Research Program Mission Statement

The Educational Research Program mission is to develop well-rounded scholar-practitioners in the field of education who uphold the social justice tenets of subsidiarity, the dignity and rights of children, and the right to an education—with special emphasis on the needs of the poor and vulnerable. The goal and the supporting principles will be accomplished by developing students who understand how to conduct practical research in an ethical, self-reflective, collaborative way to effect systemic positive change that serves the students, school, and/or community.

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<tr>
<th>Course</th>
<th>Instructor</th>
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<tr>
<td>Semester</td>
<td>Name</td>
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<tr>
<td>Spring 2016</td>
<td>Deborah Masterson, Ed. D.</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
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<tr>
<td>COUN 6326 KK31 hybrid</td>
<td>(281) 248-3763</td>
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<tr>
<td>Title</td>
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<tr>
<td>Educational Research and Scholarly Writing</td>
<td><a href="mailto:mastersd@stthom.edu">mastersd@stthom.edu</a></td>
</tr>
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<td>Section</td>
<td>Office Hours</td>
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<td>2878</td>
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Prerequisites None

Textbook Required

Textbook Recommended

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.
**Evaluating the Course: IDEA Course Objectives**

The research program and your instructor greatly value feedback. In addition to providing informal feedback throughout the course, you are strongly encouraged to complete the end-of-course evaluation. This is one of the main ways we have to assess the quality of the course (and the instructor) and make improvements. The University of St. Thomas uses IDEA Center’s evaluation. As part of this evaluation, you will be asked to rate how effective the course and the instructor were for helping you achieve the following objectives.

**Please be thoughtful in your evaluation and provide suggestions for improvement.** We strive for a 100% response rate, with reliable and valid responses!

- Learning to **apply course material** (to improve thinking, problem solving, and decisions).
- Developing skill in **expressing oneself** orally or in writing.
- Learning how to **find and use resources** for answering questions or solving problems.
- Learning to **analyze and critically evaluate** ideas, arguments, and points of view.

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**Student Learning Outcomes**

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

1. Apply APA style to written work, in-text citations, and references.
2. Formulate research topics relevant to professional practice in education and/or counseling.
3. Analyze peer-reviewed research through the use of concept maps.
4. Write essays in the narrative, expository, and persuasive modes on educational and/or counseling topics.
5. Summarize, evaluate, and synthesize peer-reviewed research through the use of annotated bibliography and literature synthesis.

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**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.

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. Group/Partner Work and Participation: 50% of grade

The assignments below are briefer assignments designed to give you practice building the core skills that will be assessed in the major assignments.

1. Mini-essay on Ravitch (2010) article, with group review in class (5%)
2. Mini-essay on Schroth (2012) article, with group review in class (5%)
3. Concept map analysis of Gorski article, with class discussion (5%)
4. Concept map analysis of two peer-reviewed journal articles (student’s choice) (5%)
5. Critical thinking concept map (5%)
6. APA quiz (5%)
7. Participation activities (20%): Class attendance (including peer review in class); Orientation quiz; Self-assessment survey (pre and post); Grammar quiz (pre and post); Plagiarism tutorial certificate; RefWorks screen shot – See Blackboard for due dates.

Details about each assignment are provided below, after the Course Schedule. Please see the Instructions for Submitting Work (below) for information on formatting, etc.

Frequent visits to Blackboard are encouraged. You should log in at least 2-3 times a week to check Announcements, review feedback, etc. If you have not logged in at some point during the first week of class, you can be dropped from the class. In addition, if you do not attend class the first week, you can be dropped from the class.

II. Major Assignments: 50% 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. Professional philosophy/narrative essay (5%)
2. Expository essay (5%)
3. Persuasive essay (5%)
4. Annotated bibliography and literature synthesis (15%), with facilitated discussion (5%)
5. Electronic portfolio of one revised assignment and self-reflection (15%)

Details about each assignment are provided below, after the Course Schedule. Please see the Instructions for Submitting Work (below) for information on formatting, etc.

<table>
<thead>
<tr>
<th>Instructions for Submitting Work</th>
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<tbody>
<tr>
<td><strong>Using Blackboard</strong></td>
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<tr>
<td><strong>APA Style</strong></td>
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<td><strong>Naming files</strong></td>
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<td><strong>Late submissions</strong></td>
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than one late submission without an approved excuse will result in zero credit for the assignment.

In addition, failure to complete any assignment will result in a zero for the assignment grade and a one-half grade decrease of your final grade (e.g., if your final grade was a B, you would receive a B-). If you miss one assignment, please speak with the instructor to discuss a plan for preventing future missed work.

Grading Policy

Grading is done in accordance with the course rubrics (see Rubrics folder in the Start Here menu in Blackboard). Final numeric grades (0-100) will be rounded to the nearest integer (i.e., rounded up for grades with decimals .50 and above).

<table>
<thead>
<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>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83 – 86</td>
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<td>B-</td>
<td>2.7</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77 – 79</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>73 – 76</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70 – 72</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>67 – 69</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>60 – 66</td>
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<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 Crooker 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. All information will be confidential.

### Professional Standards of Behavior for Students and Faculty

**Academic integrity**

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.

**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, you should seek input from the instructor.

**Technology Requirements and Guidelines**

This course relies heavily on Blackboard, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at [www.firefox.com](http://www.firefox.com) or [www.google.com/chrome](http://www.google.com/chrome).) Please familiarize yourself with Blackboard through the tutorial (in the Start Here menu).

Additional information about technology requirements, skills, and Netiquette can be
found on the Start Here page in Blackboard.

<table>
<thead>
<tr>
<th><strong>Use of UST email accounts</strong></th>
<th>You are required to use your UST email account. The instructor may send messages 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).</th>
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<tr>
<td><strong>Instructor availability</strong></td>
<td>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.</td>
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<tr>
<td><strong>Language diversity</strong></td>
<td>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.</td>
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<tr>
<td>Week</td>
<td>Module #</td>
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<tr>
<td>1</td>
<td>Orientation</td>
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<td>1</td>
<td>Introduction to educational research and scholarly class</td>
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<tr>
<td>2</td>
<td>Grammar, mechanics, and writing style home</td>
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<td>2</td>
<td>APA style class</td>
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<tr>
<td>3</td>
<td>Academic integrity home</td>
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<td>3</td>
<td>Research topics, thesis statements, and paragraphs; class</td>
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<td>Professional philosophies</td>
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|6  | Library resources and databases; Concept mapping | home | Complete outline of professional philosophy, narrative/essay (in class). (Bring to class on 2/9.)  
|   |   |   | Additional Resources: In-class activity

|   |   |   | View library resources website, include the ERIC tutorial.  
|   |   |   | View RefWorks tutorial.  
|   |   |   | Create RefWorks account.  
|   |   |   | Begin searching for articles related to your research topic and place them in your RefWorks account.  
|   |   |   | Take a screenshot of your RefWorks account with at least one article saved in a folder labeled with your research topic title; make sure that the title of the article and the title of the folder are visible, as these images will provide your instructor with your initial research topic.  
|   |   |   | Mini-lecture: Concept mapping.
|   |   |   | Reading: Gorski (2008) article.
|   |   |   | Submit concept map of Gorski (2008) article. (Also bring copy to class on 2/9.)  
|   |   |   | Additional Resources: How to resources; free online mapping tools

|4  | The narrative mode | class | Mini-lecture: Narrative mode  
|   |   |   | Reading: APA - pp. 169-224; Sample professional philosophy/narrative essay  
|   |   |   | Discussion of the sample essay (in class).  
|   |   |   | Bring copy of concept map to class for discussion.  
|   |   |   | Bring draft of professional philosophy/narrative essay for peer review (in class).  
|   |   |   | Submit peer review of partner's draft to partner (in class).  
|   |   |   | Quiz: Professional Philosophy/Narrative Essay Self-Quiz (in class) **Note:** First read the Sample Narrative Essay.  
|   |   |   | Additional Resources: Peer Review checklist; Sample Narrative Essay

|8  | Analyzing scholarly literature | home | Mini-lecture: Analyzing a journal article  
|   |   |   | Mini-lecture: Evaluating quantitative articles  
|   |   |   | Mini-lecture: Analyzing qualitative articles  
|   |   |   | Reading: Booker & Mitchell (2011) article; Washington (2008) article

2/7/16

2/9/16

2/14/16
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5</td>
<td>11</td>
<td>The persuasive mode</td>
<td>Mini-lecture: Persuasive mode&lt;br&gt;Reading: Sample persuasive essay&lt;br&gt;Discussion of sample persuasive essay (in class).&lt;br&gt;Bring draft of persuasive essay for peer review (in class).&lt;br&gt;Submit peer review of partner's persuasive essay draft to partner (in class).&lt;br&gt;Persuasive Essay Self-quiz</td>
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<tr>
<td>6</td>
<td>12</td>
<td>Summarizing research - the annotated bibliography</td>
<td>Mini-lecture: Writing an annotated bibliography&lt;br&gt;Reading: Sample annotated bibliography&lt;br&gt;Submit revised persuasive essay.&lt;br&gt;Additional Resources: Sample Annotated bibliography</td>
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<tr>
<td>7</td>
<td>13</td>
<td>Evaluating and synthesizing research</td>
<td>Mini-lecture: Evaluating and synthesizing literature&lt;br&gt;Submit annotated bibliography.&lt;br&gt;Conduct facilitated discussion (in class).</td>
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</table>
| 14 | Course wrap-up | home | • Complete self-assessment survey (full credit for participation).  
• Complete grammar quiz (full credit for participation).  
• Complete course evaluation if you have not done so already.  
• Submit electronic portfolio website (during finals week). |

*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.*

*Note.* This is a fast-paced course that generally requires more than one assignment to be submitted each week. A typical week will involve drafting an assignment before the class day, attending class on the designated day, completing a separate assignment (concept map, etc.) and turning it in within a couple of days of the class day, and revising the draft and submitting it prior to the next class day. Please keep up with the deadlines to ensure timely submission of work!
Description of Assignments

General: All written assignments must be in APA style and should include a cover page, page numbers, running head, and title. (Note that the checklists and quizzes do not need to include a cover page, etc., but should include your name) Citations and references, when used, should be in APA style. Note that all assignments except for the narrative essay/professional philosophy focus on the same topic (i.e., the topic that you select for your expository essay).

I. Professional Philosophy and Narrative Essay: Following the guidelines for writing a teaching philosophy or counseling philosophy discussed in the learning module, you will write a 3-page essay (with at least one APA-style reference) in which you do the following:

   1. Describe your own professional philosophy in 1-2 paragraphs.
   2. Present some background information about 1-2 key elements of your philosophy, such as the theorists and values associated with these elements.
   3. Tell a story about your experiences with your professional philosophy. For example, if a key aspect of your teaching philosophy is that students have different learning styles (e.g., Kolb), you should recount an example of how you have addressed this aspect of your philosophy in your own classroom. Alternatively, if a key aspect of your counseling philosophy is that emotional changes are the result of changes in thinking (e.g., Beck), you should recount an example of how you have integrated this aspect of your philosophy in your counseling experience. **Note: Counseling students may choose to write either a teaching philosophy or a counseling philosophy.

II. Expository Essay: Select an educational or counseling-related 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).

   It is important that you choose a topic that you want to know more about, as this topic will be the foundation of the remaining major writing assignments in the course.

   Using this topic, you will write a 3-page essay providing information about and explaining the topic. At least one APA-style reference is required.

III. Persuasive Essay: Using your 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.

IV. Annotated Bibliography and Literature Synthesis, and Facilitated Discussion: You will select four recent (< 10 years old), peer-reviewed journal articles on the topic you have been writing about in this course. The articles selected should be related to each other in terms of focus so that, together, they tell a “story” about the topic. You should include the two articles you used in the concept map assignment (see below), plus two additional articles.
The findings of the articles do not necessarily need to be consistent, but there should be coherence among the articles. For each article, copy the abstract from the article. For your annotation of each article, summarize the key points, findings, and/or conclusions that are of particular importance to your topic. In particular, include 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, and how the article informs or is helpful to your work/research). In other words, you will both summarize and evaluate each article that you annotate.

In addition, you must include an article that shows contradictory findings/conclusions or presents a different perspective from the other three articles. After all articles have been annotated, synthesize the findings/conclusions of the articles. See “Annotated Bibliography Example” in Blackboard for more details on writing the synthesis as well as the format for the annotated bibliography.

The facilitated discussion involves providing a short summary of your topic, your research question, and the main findings of your annotated bibliography in the form of a brief (6-8 slide) PowerPoint presentation to the class. You will then provide an engaging activity, discussion questions, scenario-based prompt, or other experience to foster discussion among your group. You should craft an activity or questions that engage your classmates and solicit their personal experiences, perspectives, and recommendations.

V. Electronic portfolio: Select one of the products you have created in this course that you feel needs the most revision. Using the feedback that you have obtained on these products, revise this work for an electronic portfolio. In one document, include the original draft (with instructor comments), the final (revised) draft, and a 1-2-page self-reflection about the process of revision. Note that there is no separate rubric for the electronic portfolio; the rubric for the individual assignment will be used to grade the revised product.

VI. Group review of mini-essays: After reading each of two articles linked in Blackboard, you will write a 3-paragraph mini-essay that provides your opinion on the article’s topic and gives at least two examples (including one from your personal experience) supporting your opinion. Be sure to include a clear thesis statement that emphasizes your main idea (i.e., your opinion) and highlight this sentence. Mini-essays will be discussed in class.

VII. Peer reviews: You will submit a draft of each essay (philosophy/narrative, expository, persuasive) for peer review. Using a feedback checklist (linked in Blackboard), you will provide feedback to your peer review partner on his or her essays. The purpose of these assignments is to support each student’s growth as a writer and to provide exposure to different viewpoints and writing styles. Note: Partners will be chosen by the end of the second week of class.

VIII. Concept Maps: Three concept maps are included in this course to provide practice in analyzing scholarly literature. In each concept map, you should include information from the literature review (including the research question/hypothesis), method, and results for each article.
  a. In the first concept map (Gorski, 2008, article), which focuses on text analysis, you will read a peer-reviewed journal article selected by the instructor (and linked in Blackboard) and then create a concept map of the article’s main points. In addition to submitting your concept map online, you will bring your concept map to class for discussion.
b. In the second concept map, which is designed as preparation for the annotated bibliography, you will select two peer-reviewed, empirical journal articles about your topic, one describing the results of a qualitative study and one describing the results of a quantitative study. You will then create a concept map of the main points or elements of each journal article as well as the relationship between the two articles. No peer responses are required for this concept map. Note: You should select articles that you can use in your annotated bibliography.

c. In the third concept map (Tozzi, 2015, article; Hair et al., 2015, abstract), which focuses on critical thinking, you will read two related texts selected by the instructor (and linked in Blackboard). You then will create a concept map that includes the main points of both texts (and the relationship between the texts), one unanswered question related to the topic of the texts, and one original recommendation (e.g., for future research, for policy, or for practice) based on the texts.

IX. Participation activities: In addition to those listed above, there are very short assignments such as quizzes (including the APA quiz), surveys, and tutorials, as well as participation in class discussion. Please follow the instructions provided in Blackboard for these assignments.