflect how it might look if it were a <i>mixed methods study</i>.</li> </ul>

Date	Topic	Readings	Written Assignments
Class 13	<b>Analyzing Data: Descriptive and Inferential Statistics</b> <ul style="list-style-type: none"> <li>• What are descriptive statistics? <ul style="list-style-type: none"> <li>• Graphic Representations</li> <li>• Measures of Central Tendency</li> <li>• Variability</li> </ul> </li> <li>• What are inferential statistics? <ul style="list-style-type: none"> <li>• Sampling Distribution</li> <li>• Hypothesis Testing</li> </ul> </li> <li>• How do we decide what statistics to use in a study?</li> </ul>	<ol style="list-style-type: none"> <li>1. JC (2012) Chs. 17-18, pp. 450-515</li> <li>2. LSS (2010) Appendix B pp. 267-278</li> </ol>	<ul style="list-style-type: none"> <li>• Reading Preparation #7 Due</li> </ul>
Class 14	<b>Analyzing Data: Qualitative and Mixed Methods</b> <ul style="list-style-type: none"> <li>• Segmenting, Coding, and Categories</li> <li>• Enumeration</li> <li>• Hierarchies</li> <li>• Identifying Relationships among Categories</li> <li>• Validating Findings</li> </ul>	<ol style="list-style-type: none"> <li>1. JC (2012) Ch. 19, pp. 515-545</li> <li>2. LSS (2010) pp. 199-202</li> </ol>	<ul style="list-style-type: none"> <li>• Work on final paper</li> <li>• Work on presentation</li> </ul>
Class 15	<i>Sharing Our Accomplishments</i> <ul style="list-style-type: none"> <li>• Oral presentations of research small groups</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Final paper and presentation due</li> </ul>

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.



## Assignments/Grades

Final grades for this course will be based on the following assignments worth a total of 200 points:

<b>1. Research Proposal</b>	<b>90 pts.</b>	<b>45%</b>
Introduction/Statement of Problem/Rationale	15 pts.	
Research Questions, Issues or Problems	5 pts.	
Methodology:		
Research Design	7 pts.	
Researcher Role	7 pts.	
Participants/Sample	7 pts.	
Site/Setting	7 pts.	
Data Sources/Materials/Measures	7 pts.	
Data Gathering Procedures	7 pts.	
Data Analysis Procedures	7 pts.	
Interrater/Intercoder Agreement	7 pts.	
Validity/Trustworthiness	7 pts.	
Rationale for Design	7 pts.	
<b>2. Design Options/Reading Preparations (12 @ 8 pts. each)</b>	<b>96 pts.</b>	<b>48%</b>
<b>3. Class Participation</b>	<b>14 pts.</b>	<b>7%</b>
<b>TOTAL</b>	<b>200 pts</b>	<b>100%</b>

### Grading Scale:

<u>Points</u>	<u>Percentage</u>	<u>Grade</u>
180-200	90-100%	A
160-179	80-89%	B
140-159	70-79%	C
< 140	< 69.9%	E

### Mid-term Grades

Students enrolled as undergraduate will receive a mid-term grade. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### Late Assignments

Late assignments may be penalized 20% of their total point value if turned in 24 hours following the due date. Further penalties may be assessed if turned in beyond that point. The instructor may return assignments for revision if they do not meet minimum requirements. The final grade in such instances will represent an average of the original and the revised grade. Exceptions may be made for students with extenuating circumstances, or for those with excused absences. Students who have problems with absences or completing assignments should contact the instructor as soon as the problem arises.

### Attendance

Your attendance and thoughtful participation are essential in this class! Unexcused absences will result

in the loss of 2 points (1%) from the final grade. For an absence to be excused, you must:

- 1) Email or call me before the start of class (or as soon as is reasonably possible) to let me know of your absence.
- 2) If you have an excused absence, you will have one week from the absence to provide with your official excuse.
- 3) Contact me to learn about what you missed and to arrange to make up any missed work

You also may be required provide documentation, depending on the nature of your absence (e.g., doctor's note). Official documentation must be presented to me within one week of an excused absence. The instructor may also excuse other absences at her discretion for unusual circumstances.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- a) serious illness;
- b) illness or death of family member;
- c) University-related trips;
- d) major religious holidays;
- e) other circumstances determined by the instructor to be "reasonable cause for absence".

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

### **Students with Special Needs**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

### **Statement on Academic Integrity/Plagiarism**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Plagiarism will result in a course grade of E and referral to the MSD or IECE Program Faculty for disposition.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## Course Assignments

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### 1. Research Proposal (45% of total grade, 90 pts.)

This is the integrative project for the course and is designed to help you learn how to think about, design, and defend a research proposal. It should be viewed as an *opportunity* rather than as a requirement (although you must complete it in order to pass the class). This opportunity may be used within doctoral programs in the Department of Curriculum and Instruction as preparation for your dissertation proposal defense if you so desire. Regardless, begin by thinking about a “foreshadowed question” (Malinowski, 1922, pp. 8-9). Such questions may arise from the theoretical literature, your own experience, or your own values. Your job is to begin by asking yourself, “What really interests me, puzzles me, and/or arouses my curiosity about literacy education?” In class we will learn about various design options, and you will have the opportunity to consider your research problem/issue/question from all design perspectives. **This proposal will reflect the design option you feel is best suited to study your research topic and the affiliated problem/issue/question.**

You may choose to organize the final product as a conventional proposal (as outlined below) or in a more unconventional manner that is negotiated with the professor.

#### A. Introduction/Background: (3-4 pages) (10%)

1. *Introduction and Statement of Problem/Rationale:* During this portion you will introduce the reader to your topic of study and your research question/issue/problem (i.e., What do I need to know?). **First**, introduce your reader to your question/issue/problem. **Then**, describe relevant research and theory to provide the background for your study. This brief review of literature should build toward the *need* for your study (i.e., the rationale). It is your goal at this point to build a convincing argument for your readers that the topic has educational significance and that there is a need for exploring the topic in detail (e.g., Why is this subject important? Why do I need to know this?). Thus, the writing is persuasive. **Finally**, you should clearly identify the research problem, issue, or research questions to be examined.

My evaluation will look for a well-defined and clearly articulated problem or issue that motivates your investigation. Generally, better written arguments will cite relevant literature that supports the need for investigation. By the end of this section readers should know what your research question/problem is and be convinced that it is important to study it in more depth.

#### B. Methodology: (whatever it takes) (20%)

In this section you will describe the methodology that is best suited for studying your research problem, issue, or question. Use the “language” and rhetorical structure that

is most appropriate for your research paradigm (of course).

1. *Research Design and Epistemological Assumptions.* It is essential in any report of research to describe the design of your investigation. By design, I mean the style of research (or the research tradition) into which your study falls. Examples of experimental designs might include a quasi-experimental design, a pretest-posttest control group design, a correlational design, etc. Examples of qualitative designs include: narrative/biography, phenomenology, grounded theory, ethnography, case study, etc. By describing the design of your study *and* the underlying assumptions undergirding your work you help your audience establish an anticipatory set for reading your work. Identifying your assumptions helps your reader identify the epistemological beliefs that you carried into the study.
2. *Researcher Role (if necessary).* In any investigation, qualitative ones in particular, it is essential to fully describe the role that you will assume as the researcher within your context (e.g., participant observer, nonparticipant observer). As you describe your role, you should provide appropriate citations that indicate which type of role you have will assume. This is also where you may feel that it is necessary to include your autobiographical roots (if it may help your readers understand the nature of your inquiry). The point for such information is to minimize distortion by identifying and describing the source of your interest in the subject.
3. *Participants/Sample/Population/Subjects.* Just as it is important to describe the nature of your own role and the assumptions that guided your work, it is equally important to provide a thorough description of those who will participate in your investigation. Such descriptions should include aspects such as age, gender, race, and ethnicity and other features relevant to your question of interest (e.g., socioeconomic status, social position, ability level, self-perception, etc.).
4. *Site (if necessary).* Again it is essential that your study describe your research site as completely as possible (e.g., Where will I find and gather the data?). Such descriptions help readers understand the context in which your participants dwell as it pertains to your question of interest. Interpretations of data vary substantially depending upon the context in which the data were collected. Thus, descriptions of these contexts are critical to interpretation and evaluation.
5. *Data Sources/Materials/Measures.* Here you are identifying and describing the kinds of data that will provide insight into your research questions. Therefore, your job is to describe your primary and secondary sources of data (or your materials/measures). Include not only descriptions of the types of data, but the amount of data collected within each format. For example, primary sources of data might include 2 videotaped discussions and 2 focal group interviews. Secondary

sources might include field notes from 5 observations, audiotaped class discussions, theoretical memos, descriptions of the site, photographs of the site, and student work samples. If your study warrants the use of materials or measures, this is the place where you will describe those measures in detail (i.e., what they measure, validity, reliability, etc.).

6. *Data Gathering Procedures/Procedures.* Provide a detailed description of how you plan to gather your data. This should reflect a step-by-step description of exactly how you will gather the data. Some researchers find it helpful to provide a timeline of all data gathering activity to accompany their prose descriptions.
7. *Analysis Procedures/Scoring.* This is a critical feature that is often oversimplified and written superficially by researchers. In this section you should describe the manner in which you plan to analyze all of your data. That is, you must go beyond merely mentioning that you “used grounded theory” or “analytic induction” or “ANOVA” (or whatever the name of the method) to analyze your data. You must explain, in detail, the *process* you plan to engage in as you try make sense of your data.
8. *Establishing Trustworthiness/Interrater Agreement/Interrater Reliability (if needed).* Interrater agreement is essential to experimental designs. However, establishing trustworthiness is a controversial topic in qualitative research. Whatever your views on this topic, within your report you should somehow address how (or whether) you plan to establish that your interpretations of the data will be credible. If you are planning an experimental study then describe the process that you will use to establish interrater reliability. If you are planning a qualitative study, there are several ways that qualitative researchers who value trustworthiness go about ensuring it (e.g., member checks, maintaining an audit trail, etc.). If you decide that trustworthiness is something that you value then you must describe how you attained it. If you decide that you do not value trustworthiness, then you must describe why you feel it is unimportant. Regardless, providing this information will assist you later on in your career (perhaps at a defense or at a conference).

### **C. Rationale for Methodology (whatever it takes) (10%)**

You must provide a rationale for why you have made each design decision you have described above. That rationale can be done as a separate section, but it may just be easier to build it into your discussion above. Should you choose to incorporate the rationale into the methodology be sure to have a separate subheading after each subheading (numbers 1-8 above) that identifies the rationale for each appropriate subheading. The rationale should provide sound, literature-based reasons for making the methodological decisions that you have made. Thus, I will be looking for methodological explanations and appropriate reference citations to support each decision.

**2. Design Options/Reading Preparations (48% of total grade, 96 pts., 12 assignments worth 8 pts. each)**

Each time we examine a new design you will be required to briefly overview what your research topic would look like if it were designed from this perspective. These pieces should be one-two pages in length. Include: (a) your research problem, question, or issue; (b) purpose statement; (c) an overview of the methodology that would be used that includes: participants/subjects, data sources/materials/measures, data gathering procedures/procedures, and data analysis procedures; and (d) the significance of the study.

The goal of these assignments is to help you think broadly about how your topic might be examined from multiple perspectives.

**Reading Preparations:**

At times there may be a reading preparation rather than a design option due. Those reading preparations will be described and provided in class. I expect that you will come to each class having read all required readings and prepared to participate thoughtfully each evening. Prior to each week's class meeting you will be required to complete a response in preparation for, or related to, the week's readings. We will use your preparations/responses in class each week to fuel our discussions about various literacy topics.

These preparations will be designed by the professor and handed out the week prior to the due date. Some will be written products others may be graphic organizers, or some other multimodal form of response. Each response will be collected and graded. It is hoped that these preparations will not only help you understand and prepare for the readings each week, but also engage you in the types of pre-reading activities you should be designing for your own students. These responses should show evidence of critical thinking, reflectivity, and an ability to integrate information. They should also use APA style and refer to course readings. If you are unprepared to participate responsibly in class, points will be deducted from your grade.

**Format for Written Responses**

As a preparation for each class meeting, you will be required to prepare a written response/summary of each reading required for that class. These responses/summaries will help you learn how to summarize and think about research. We will use your responses/summaries in class each week to fuel our discussions about various literacy topics.

Your responses do not need to be lengthy. In fact, they will work best if they are limited 2 typed (double-spaced, with 1-inch margins) pages.

2-page responses to assigned readings each week should address *key points*, *conflicts*, *synthesis*, and *personal commentary*:

- a. **Key Points:** Highlight the *key points* the author is making.
- b. **Conflicts/Critique:** There are several positions an author might take regarding the issues involved in describing theories and processes in reading. Think about what conflicts emerge for you as well as within your field of study (i.e., among researchers, among practitioners, and between researchers and practitioners). As you read, do you see any points of contention arising in conversation among researchers, teachers, theorists, and students? Also, think critically about the ideas by considering political, social, historical, and cultural aspects. That is, what elements might be influencing (or biasing) the author's perspective?
- c. **Synthesis:** Here you should endeavor to synthesize the readings and make connections between the assigned readings for the week. Such connections are known as "intertextual" connections. Well-written responses will also endeavor to make intertextual connections to previous course-related readings.
- d. **Personal Commentary:** Describe your own personal insights regarding the ideas/issues in the text. You might make connections to your own experiences as a reader, learner, teacher, or researcher.

### 3. Class Participation (7% of total grade, 14 pts.)

It is expected you will come to each class prepared to participate fully in class discussions and in class activities. Your contributions and insights are necessary for making the seminar/workshop successful. It is hoped you will view the format of this course as one in which constructive and collaborative exchanges of ideas can occur. Thus, it is expected you may at times disagree with the professor, your classmates, and the authors of our readings. Please feel free to politely and respectfully share any and all agreements and disagreements. It is only through critical discourse that we come to understand ourselves and others better. This is the heart of critical inquiry.

Part of our class participation will require that you react critically to your own, others', and the professor's work. This is expected. We will also need to work together to help one another learn and grow. It is also expected that you assist each other (and me) in that growth process.



Name \_\_\_\_\_

Each aspect of your final product will be assessed using the scoring rubric below. Final grades will be determined by summing scores given on all criteria. Scores for methodology will be doubled since it is worth 20% of your final grade. Thus, a total score of 90 will be possible. Final scores ranging from 81-90 will earn A's, final scores ranging from 72-80 will earn B's, final scores ranging from 63-71 will earn C's, final scores below 62 will earn an E.

	Introduction/Rationale (10%)	Methodology (20%)	Rationale for Design (10%)	Writing Style (Expected)
10-9 points	<ul style="list-style-type: none"> <li>• <i>Sophisticated</i> ability to situate the study within domain-specific theories and research</li> <li>• Able to summarize <i>and</i> synthesize key ideas/concepts/conflicts/issues throughout the rationale with a <i>high</i> degree of efficiency</li> <li>• <i>Clearly</i> elucidates the significance of the research problem, the need for the study, and the research questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Highly developed</i> explanation of the relationship between the selected research design and the problem/purpose/goal of the study</li> <li>• <i>Systematic and sophisticated</i> description of <i>all</i> aspects of the study's methodology (e.g., epistemology, research design, selection of participants, data sources, analysis, etc.)</li> <li>• Methodology and research design match research questions <i>extremely well</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sophisticated and thorough</i> explanation provided to describe the reasoning behind <i>every</i> methodological decision made in the methodology.</li> <li>• <i>Extensive and correct</i> reference citations are used to support the methodological decisions made.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Expert</i> use of APA style and format (e.g., grammar, coherence, reference citations, tables/graphs, use of quotes, etc.)</li> <li>• Demonstrates ability to write/communicate in a <i>skillful</i> manner</li> </ul>
8-7 points	<ul style="list-style-type: none"> <li>• <i>Acceptable</i> ability to situate the study within domain-specific theories and research</li> <li>• Able to summarize <i>and</i> synthesize key ideas/concepts/conflicts/issues throughout the</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation of the relationship between the selected research design and the problem/purpose/goal of the study at an <i>acceptable</i> level</li> <li>• <i>Acceptable</i> description of <i>all</i> aspects of the study's</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Adequate</i> explanation provided to describe the reasoning behind <i>every</i> methodological decision made in the methodology.</li> <li>• <i>Sufficient</i> reference citations are used to support the</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Acceptable</i> use of APA style and format (e.g., grammar, coherence, reference citations, tables/graphs, use of quotes, etc.)</li> <li>• Demonstrates ability to write/communicate in an</li> </ul>

	Introduction/Rationale (10%)	Methodology (20%)	Rationale for Design (10%)	Writing Style (Expected)
6-5 points	<p>research reviewed in rationale with a <i>moderate</i> degree of efficiency</p> <ul style="list-style-type: none"> <li>Elucidates the significance of the research problem, the need for the study, and the research questions at an <i>acceptable</i> level</li> <li>Some ability to situate the study within domain-specific theories and research</li> <li>Some <i>research summarized</i> that identifies key ideas/concepts/ conflicts/issues to build rationale</li> <li>Some ability to elucidate the significance of the research problem, the need for the study, and the research questions</li> </ul>	<p>methodology (e.g., epistemology, research design, selection of participants, data sources, analysis, etc.)</p> <ul style="list-style-type: none"> <li>Methodology and research design match research questions <i>adequately</i>.</li> <li>Some explanation of the relationship between the selected research design and the problem/purpose/goal of the study</li> <li>Partial description of <i>all</i> aspects of the study's methodology (e.g., epistemology, research design, selection of participants, data sources, analysis, etc.)</li> <li>Methodology and research design has <i>some incongruities</i> with research questions.</li> </ul>	<p>methodological decisions made.</p> <ul style="list-style-type: none"> <li>Some explanation provided to describe the reasoning behind <i>some</i> methodological decisions made in the methodology.</li> <li>Some or <i>sporadic</i> reference citations are used to support the methodological decisions made.</li> </ul>	<p><i>acceptable</i> manner</p> <ul style="list-style-type: none"> <li>Developing use of APA style and format (e.g., grammar, coherence, reference citations, tables/graphs, use of quotes, etc.)</li> <li>Developing ability to write/communicate effectively</li> </ul>

	Introduction/Rationale (10%)	Methodology (20%)	Rationale for Design (10%)	Writing Style (Expected)
4-0 points	<ul style="list-style-type: none"> <li>• <i>Little to no</i> ability to situate the study within domain- specific theories and research</li> <li>• <i>Little to no</i> research reviewed to support rationale, or research reviewed does not link to rationale</li> <li>• <i>Little to no</i> ability to elucidate the significance of the research problem, the need for the study, and the research questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Little to no</i> critical evaluation of the relationship between the selected research design and the problem/purpose/goal of the study</li> <li>• <i>Little to no</i> description of all aspects of the study's methodology (e.g., epistemology, research design, selection of participants, data sources, analysis, etc.), or aspects of the study's methodology are left out.</li> <li>• <i>Major incongruities or inconsistencies</i> exist between methodology, research design, and research questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Little to no</i> explanation provided to describe the reasoning behind <i>some</i> methodological decisions made in the methodology.</li> <li>• <i>Little to no</i> reference citations are used to support the methodological decisions made.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Little to no</i> awareness/ use of APA style and format (e.g., grammar, coherence, reference citations, tables/graphs, use of quotes, etc.)</li> <li>• <i>Little to no</i> ability to write/ communicate effectively</li> </ul>
<b>Final Score</b>				