



UNIVERSITY OF CENTRAL FLORIDA

COLLEGE OF COMMUNITY INNOVATION AND EDUCATION

EDH 7040: RESEARCH ON THE COLLEGE STUDENT [3 credit hours]

SYLLABUS

Class Sessions: Weekly: 6:00-8:50 pm. When noted, some sessions may be asynchronous online study in Canvas with scheduled course readings, online activities, and discussion questions.

Course Prerequisites: **Admission to Ed.D Program in Higher Education**

Full Description: This course provides participants a foundation in educational research design as demonstrated by college student research, theory, and practice. Topics explored include, but are not limited to, college student characteristics, college environments, choice, student development, attrition, persistence, cognitive and affective development, student success, diversity, general outcomes, research methods, research design, and data gathering methods and analysis. An understanding and knowledge of these topics is a vital prerequisite for anyone interested in college and university administration and/or in advanced research on students in higher education. **One focus of the course is to promote academic integrity and responsible conduct of research (RCR) among students.**

Catalog Course Description: Introduction to the theoretical concepts and research findings related to student characteristics, college environments, choice, student development, attrition, persistence, cognitive and affective development, and general outcomes.

BOOKS, MATERIALS AND OBJECTIVES

(All three books are required and will be used frequently; however, used copies of the books may be available.)

- Creswell, J. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*, (4th ed.). Thousand Oaks, CA: Sage. (We will also use the free companion website for this book: <http://www.sagepub.com/creswellrd4e/study/default.htm>)
- Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., Wolniak, G. C., Pascarella, E. T., & Terenzini, P. T. (2016). *How College Affects Students: 21st Century Evidence that Higher Education Works, Vol. 3*. San Francisco, CA: Jossey-Bass.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other Sources Posted Online in WebCourses:

- A few journal articles and excerpts from Stage, F. K., Carter, D. F., Hossler, D., & St. John, E. P. (Eds.). (2003). *ASHE reader series: Theoretical perspectives on college students* (2nd ed.). Boston, MA: Pearson.
- Other research articles and literature reviews.
- Dissertations related to research on college students.

Course Learning Objectives: Upon completion of this course, students will be able to:

1. Demonstrate a broad conceptual understanding of quantitative, mixed-methods and qualitative research methods used in the social sciences.
2. Demonstrate critical thinking skills – especially in the area of research design and analysis.
3. Demonstrate knowledge of ethical concerns in research using discussion of case-based scenarios to address the following areas:
 - a. Avoiding plagiarism – includes paragrasing, quoting, plagiarism, and self-plagairism.
 - b. Attributing authorship - includes collaborative scholarship, the appropriate assignment of credit to the collaborators, and ethical considerations.
 - c. Integrity in data collection - includes fabrication and falsification of data.
 - d. Personal integrity in an academic setting - includes conflicts of interests, integrity in face-to-face and online examinations, and respectful and professional behavior when interacting with others.
4. Develop expertise in planning, conducting and writing scholarly literature reviews, and research reports, as well as identifying areas for current and future research.
5. Design and implement an action research project in the area of interest in the social sciences, including but not limited to developing appropriate research methods, and research questions, choosing population and sample, and planning data gathering and analysis,
6. Identify and differentiate characteristics of today’s college students, based on scholarly research.
7. Understand the dynamic, symbiotic relationship between student development-related theories and college learning and development.
8. Demonstrate understanding of the impact of various outcomes of higher education on a diverse spectrum of students, including, but not limited to, those who are under-represented, adult learners, veterans, people of color, learners of international origin, learners who identify as LGBTQ sexual orientation, learners with disabilities, and more.

Note: Completing this course successfully will exempt students from the four face to face workshop requirements on academic integrity and the responsible conduct of research required by the College of Graduate Studies. However, you will still need to complete the Collaborative Institutional Training Initiative (CITI) on-line course before becoming a doctoral dissertation candidate (entering dissertation hours/EDH 7980). [As listed below, this CITI Training is a requirement of this course.]

COURSE ASSIGNMENTS AND GRADING

Course Assignments		
<i>There is a “Rubrics file” posted in Webcourses. It has rubric for each assignment.</i>		
Assignments/Activities	Due Date	Grade %
#1 Course Discussion, Participation & Preparation	Weekly	10%
#2 Presentation of selected article from course list	Week 3-15	15%
#3 Higher Ed Action Research Project Elements		
3A IRB: CITI Training	Week 3	10%
3B Topic of Interest Draft Need/Problem Statement	Week 3	5%
3C Mini-Literature Review <i>and</i> In-Class Literature Map Presentation	Week 6	10%
3D Project Abstract	Week 7	15%
3E Roundtable/Discussion Group Presentation	Week 10	15%
3F Final Research Project Paper (Results included)	Week 13	20%
Maximum Possible Grade Total		100%

Assignment 1. Completion of Assigned Readings and Participation in Discussions.

DUE DATE – Each week, all media included, whether the class is online or face to format.

Evaluation Criteria (10 points) - See the separate file of Assignment Rubrics.

This is a graduate level seminar. As such, you are expected to assume major responsibility for actively and thoughtfully contributing to each class. Therefore, you are responsible for completing the required readings in advance of the designated class meeting. You will also be expected to contribute actively and positively to discussion topics throughout the semester. Active and positive engagement in class is one means of learning new material and of considering/developing your professional and intellectual position regarding those ideas and concepts.

Assignment 2. Presentation of Research Article (these are posted online in Webcourses)

DUE DATE – Weeks 3-14

Evaluation Criteria (15 points) – Pass/Fail with instructor feedback

You will sign up to present one of the articles to the class in a creative manner, which fosters understanding, discussion and reflection. The presentations will be scheduled weekly beginning with week 3 and should not exceed 15 minutes. Not more than ½ the time should be spent explaining the reading. The majority of the time should engage the class in considering the meaning, research issues, application and interpretation. Think “critical thinking” and “engaged pedagogy”!!

Assignment 3. OVERVIEW Higher Education Mini-Action Research Project Elements

In one semester, this Higher Education Mini-Action Research Project provides learners with first-hand experience, from beginning to end, of a small research project. Rather than solely theoretical discussions of research, active engagement in a research project provides greater understanding of the dynamic and regulatory considerations embedded in this exciting endeavor.

To make the assignment more manageable for learners, the project is divided into five separate elements which students complete and submit in sequence using the designated online assignment space in WebCourses/ Canvas. This assignment design and structured approach also provides clarity about educational research, including the planning, requirements, stages, and process which need to be navigated. Below, the elements are explained and due dates listed.

3A. IRB: CITI Training (10 pts)

Due Date: 9/10/2018

Evaluation: Grading criteria based on on assignment rubric, timely submission of assignment and all the stated elements.

Complete the CITI Training (<http://www.research.ucf.edu/Compliance/irb.html>) to learn about protecting human subjects and gaining access to submit studies to IRB. Submit PDF of your training summary to receive credit. [Be aware that you must keep this CITI Training current; it expires in three years. You must complete it and it must be current in order for you to become a doctoral dissertation candidate and commence dissertation hours/EDH 7980.]

3B. Topic of Interest and Draft Need/Problem Statement (5 pts)

Due Date: 9/10/2018

Evaluation: Grading criteria based on on assignment rubric, timely submission of assignment and all the stated elements.

This first step of the assignment includes a brief description of the topic you intend to explore and research this semester, as well as a problem statement. Review the course text and related materials to learn what should be included in a Need/Problem Statement.

You have the freedom to select any topic related to our course, Research on College Students, for your extended action research project. I encourage students to consider this a

valuable opportunity to select an area they think they might want to explore further or test for viability as their dissertation topic. **At the same time, do not put extreme pressure on yourself.** This assignment is only for one semester; there is no requirement to pursue it for your future work.

3C. Action Research Mini-Literature Review & In-Class Literature Map Presentation (10 pts)

Due Date both items: 9/24/2018

Evaluation: Grading criteria based on on assignment rubric, timely submission of assignment and all the stated elements.

- (1) Write and submit a **Mini-Literature Review** for your action research project. The Mini-Literature Review must include the following essentials within maximum 4-6 pages:
 - Depth of literary research, understanding, insight, and reflection as illustrated in overview of essential peer reviewed research sources related to your topic.
 - Logical literature review including synthesis of themes and discussion of divergent issues.
 - Understanding of research design by proposing an appropriate design and sampling strategy with support from the literature.
 - Understanding of essential elements of data gathering and analysis by including a basic plan and providing support where needed.
 - Presentation of substantial recommendations for the significance of the research project.

- (2) Present and discuss **Literature Map** of your action research project in class. Students will facilitate a roundtable presentation to discuss the findings of your literature review and your proposed topic with your classmates through a literature map. NOTE: Creswell discusses literature maps.
 - This discussion should be interactive and engage student colleagues in exploring your topic and offering suggestions for additional literature, participant selection, research design, or analysis methods.
 - No PowerPoint presentations, allowed!
 - Essential elements which are evaluated in the rubric for this assignment include:
 - Clarity of presentation, ability to articulate significant research need, significance, and context.
 - Engagement of class participants; accurate information; well organized materials and delivery.

Creating a Literature Map!

Based on the work you have completed to prepare your literature review, develop the literature map of the studies on your topic. Include in the map the proposed study and draw lines from the proposed study to branches of studies in the maps so we can easily see how your proposed study will extend existing literature.

3D. Action Research Project Abstract (15 pts)

Due Date: 10/8/2018

Evaluation: Grading criteria based on on assignment rubric, timely submission of assignment and all the stated elements.

Students will write and submit a complete research proposal abstract for their action-research project. The APA 6th edition manual has complete information as to what needs to be included in this abstract. Additionally, every research article read for this class has an abstract which can be reviewed. The difference between what you submit at these abstracts is that your project has not been completed yet- therefore you do not have findings. Your document is a Research **Proposal** Abstract.

You will submit a one page document which describes *WHAT YOU INTEND TO STUDY*.

- Abstract (General Topic area)
 - Problem/Need you are addressing: Do you know it from your experience? From your reading? Tell us in the abstract.
- Purpose of the study: SO WHAT? What difference will it make?
- Research questions you will address: What are you investigating?
- Research method you expect to use (and describe it in one or two sentences).
- Data analysis method you plan to use: Just list the name right now.
- Participants you will study: which people, organizations, etc.
- How will you select them? (Convenience sample, purposeful sample, volunteer sample... these fit most of our action research projects). Look up the definitions in the book to see which sample term fits what you intend to do.
- Data analysis method you plan to use: Just list the name right now.

Essential elements evaluated in the rubric for this assignment include

- Ability to include all essential elements for an abstract (per APA 6th edition).
- Clarity of presentation, ability to articulate significant research need and context.
- No errors, well-written (grammar, spelling, etc.), and well organized materials.

3E. Action Research Roundtable/Discussion Group Presentation (15 pts)

Due Date: 10/22/2018

Evaluation: Grading criteria based on on assignment rubric, timely submission of assignment and all the stated elements.

Students will facilitate a roundtable presentation and discussion to share the progress of their action research project. This discussion should be interactive and engage student colleagues in exploring your topic and offering suggestions for additional literature, participant selection, research design or analysis methods. (No PowerPoint presentations, please!)

Essential elements which are evaluated in the rubric for this assignment include

- Clarity of presentation, ability to articulate significant research need, significance, and context.
- Application of readings and literature to determine research design and sampling method.
- Engagement of classmates; accurate information; organized materials and delivery (session).

3F. Final Action-Research Project Paper (20 pts) (10-16 pages—many parts written in 3A, B, C, D)

Due Date: 11/19/2018

Evaluation: Grading criteria based on assignment rubric, timely submission of assignment and all the stated elements.

This mini-research paper will include all the elements of a full research paper. This individually written paper should be a minimum 10, a maximum of 16 pages, double spaced pages (not including the title page and references). ***All research method details should be***

included in as much as is possible at this level of study (an introductory research design course). See the assignment rubric for the detailed criteria of this assignment.

Final notes about this paper:

- (1) Please be sure to write the paper in full narrative form (not bullet points of lists), and with the highest level of academic quality, observing APA usage, citation and reference rules.
- (2) You *may* include SHORT excerpts of collected data (i.e., interviewee responses, data charts, etc.) to clarify your discussion or interpretation. However still abide by the 5% direct quotation limit listed later in this document (See **Dr. Kathy King's Plagiarism and Paraphrasing Policy.**)

The following chart reveals the structure and recommendations for the mini-action research paper. This chart is meant to greatly assist you in planning your assignments. (By adjusting the allocation of page lengths accordingly, the chart can also be used as an outline for research papers and research articles.)

Final Action-Research Project Paper (10-16 pp)	
Section	Estimated Length
Title Page	(Not included in page count) (1 p)
Abstract	(1 p) (Not included in page count)
Introduction and Need Statement	0.5-1.0 p
Literature Review	3.0-4.0 pp
Participants	0.75-1.0 p
Research Design Section Overview	0.25 p
-- Research Method and Rationale	0.75-1.0 p
-- Research Instruments	0.5-1.0 p
-- Research Data Gathering Procedures	0.75-1.0 p
Findings Section Overview	0.25-0.75 p
-- Data	1-2.5 pp
-- Analysis and Rationale	1 p
Discussion (aka Discussion of Findings)	2 pp
Recommendations	0.5-0.75 p
Conclusion	0.5 p
References	(Not included in page count) (1.5 pp or more)
Appendices	(Samples, etc. Not included in page count) (As needed)

POLICIES FOR THIS CLASS

ACCESS

The University of Central Florida and your professor (Dr King) are committed to providing access and inclusion for all persons with disabilities. This syllabus can be made available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

MISSED ASSIGNMENTS/MAKE-UPS/EXTRA CREDIT

All assignments are due by the due date. All assignments and due dates are provided at the first class meeting. Please plan accordingly.

EVALUATION AND GRADING

“No grade below “C”: will be accepted toward a graduate degree. This includes C-grades.” Grading system and percentages to be used in this course are as follows:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	N/A	A	93-100	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
D+	69-67	D+	66-63	D-	62-60
F	59-				

University GPA equivalents of the above grades are as follows:

A+	4.00 (Please note no additional grade points for A+ designation)	A	4.00	A-	3.67
B+	3.33	B	3.00	B-	2.67
C+	2.33	C	2.00	C-	1.67
D+	1.33	D	1.00	D-	.67
F	0				

HOW TO EARN AN “A” IN THIS COURSE OR “OTHER COURSE PROCEDURES”

Quality of Work

- All assignments (including drafts) must be word-processed. Need we say in this century, hand-written assignments **will not** be accepted. Please double-space, use 12 pt. font, 1-inch margins, APA format title page and **footer with student name in it.**
- ***Please name all electronic submissions (files) with your last name and the assignment title!***
- *Please note that the title/cover page and reference pages do not count towards the total number of pages for any of your papers.*
- The quality of writing and format of all written work will be taken into account in grading. All written work should be presented at a graduate/doctoral level of proficiency.
- The manual of style adopted by the UCF College of Education, American Psychological Association (APA), 6th edition, and should be adhered to in all written work.
- All papers should be spell checked and edited for correct grammar. Proofreading is essential in being sure our best work is presented for grading ☺ (Consider this point, NO published author would consider submitting un-proofread material, why should you?)

ALL ASSIGNMENTS

- All assignments will be submitted online through WebCourses/Canvas and hard copies handed in to the Professor at class time.
- The official due date for all assignments is listed in this full syllabus document.
- **Unless otherwise stated, the TIME of the deadline for all assignments is 12 noon on the due date.**
- All assignments (papers, projects, discussion board posts, essays, blog posts, etc.) that are submitted late will be marked down for each day they are late.
- In order to maintain equity for all students, I cannot accept written work early, nor can I review your work and provide feedback before the deadline.
- In order to enable grading to occur, Discussion Board posting areas will be locked and no further submissions accepted 10 days after the due date.
- ***Being absent is an insufficient reason for not submitting an assignment. You will still be marked down unless there are extreme circumstances.***

- If students miss a class when an assignment is due, they must upload the assignment to the online class space **and** email it to the professor. It is the **responsibility of the student** to secure confirmation of receipt of the assignment by the professor.

ATTENDANCE POLICY

Attendance is mandatory unless special circumstances are discussed in advance with the instructor. If for some reason you must miss class, email the instructor as soon as possible.

DIVERSITY AND INCLUSION POLICY

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor (Dr. King) as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE - <http://oie.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office - <http://www.ombuds.ucf.edu>

WEBCOURSES

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) and an ESSENTIAL part of our course this semester. We will be using Webcourses to not only to turn in assignments, but also to distribute announcements, dialogue with your classmates, and access much essential course material. Under the "Discussion" section, you will have a designated forum section. I recommend that you check our class in Webcourses every 2-3 days for updates from your classmates and/or myself.

COPYRIGHT

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Recordings of Class Sessions: *Please ask permission of the instructor in advance if you would like to record any of the class activities/lectures, etc. Students are not allowed to post in public spaces, sell, rent or monetarily gain from recordings of class sessions, including, but not limited to lectures, presentations, discussions, and demonstrations. Any and all student recordings of our class sessions are solely for the personal use of the student.*

ACADEMIC HONESTY

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this university and will maintain the highest standards of academic integrity.

Original Work- Issues of Intellectual Property, Copyright and Academic Dishonesty. "Academic Dishonesty: Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the entirety of another person's work.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F: with a numerical value of zero on the item submitted, and the "F: shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course." (UCF Policy)

DR. KATHLEEN P. KING (REVISED 8/2016): PLAGIARISM AND PARAPHRASING POLICY

How serious is the problem of plagiarism in our society? In recent years, we have seen newspaper headlines of plagiarism by school superintendents, political advisors, and business people. As a result, they suffer severe professional consequences. These issues illustrate the need for you to build best practice and strategies so that your work will always be substantial and well documented. Building and sustaining such efforts are essential in our academic and professional careers. Please feel free to ask me questions about this matter in class or privately.

Paraphrase Policy: Many of our course discussions and essays may request comments, references to or further development of specific issues and arguments discussed in the readings. Paraphrasing is the academically appropriate way to cite ideas, concepts, theories, etc. from other sources. To paraphrase means to restate the author's content in your own words and **then clearly identify the source** as a citation and reference. My pedagogical and assessment goals are to determine if you understand these concepts in depth, are able to analyze them, and develop effective examples to illustrate them, when relevant. When students repeatedly quote the original text they often end up masking their own interpretation and diluting the authentic communication value of their work.

*While it is acceptable to quote from the text directly, I discourage overuse of this technique. In order to better evaluate your understanding, I prefer to see how you communicate the concept in your own words. By practicing this approach in my class, you will 1) learn how to appropriately paraphrase, 2) become less reliant on direct quotes, and 3) improve your academic writing. Therefore, any paper or essay which has more than 5% of direct quotations will be rejected and receive a zero score. (5% is only 5 lines in every 100 lines and translates to ½ page of quotes in a 10 page paper. It is not much. The safest strategy is to **always** paraphrase **and** also cite your source (see the next section)!)*

Plagiarism Policy: As indicated in the UCF policy (see the catalog and handbooks), any concept, wording or idea, which is not your own, needs to be cited as to its original source and the reference, included in your reference list for that assignment. (The APA 6th edition is your guide on this matter.) You MUST review the APA rules of citations, references, and what constitutes plagiarism.

As a UCF professor, I have the stated right to use web-based resources, such as [Turnitin.com](https://www.turnitin.com), to determine whether student assignments have been correctly cited or paraphrased. This approach to reducing incidents of plagiarism seeks to help our learners be more careful in all of their research and writing so that in their professional and academic lives they do not fall into problems related to it. I find the online tools very reliable and objective when used with the options available. If there is a question about your work regarding plagiarism, I will provide a report from the online system for us to use as a basis for discussion. However, **any** direct plagiarism will result in a ZERO for the assignment. I am here to help you become the best educators, as well as professionals, academics, administrators, and researchers you aspire to be. I am pleased to be on this journey of professional growth and learning with you.

CAMPUS SAFETY STATEMENT

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

SCHEDULE AND READING LIST

Note: All dates and times are subject to change

*Indicates resources are available online

Important >> Prior to class each week, be sure to check online class space each week for additional readings, video clips, and activities to complete --- Thank you!

WEEK DATE	TOPICS	READING/ ASSIGNMENTS DUE FOR CLASS	DUE DATES & *WEEKLY ARTICLE PREPARATION
Aug 20	<ul style="list-style-type: none"> Course Introduction (Syllabus, Schedule, Intro) Res Methods I Studying College Outcomes in the 2000s 	Note: All *Articles are posted online	Article demo presentation and activity
Aug 27	<ul style="list-style-type: none"> Intro to Library Research Avoiding plagiarism (RCR) Research Methods II Dev. of Verbal, Quantitative, and Subject Matter Competence 	Creswell, Ch. 1 Mayhew, P & T, Ch. 1, *Articles	<ul style="list-style-type: none"> 1 Liu 2016 2 Støren 2016
Sep 3 NO CLASS	LABOR DAY	LABOR DAY	Continue reading and assignment preparation
Sep 10	<ul style="list-style-type: none"> Review of the Literature Purpose Statement Dev. of Verbal, Quantitative, and Subject Matter Competence 	Creswell, Ch. 2, & 6 Mayhew, P & T, Ch 2 *Articles	DUE: TOPIC OF INTEREST & PROBLEM STATEMENT <ul style="list-style-type: none"> 3 Fenning 2013 4 Hong 2017
Sep 17	<ul style="list-style-type: none"> The Use of Theory in Research Design Cognitive and Intellectual Development 	Creswell, Ch. 3 Mayhew, P & T, Ch 3 *Articles Dissertations: <ul style="list-style-type: none"> Callahan Puig 	<ul style="list-style-type: none"> Two Dissert. Discussions 5 Simmons 2016 6 Cavanaugh 2016
Sep 24	<ul style="list-style-type: none"> Research Questions & Hypotheses Cognitive and Intellectual Development 	Creswell, Ch. 7 P & T, Ch 3; *Articles Painter Dissert. Sample Proposals	<ul style="list-style-type: none"> DUE: MINI-LIT REV & LIT MAP PRES. Bliming 2016
Oct 1	<ul style="list-style-type: none"> Psychosocial Change 	Creswell, Ch. 4 P & T, Ch 4	<ul style="list-style-type: none"> 7 Semer, 2015 8 Johnson et al, 2016
Oct 8	<ul style="list-style-type: none"> Writing Strategies Intro to Designing Research Attributing authorship (RCR) 	Creswell, Ch. 5 P & T, Ch 4 *Articles	DUE: PROJECT ABSTRACT (Upload Online) <ul style="list-style-type: none"> 9 MacAri 2005 10 Bergman, 2014
Oct 15	<ul style="list-style-type: none"> Quantitative Methods Attitudes and Values 	Creswell, Ch. 8 P & T, Ch 5	<ul style="list-style-type: none"> Complete online activities
Oct 22	<ul style="list-style-type: none"> Qualitative Methods Attitudes and Values 	Creswell, Ch. 9 P & T, Ch 5	DUE: ROUNDTABLE/ DISCUSSION GROUP PRES

	<ul style="list-style-type: none"> Integrity in Data Collection (RCR) 	<ul style="list-style-type: none"> *Articles Watkins Dissertation 	<ul style="list-style-type: none"> Watkins Dissertation--- Dr King
Oct 29	<ul style="list-style-type: none"> Mixed Methods Procedures Moral Development Educational Attainment 	<ul style="list-style-type: none"> Creswell, Ch. 10 Mixed methods readings online P & T, Ch 6 P & T, Ch 7 	<ul style="list-style-type: none"> Additional Mixed Methods readings online --- Dr. King 11 Sommerfield, 2016 12 Lawrence et al, 2016 13 Stafford et al, 2016
Nov 5	<ul style="list-style-type: none"> Career and Economic Impacts of College Quality of Life after College 	<ul style="list-style-type: none"> P & T, Ch 8 & 9 *Articles 	<ul style="list-style-type: none"> 14 Kim, 2011 15 Heaslip, 2015
Nov 12 NO CLASS	VETERAN'S DAY	VETERAN'S DAY	Continue reading and assignment preparation
Nov 19	<ul style="list-style-type: none"> Summary: How College Affects Students Integrity in an Academic Setting (RCR) 	<ul style="list-style-type: none"> P & T, Ch 10 ASHE article 	<ul style="list-style-type: none"> DUE: FINAL RESEARCH PROJECT PAPER & DISCUSSION ASHE (2013) article ---Dr. King.
Nov 26	<ul style="list-style-type: none"> Implications for Research, Practice & Policy 	<ul style="list-style-type: none"> P & T, Ch 11 *Articles 	<ul style="list-style-type: none"> 16 Zhang, 2015 17 Boatman, 2016