School of Education

Research Program Mission Statement

The mission of the Research Program is to cultivate educator-scholars by providing graduate-level instruction and mentorship in writing, evaluating scholarly literature, collecting and analyzing data, and developing evidence-based recommendations. The Research Program promotes social justice, academic integrity, critical thinking, and effective communication.

<table>
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<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Spring, 2015</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC/COUN 6326</td>
</tr>
<tr>
<td>Title</td>
<td>Educational Research and Scholarly Writing</td>
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<tr>
<td>Section</td>
<td>Reading</td>
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<tr>
<td>Location</td>
<td>Katy/Spring HCC</td>
</tr>
<tr>
<td>Time</td>
<td>Thursday 5:00-8:00 PM</td>
</tr>
<tr>
<td>Name</td>
<td>Dr. Hyacinth Anomneze</td>
</tr>
<tr>
<td>Telephone</td>
<td>713 534-4195</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:anomneh@stthom.edu">anomneh@stthom.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>30 mins. before &amp; after class on Thursday</td>
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Prerequisites: None

Textbooks Required:


Course Description:
Designed to introduce graduate students in Education to scholarly writing and the research process. Topics include exploration of different literary styles in educational research, mastery of APA style, and analysis, synthesis, and critique of peer-reviewed literature.

Major Learning Outcomes:
By the end of this course, you will be able to:

1. Formulate research topics relevant to professional practice in education
2. Apply APA style to written work, in-text citations, and references

3. Analyze peer-reviewed research on an educational topic through the use of concept maps

4. Write essays in the narrative, expository, and persuasive modes on an educational topic

5. Summarize peer-reviewed research through the use of annotated bibliography.

6. Evaluate peer-reviewed research, as demonstrated in a literature synthesis.

**Professional Association Standards Guiding this Course**

The course objectives and outcomes of both research courses (EDUC/COUN 6326 and 6327) are consistent with the American Educational Research Association’s “Standards for Reporting on Empirical Social Science Research in AERA Publications” (AERA, 2006). The following areas are covered in the two-course research sequence and conform to AERA’s expectations.

1. Problem Formulation
2. Design and Logic
3. Sources of Evidence
4. Measurement and Classification
5. Analysis and Interpretation
6. Generalization
7. Ethics in Reporting
8. Title, Abstract, and Headings

**Social Justice Tenets Guiding this Course**

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

The Research Program encourages high-quality educational research that can help to improve the education—and thus the lives—of all people, particularly those who are disadvantaged, traditionally underserved, and at-risk. The Catholic social justice tenet **putting the needs of the poor and vulnerable first** underscores the importance of educational research that promotes the elimination of poverty and discrimination.
**Major assignments, due dates, and percentages of course grade**

Students must earn a letter grade of **B- or better** to receive credit for this Core class.

I. Written Assignments: 80% of grade

This is a reading- and writing-intensive course. The expectation is that, through guided reading and analysis of scholarly literature and repeated revision of writing samples, you will increase your proficiency in academic writing skills and will improve your ability to analyze and critique scholarly research. Each assignment builds on the next, as you develop a research topic through various modes of scholarly communication.

1. Topic identification and introductory paragraph (10%) – due January 25
2. Narrative essay (10%) – due February 1
3. Expository essay (10%) – due February 8
4. Concept map – article analysis (10%) – due February 15
5. Persuasive essay (10%) – due February 22
6. Annotated bibliography (10%) – due February 26
7. Literature synthesis (10%) – due March 1
8. Electronic portfolio of one revised assignment and self-reflection (10%) – due March 5

Details about each assignment are provided below, after the Course Schedule.

Assignments must be submitted to the instructor in Blackboard before 12:00 pm on the due date. **Please name the file Lastname_Firstname_intro** (for the introductory paragraph), **Lastname_Firstname_narrative** (for the narrative essay), etc. It is your responsibility to ensure that the instructor receives your documents. Five points per day will be deducted from any assignment turned in late.

All work must be written in APA style, using MS Word. Font must be Times New Roman, 12-point, and double-spaced, and margins must be 1-inch. Additional information will be provided in class and on Blackboard about the format and style of each assignment.

II. Participation and discussion: 100 points (20% of grade)

You are expected to attend all sessions and participate in all class discussions (including Discussion Board assignments, where relevant) in a professional manner. Any unprofessional behavior will result in zero credit for this portion of the grade.

If you miss one class period or one Discussion Board, you must meet with the instructor to discuss a plan for preventing future absences. Furthermore, if you miss a class or a Discussion Board, you will not receive participation credit for that class/Discussion Board, regardless of the reason for absence or non-participation. Please keep the instructor informed of any emergency circumstances before an absence occurs so that alternative plans can be arranged. More than one absence or missed Discussion Board may result in administrative withdrawal from the class.

You are expected to be punctual. More than one late attendance to class or late Discussion
Board response will result in zero credit for participation for that session.

**Note about Discussion Board:** Every student will have a Discussion Board post reviewed by the class during the in-class sessions (typically 2-4 per week). The purpose of this assignment is to give you the opportunity to get feedback on your writing style (not just your content) from your peers. It also provides the entire class with additional exposure to a wide variety of research topics and writing samples, which is helpful for learning about research and writing. It is expected that this activity will be treated with the utmost respect and that all students will be professional and courteous in their feedback.

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<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70 – 72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67 – 69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60 – 66</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; 60</td>
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**Student Accommodations**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary to ensure access to full participation by students with disabilities, the student must inform the instructor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students with special needs should inform the instructor within the first two weeks of class. Students must also contact the Office of Counseling and Disability Services (2nd floor of Crocker Center) by calling Dr. Rose Signorello at 713-525-3162 or Ms. Debbie Jones at 713-525-6953; the Office is open 8-5 Monday through Friday.

The accommodations will become official when the instructor receives official, written notification from the officer in charge of ADA compliance. Students should contact the instructor immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss any matters. All information will be confidential.
<table>
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<tr>
<th>Professional Standards of Behavior for Students and Faculty</th>
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<tr>
<td><strong>Academic integrity</strong></td>
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<tr>
<td>Master's-level students in the School of Education demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course.</td>
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**Plagiarism** involves taking credit for another person’s work. You must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends' work, buying papers online, re-using one's own work from previous classes, etc., all constitute plagiarism.

Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if you remain uncertain about the guidelines for using and citing source material after these issues are addressed in class, you should seek input from the instructor.

<table>
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<tr>
<th>Technology Requirements and Guidelines</th>
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<tr>
<td>This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at <a href="http://www.firefox.com">www.firefox.com</a> or <a href="http://www.google.com/chrome">www.google.com/chrome</a>.) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu).</td>
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Cell phones and other electronic devices must be turned off during class. If you need to take a call because of an emergency, you should alert the instructor before class, keep the phone on vibrate, and step out to take the call.

Laptops are permitted for note-taking. Use
Use of UST email accounts

You are encouraged to use your UST email account. The instructor may send messages to through BlackBoard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn't become overloaded (which can prevent you from receiving new emails).

Instructor availability

The instructor will be available for consultation during office hours and during scheduled appointments. It is strongly recommended you not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation time can be spent effectively.

Language diversity

The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The instructor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals.
## Course Schedule, Learning Outcomes, and Assignments

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Date</th>
<th>Instructional Focus</th>
<th>Learning Outcomes</th>
<th>Activities</th>
<th>Readings</th>
<th>Assignments and in-class work to turn in</th>
</tr>
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</table>
| 1 – C           | Jan 15 | Introduction to educational research and scholarly writing | 1 | ✓ Writing sample  
✓ Discussion of personal problem areas in writing  
✓ Review of strong and weak writing  
✓ Group critique of essay  
✓ Discussion of giving and receiving feedback | Text: Chapter 1  
APA: pp. 65-77 | Bring a copy of course syllabus and reading materials relevant to Learning Module 1 |
| 2 – A           | Jan 18 | APA #1: Grammar and mechanics refresher | 2 | ✓ Mini-lecture (Blackboard) | APA: pp. 77-86  
Reading 1 (linked in Blackboard) | Discussion Board 1  
Due January 18 |
| 3 – C           | Jan 22 | Research topics, thesis statements, and paragraphs | 1 | ✓ Review and group discussion of selected DB posts  
✓ Mini-lecture  
✓ Formulation of research topic  
✓ Development of introductory paragraph  
✓ Peer review 1 | Text: Chapter 3 | Peer review checklist 1 (in-class) |
| 4 – A           | Jan 25 | APA #2: Writing style refresher  
Library resources and databases | 2 | ✓ Mini-lecture (Blackboard)  
✓ Library resources overview – review website videos | APA: pp. 87-114  
Text: Chapter 10, Chapter 11  
Reading 2 (linked in Blackboard) | Discussion Board 2  
Introductory paragraph due January 25 |
| 5 – C | Jan 29 | APA style #3: Citations and references | 2 | ✓ Review and group discussion of selected DB posts ✓ Mini-lecture ✓ APA practice with source material ✓ Development of 1-2 narrative paragraphs ✓ Peer review 2 | APA: pp. 169-224 | Peer review checklist 2 (in-class) |
|       |       | The narrative mode | 2 | ✓ Mini-lecture (Blackboard) |          | Discussion Board 3  
**Due January 29** |
|       |       |                | 4 |               |          | |
| 6 – A | Feb 1 | APA style #4: Academic integrity | 2 | ✓ Review and group discussion of selected DB posts ✓ Mini-lecture ✓ Practice with analysis of journal articles ✓ Development of 1-2 expository paragraphs ✓ Peer review 3 | Reading 3 (linked in Blackboard) | Submit plagiarism tutorial certificate (from mini-lecture)  
**Narrative essay due February 1** |
<p>| 7 – C | Feb 5 | Analyzing literature | 3 |               | Text: Chapter 4 | Peer review checklist 3 (in-class) |
|       |       | The expository mode | 4 |               |          | |</p>
<table>
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<tr>
<th>8 – A</th>
<th>Feb 8</th>
<th>Concept mapping of journal articles</th>
<th>3</th>
<th>✓ Mini-lecture (Blackboard)</th>
<th>Reading 4 (linked in Blackboard)</th>
<th>Begin gathering sources for annotated bibliography</th>
</tr>
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<tbody>
<tr>
<td>Expository essay due February 8</td>
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| 9 – C | Feb 12 | Analyzing quantitative and qualitative journal articles | 3 | ✓ Review and group discussion of selected DB posts ✓ Mini-lecture ✓ Concept map practice | Text: Chapter 5, Chapter 6 | Discussion Board 4 Due February 12 |

| 10 – A | Feb 15 | Summarizing research: The annotated bibliography | 5 | ✓ Mini-lecture (Blackboard) ✓ RefWorks review | Text: Chapter 7 | Concept map due February 15 |

Continue gathering sources for annotated bibliography

| 11 – C | Feb 19 | The persuasive mode | 4 | ✓ Review and group discussion of selected DB posts (as needed) ✓ Mini-lecture ✓ Development of 1-2 persuasive paragraphs ✓ Peer review 4 | Peer review checklist 4 (in-class) |
| 12 – A | Feb 22 | Critical thinking and developing an argument | 4 | ✓ Mini-lecture ✓ Electronic portfolio procedures | Reading 5 (in Blackboard) – consider your position on the issue presented in the article, in preparation for a class debate. | Persuasive essay due February 22 |
| 13 – C | Feb 26 | Evaluating and synthesizing literature | 6 | ✓ Review and group discussion of selected DB posts (as needed) ✓ Mini-lecture ✓ Discussion of Reading 5 – class debate | Text: Chapter 8 | Annotated bibliography due February 26 |
| 14 – A | Mar 1 | Course wrap-up | | | | Literature synthesis due March 1 |
| Finals – A | Mar 5 | | | | | Electronic portfolio due March 5 |

C = In-class sessions; A = At-home modules/assignments

*The instructor reserves the right to make changes to this syllabus during the semester. Please check Blackboard on a regular basis for updated information, announcements, and handouts.*
Description of Assignments

General: All assignments must be labeled (on the first line of text) with a title, your name, and the date on which it was submitted (see example). **Citations and references, when used, should be in APA style.** Cover pages and running heads are not required except for the annotated bibliography and literature synthesis.

I. Topic Identification and Introductory Paragraph: You will select an educational topic that meets the following criteria:
   1. You are interested in the topic.
   2. You have personal experience with the topic.
   3. The topic is current (i.e., it is something that has current relevance for education).
   4. The topic is researchable (i.e., articles have been written about this topic).
   5. There is more than one viewpoint on the topic (i.e., not everyone feels or thinks the same thing about the topic).

Having chosen this topic, you will write a scholarly paragraph of 5-8 sentences that introduces a topic and a position (thesis statement), provides supporting evidence, and concludes with a general impression that could form the basis of additional paragraphs. The paragraph should “grab” the reader’s attention and spark interest in the topic.

Be sure to pick a topic that you are interested in! Various aspects of this topic will form the basis of all of your writing this semester. The purpose of focusing on a single topic is to help you develop expertise in a specific educational area.

II. Narrative Essay: Using the same topic selected for the Introductory Paragraph (or a narrower aspect of this topic), you will write a 3-page essay in which you will tell a personal story about your experience with the topic.

III. Expository Essay: Using the same topic (or a narrower aspect of the topic), you will write a 3-page essay providing information about and explaining the topic. At least one APA-style reference is required.

IV. Concept Map: You will select a journal article about your topic. Using the guidelines provided in class, you will create a concept map of the main points or elements of the journal article, including the relationships among them.

V. Persuasive Essay: Using the same topic (or a narrower aspect of the topic), you will write a 3-page essay in which you take a position on the topic, provide supporting evidence (examples, testimony, and/or statistics), examine and respond to contradictory views, and form a conclusion that persuades readers to adopt your position. At least two APA-style references are required.

VI. Annotated Bibliography: You will select four recent (< 10 years old), peer-reviewed journal articles on the topic. The articles selected should be related to each other in terms of focus so that, together, they tell a “story” about the topic. The findings of the articles do not necessarily need to be consistent, but there should be coherence among the articles. For each article, you will write a summary that includes factual information (e.g., the method and results of a study) as well as your own impressions (e.g., the credibility of the source, strengths and limitations of each study, how the article fits with other research on this topic—comparing and contrasting, and the implications or utility of the findings). In other words,
you will both summarize and evaluate each article that you annotate. Please include an APA cover page and running head.

VII. Literature Synthesis: Using the information and impressions that you have gathered in the annotated bibliography, you will write a synthesis of the literature you have annotated and draw conclusions about the topic based on this literature. (You are not expected to have examined every reference on the topic; your conclusions should be drawn from the four articles that you have included in the annotated bibliography). The synthesis should include an introduction to the topic, a review of evidence related to the topic, and a conclusion based on this evidence, as well as identification of at least two issues for future research on this topic (e.g., unanswered questions). Please include an APA cover page, running head, and reference page with APA references. This assignment should be 2-3 pages, minimum.

VIII. Electronic portfolio: Select one of the products you have created in this course. Using the feedback that you have obtained on these products, revise and publish this work in an electronic portfolio. Include the original draft, a one-page self-reflection about the process of revision, and the final (revised) draft. Note that there is no separate rubric for the electronic portfolio; the rubrics for the individual assignment will be used to the revised product.