

**EDH 707: DESIGNING AND CRITIQUING RESEARCH
IN EDUCATION**

UNIVERSITY OF NEVADA LAS VEGAS

Spring 2016

Professor:

Office:

Phone:

Course Time: Course Location: CEB 210

Office Hours:

- Also available all other days for face-to-face, but please email me for appointment.

Email:

I. COURSE DESCRIPTION

This course is for doctoral students in higher education. It is designed to build on master's level competencies from any research methods course. The basic purpose is to help students become competent in research design, which entails making judgments about matching research designs to particular research problems. In addition, students will become more aware of the issues to consider when making decisions about the assessment of research and the interpretation and critique of research findings. Students also will learn how to develop literature and possible methodological means of investigation around a particular topic.

Readings: We have two required texts for the course

Major Text: Babbie, E. (2014). *The Practice of Social Research*, 14th Edition.*

Minor Text: Best, J. (2012). *Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists*, Updated Edition.

* You may use the 12th or 13th edition if needed.

EVALUATION

The grade for the course will be evaluated as follows:

A. Class participation	10%
B. Proposal Project Total	50%
C. Literature Review Project Total	20%
C. Critiques (2 @ 10% each)	20%

ATTENDANCE POLICY:

This course relies heavily on participant observation, reflection, and contribution. Because of this, please let me know ahead of time if you need to miss even one class because of a special circumstance or conflict. You may miss one class without penalty, as long as you let me know ahead of time that you are going to be absent.

II. OBJECTIVES

- A. Match appropriate methodologies to particular research questions.
- B. Design and differentiate among a variety of methodologies (qualitative and quantitative) to answer particular research questions.
- C. Critique existing research.
- D. Critically review research literature.
- E. Begin the process of defining a research problem of interest, relate it to relevant literature, and conceptually derive an appropriate methodology to study your problem.

III. COURSE SCHEDULE FOR SPRING 2016
(Subject to Change)

Date	Topic	Reading(s)
Jan 20	Intro to Course: "The Road to Research" Course Requirements	
Jan 27	Inquiry and Science Paradigms, Theory, and Social Research Draft Proposal 1 Due Group discussion of proposal topics	Babbie 1 & 2
Feb 3	Lies and Statistics Ethical and Politics Guidelines for Critiquing an Article Discussion of Sample Chapters More discussion on your proposal topics	Best 1 & 2 Babbie 3 Email/Handout
Feb 10	Lies and Statistics Research Design Nomological Nets Initial Lit Review Citations Due	Best 3 & 4 Babbie 4
Feb 17	Lies and Statistics Conceptualization, Operationalization, & Measurement	Best 5 & 6 Babbie 5
Feb 24	Indexes, Scales, and Typologies Logic of Sampling Sampling Frames Final List of 10 Citations Due	Babbie 6 Babbie 7
March 2	Experiments Q & A on Proposal 2	Babbie 8
March 9	Survey Research Class Time for Proposal 2 Preparation	Babbie 9

Lit Review Project Due

March 16	Qualitative Field Research Unobtrusive Research Sample Article Critique Discussion of Sample Articles	Babbie 10 Babbie 11 Email
March 23	Spring Break, No Class Please work on Draft Proposal 2	
March 30	Qualitative Data Analysis Sample Presentation Draft Proposal 2 Due	Babbie 13
April 6	Quantitative Data Analysis Chronicle Reading (math models) Critique 1 Due	Babbie 14
April 13	Logic of Multivariate Analysis Critique 2 Due	Babbie 15
April 20	Statistical Analysis Proposal Defense Presentations	Babbie 16
April 27	Proposal Defense Presentations Evaluations	
May 4	Final Proposal Draft Due	

IV. PROPOSAL PROJECT

You will have a proposal project in which you will, over the course of the semester, develop a 20-25 page, double-spaced paper that will take the shape of a dissertation proposal. The purpose of this project is first and foremost to help you think about research problems and their connections to the various methodological issues that we will study. In the final draft, you should address ideas about studying your topic both qualitatively and quantitatively. For each iteration, I will provide guidelines and models that will help you with each draft that is due. Near the end of the semester, you will have a proposal defense presentation in front of the class. This presentation will be timed and should last no more than 30 minutes. I will provide a template for the presentation later in the semester. Here is the detail on each draft:

TURN IN 2 DRAFTS	Description	Grade Value
Proposal Draft 1	Initial draft; 2 pages	5%

Proposal Draft 2	2 nd draft, review of existing chapters; template discussed	15%
Proposal Defense	Final draft and presentation, review of existing chapters; template discussed	25% for draft 5% for presentation

V. LITERATURE REVIEW PROJECT

The literature review project will help you understand the topic you choose to pursue in the course. The final paper will consist of two parts. First, you will produce an 8-page paper summarizing, reviewing, and synthesizing all of the articles you chose. Nine out of your ten articles must be from a refereed journal. For the last two pages of this paper, you must choose one article (must be one of the refereed sources) from the ten that was most informative to you. You should expand on this article and write about why you felt it was the most informative, from a content and methodological perspective. Second, you must produce an annotated bibliography. The third deliverable is a oncological net, which we will talk about later in the semester. Here is the detail on the literature review assignment:

	Description	Grade Value
Initial Lit Review Proposal	Citation and brief description of 3 refereed articles	2%
Final List of 10 Citations	APA list of the ten articles you will be reviewing and brief description	8%
Lit Review Final	Paper, annotated bibliography, ontological net, and presentation	10%

You should hand me a complete hardcopy of your assignment and also send me a file via email of your annotated bibliography. I will then post the annotated bibliographies so everyone has access to them for their possible use in the future.

VI. CRITIQUES

There will be two assignments that require you to critique an article. The first paper will require you to critique a qualitative article; the second a quantitative article. I will email the articles and give you a list of questions that your critique must address. We will have various readings and discussions to help prepare you for this assignment.

University Level Notes

Note on Assignments: Assignments for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of the College of Education. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor. Your participation and cooperation in the review of COE programs is appreciated.

GENERAL UNLV POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the

discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.