

# Prairie View A&M University

## EDFN-5903 – P01 Thesis Research

<b>Course Prefix:</b> EDFN	<b>Course No.:</b> 5903	<b>Section No.:</b> P01
<b>Dept. of Curriculum and Instruction</b>		<b>Whitlowe R. Green, College of Education</b>
<b>Instructor Name:</b>	<b>Dr. William Ross</b>	
<b>Office Location:</b>	<b>Delco – Room 209</b>	
<b>Office Phone:</b>	<b>(936) 261-3657</b>	
<b>Fax:</b>	<b>(936) 261-3617</b>	
<b>Email Address:</b>	<b><a href="mailto:gccalhoun@pvamu.edu">gccalhoun@pvamu.edu</a></b>	
<b>U.S. Postal Service Address:</b>	Prairie View A&M University P.O. Box 519 Mail Stop 2420 Prairie View, TX 77446	
<b>Office Hours:</b>	<b>Monday – Friday 1pm – 4 pm (by appointment)</b>	
<b>Virtual Office Hours:</b>	<b>Tuesday and Thursday 7 pm -10 pm</b>	
<b>Course Location:</b>	<b>Delco Room 209</b>	
<b>Class Meet Days &amp; Times:</b>	<b>5:30 pm – 8:20 pm and TBA Office (936) 261-3411</b>	
<b>Catalog Description:</b>	<b>Selection, preparation, and presentation of a research proposal for purposes of completing thesis requirement. Admission to candidacy and approval of thesis advisor.</b>	
<b>Required Text:</b>	<p>1. Gay, L. R., Airasian P. Mills G.(2006). <i>Educational Research: Competencies for analysis and application</i> (9<sup>th</sup> ed.). New Jersey: Merrill.</p> <p>2. American Psychological Association (2009). <i>Publication manual of the American Psychological Association</i> (6<sup>th</sup> ed.). Washington, D.C.: Author. ISBN: 978-1-4338-0561-5</p>	
<b>Prerequisites:</b>	<b>Admission to candidacy and approval of thesis advisor.</b>	
<b>Goal of the course</b>	<p>The purpose of this course is to acquaint students with the design and analysis of research and the development, formulation, and writing of research proposals. The primary activity of this course is for the student to design and present a research proposal. Students successfully completing this course will demonstrate a range of research thinking skills, presentation skills and abilities which are suitable to use in the acquisition of knowledge.</p>	

<b>Access to Learning Resources:</b>	<b>PVAMU Library:</b> phone: (936) 261-1500; web: <a href="http://www.tamu.edu/pvamu/library/">http://www.tamu.edu/pvamu/library/</a>  <b>University Bookstore:</b> phone: (936) 261-1990; web: <a href="https://www.bkstr.com/Home/10001-10734-1?demoKey=d">https://www.bkstr.com/Home/10001-10734-1?demoKey=d</a>
<b>Course Outcomes/Objectives</b>	
	<p>Upon completion of this course, the student should be able to among other things:</p> <ol style="list-style-type: none"> <li>1. Distinguish between basic research and applied research</li> <li>2. Identify the criteria for adequate hypotheses</li> <li>3. Identify types of variables, develop related hypotheses, and identify necessary operational definitions, given a research problem statement</li> <li>4. Identify the reasons for conducting a literature review relative to a specific research problem</li> <li>5. Identify the potential problems of experimental validity when intact groups are used in an experiment rather than</li> <li>6. Explain the components of research design in qualitative research</li> <li>7. Explain the meanings of reliability and validity of qualitative research</li> <li>8. Describe the four steps in the methodology of conducting historical research</li> <li>9. Distinguish between random selection and random assignment</li> <li>10. Identify the criteria for a good sampling design</li> <li>12. Identify factors to be considered when determining sample size</li> <li>13. Define measurement, reliability of measurement and validity of measurement</li> <li>14. Describe different procedures for estimating reliability</li> <li>15. Compare and contrast different types of evidence of validity</li> <li>16. Describe the major sections of a research proposal</li> <li>17. Describe the major sections of a research report</li> </ol>
<b>Technical Considerations for Online and Web-Assist Courses</b>	<b>Minimum Hardware and Software Requirements:</b> <ul style="list-style-type: none"> <li>-Pentium with Windows XP or PowerMac with OS 9</li> <li>-56K modem or network access</li> <li>-Internet provider with SLIP or PPP</li> <li>-8X or greater CD-ROM</li> <li>-2GB RAM</li> <li>-Hard drive with 40MB available space</li> <li>-15" monitor, 800x600, color or 16 bit</li> <li>-Sound card w/speakers</li> <li>-Microphone and recording software</li> <li>-Keyboard &amp; mouse</li> <li>-Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0</li> </ul> /plug-ins <ul style="list-style-type: none"> <li>-Participants should have a basic proficiency of the following computer skills: <ul style="list-style-type: none"> <li>·Sending and receiving email</li> <li>·A working knowledge of the Internet</li> <li>·Proficiency in Microsoft Word</li> <li>·Proficiency in the Acrobat PDF Reader</li> </ul> </li> </ul>

<b>Technical Support:</b>	<p>Students should call the Prairie View A&amp;M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282</p>
<b>Netiquette (online etiquette):</b>	<p>students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.</p>
<b>Communication Expectations and Standards:</b>	<p>All emails or discussion postings will receive a response from the instructor within 48 hours.  You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following <b>my receipt</b> of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.</p>
<b>Submission of Assignments:</b>	<p>Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.</p>
<b>Discussion Requirement:</b>	<p>Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.</p> <p>Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.</p> <p><b>It is strongly suggested</b> that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.</p>

Related TExES Standards	<b>PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (EC-GRADE 12)</b>
	<b>Standard I.</b> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
	<b>Standard III.</b> The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
	<b>Standard IV.</b> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
<b>Technology Applications Standards for All Beginning Teachers</b>	
	<p><b>Standard I.</b> All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.</p> <p><b>Standard II.</b> All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.</p> <p><b>Standard III.</b> All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.</p> <p><b>Standard IV.</b> All teachers communicate information in different formats and for diverse audiences.</p> <p><b>Standard V.</b> All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.</p>

## Course Requirements & Evaluation Methods

**This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.** *Note: See Program Outcomes in True Outcomes*

Exams – **written tests designed to measure knowledge of presented course material**

Exercises – **written assignments designed to supplement and reinforce course material**

Projects – **web development assignments designed to measure ability to apply presented course material**

Class Participation – **daily attendance and participation in class discussions**

*(instruments will vary slightly depending on the course)*

## Grading System

Instrument	Point Value & Percentages	Total
Chapter 1 - Introduction	100 (Artifact 1)	
Chapter 2 & References	100 (Artifact 2)	
Chapter 3 Methods	100	
Quizzes	50	
Midterm Examination	150	
Article Critic	50 (Artifact 3)	
iRead Review (Great by Choice)	50 (Artifact 4)	
Attendance, Participation, Certification and Dispositions.	50	
Final Research Proposal	300 (Artifact 5)	
<b>TOTAL</b>	<b>900</b>	

Course Procedures				
Submission of Assignments:				
<b>Assignments must be submitted via PV e-mail or eCourse to Dr. Calhoun =</b> <i>gccalhoun@pvamu.edu</i>				
Formatting Documents: <b>Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.</b>				
Exam Policy <b>Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).</b>				
Course Content: <b>Activities and assignments will be modified as needed</b> TEXT: Read the chapter before class				
<b>ACTIVITY 1</b>	Introduction to Educational Research Critical Thinking <b>(Chapter 1)</b>			
<b>ACTIVITY 2</b>	Selection and Definition of a Research Problem (Topic) <b>(Chapter 2)</b> <i>(Candidates will identify a research problem)</i>			
<b>ACTIVITY 3</b>	<b>VOCABULARY TEST</b> Preparation and Evaluation of Research Plan <b>(Chapter 3)</b>			
<b>ACTIVITY 3</b>	Preparation and Evaluation of Research Plan <b>(Chapter 3)</b> Preparing a Research Report <b>(Chapter 21)</b>			
<b>ACTIVITY 4</b>	Selecting a sample <b>(Chapter 4)</b> (Quantitative and Qualitative Sampling) <b>(Human Subjects Certification)</b>			
<b>ACTIVITY 5</b>	Selection of Measuring Instruments <b>(Validity)</b> <b>(Chapter 5)</b> <b>Student Presentation of Chapter One Introduction***</b>			
<b>ACTIVITY 6</b>	Selection of Measuring Instruments (Reliability) <b>(Chapter 5)</b> <b>Chapter One (Due)</b>			
<b>ACTIVITY 7</b>	Descriptive Research <b>(Chapter 6)</b> Correlational Research <b>(Chapter 7)</b>			
<b>ACTIVITY 10</b>	Causal Comparative Research <b>(Chapter 8)</b> Correlational Research <b>(Chapter 9)</b> <b>Midterm Exams Due(When and as announced)</b>			
<b>ACTIVITY 11</b>	Overview of Qualitative Research <b>(Chapter 14)</b> <i>Evaluating a research report (focus on proposal)</i>			

	<i>(Chapter 12)</i> <i>Article Critique</i>	
ACTIVITY 12	Presentation of Methods section of Proposal Consultation and Group Discussions	
ACTIVITY 13	Presentation of Literature Review Section of Proposal Consultation and Group Discussions	
ACTIVITY 14	Student Presentation of Research Proposals Student Opinion Surveys	
ACTIVITY 17	Final exams --- Research proposal due	
References	<p><b>Alternative Forms of Assessment</b>  <a href="http://www.nclrc.org/essentials/assessing/alternative.htm">http://www.nclrc.org/essentials/assessing/alternative.htm</a></p> <p><b>Assessment</b>  <a href="http://www.ncrel.org/sdrs/areas/as0cont.htm">http://www.ncrel.org/sdrs/areas/as0cont.htm</a></p> <p><b>Bloom's Taxonomy</b>  <a href="http://www.nwlink.com/~donclark/hrd/bloom.html">www.nwlink.com/~donclark/hrd/bloom.html</a></p> <p><b>First Monday</b>  <a href="http://www.firstmonday.org/search.html">www.firstmonday.org/search.html</a></p> <p><b>Formative and Summative Evaluation</b>  <a href="http://www.sil.org/lingualinks/literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatsFormativeEvaluation.htm">www.sil.org/lingualinks/literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatsFormativeEvaluation.htm</a></p> <p><b>Instructional Design Theory</b>  <a href="http://en.wikipedia.org/wiki/Instructional_design">http://en.wikipedia.org/wiki/Instructional_design</a></p> <p><b>Learning Theories</b>  <a href="http://tip.psychology.org/theories.html">http://tip.psychology.org/theories.html</a></p> <p><b>Lessons Plans</b>  <a href="http://thegateway.org/">http://thegateway.org/</a></p> <p><b>Problem-solving Objectives</b>  <a href="http://www.uwsp.edu/education/lwilson/CURRIC/problem.htm">www.uwsp.edu/education/lwilson/CURRIC/problem.htm</a></p> <p><b>Rubrics</b>  <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p> <p><b>Writing for a Web Audience</b>  <a href="http://www.smartisans.com/articles/web_writing.aspx">www.smartisans.com/articles/web_writing.aspx</a></p>	
	<b>Proposal Outline</b>	
	There is no universally accepted outline for either a general research proposal or a thesis proposal. For the major project for this course, you are advised to use the outline below and will employ APA style.	
	Title of Proposed Research (on separate title page)	

	<p>Titles of research reports perform the important function of helping consumers identify reports that are of interest to them. The title of your report should when possible,</p> <ul style="list-style-type: none"> <li>A. Include the names of the variables in the study</li> <li>B. Indicate what is being studied</li> <li>C. Be consistent with the research hypothesis, purpose, or problem statement</li> </ul> <p>Try to avoid "clever" or "fancy" titles especially if they fail to communicate important information about your research report.</p>
<p><b>CHAPTER I - INTRODUCTION</b> (Maximum 3 pages)</p>	<ul style="list-style-type: none"> <li>A. General Background</li> <li>B. Context of the Problem <ul style="list-style-type: none"> <li>1. Describe the general circumstances surrounding the problem, e.g., the state of higher education; the nature, prevalence, and incidence of a disability; the administrative environment in the public school.</li> <li>2. Describe the ramifications of the problem or difficulties that result from the problem.</li> </ul> </li> <li>C. Clear statement of the problem [make this a heading ]</li> <li>D. Significance of the problem. [make this a heading ]</li> <li>E. Explicit statement of the purpose of the research. [make this a heading ]</li> <li>F. Research questions and/or hypotheses [make this a heading ] <ul style="list-style-type: none"> <li>1. Research questions alone are often appropriate for exploratory, non-experimental research, e.g., most survey research.</li> <li>2. Hypotheses are particularly useful in studies that are theory based, or where previous research allows for the formulation of reasonable hypothetical statements. Null hypotheses are generally preferable to directional hypotheses.</li> </ul> </li> </ul>
<p><b>CHAPTER II LITERATURE REVIEW</b></p>	<ul style="list-style-type: none"> <li>A. The literature review should be presented in the form of an essay</li> <li>B. Emphasize the findings of previous research not just the method and variables</li> <li>C. Point out trends, themes and gaps in the literature</li> <li>D. Use your review to provide the historical context for your study</li> <li>E. Use direct quotations sparingly</li> <li>F. Carefully organize your review and make smooth and comprehensible transitions from one topic to another</li> </ul>
<p><b>CHAPTER III - METHOD</b></p>	<ul style="list-style-type: none"> <li>A. Participants or respondents [make this a heading] <ul style="list-style-type: none"> <li>1. Number and demographic characteristics of participants (Describe the population)</li> <li>2. Describe the participants in detail so the reader can visualize them</li> <li>3. Sampling method used to select the participants in the sample, e.g., random selection.</li> </ul> </li> </ul>



	<p>B. Procedure [make this a heading]</p> <ol style="list-style-type: none"> <li>1. Describe the steps utilized to gather the data in enough detail so that a reader could replicate your research</li> <li>2. State how participants were assigned to groups, if applicable, e.g., random assignment,</li> <li>3. State the instructions given the participants or respondents.</li> <li>4. Describe the manipulation or treatments, if any.</li> <li>5. Describe your informed consent and confidentiality procedure</li> </ol> <p>C. Instrumentation or apparatus [make this a heading ]</p> <ol style="list-style-type: none"> <li>1. Describe the material used, if applicable</li> <li>2. Thoroughly describe the survey questionnaire, scales, or psychometric instruments used. <ol style="list-style-type: none"> <li>a. Indicate the reliability, e.g., interrater, test-retest, parallel forms, internal consistency, or Kuder-Richardson</li> <li>b. Indicate the validity, e.g., content, criterion related, or construct.</li> </ol> </li> </ol> <p>D. Research design and data analysis [make this a heading]</p> <ol style="list-style-type: none"> <li>1. State the design used, e.g., experimental, quasi-experimental, or ex post facto</li> <li>2. Identify the dependent and independent variable(s)</li> <li>3. Identify extraneous, moderator, and control variables</li> <li>4. State the statistical analyses employed to address each research question or null hypothesis (if you can)</li> </ol> <p>E. Limitations [make this a heading]</p> <ol style="list-style-type: none"> <li>1. Threats to internal validity</li> <li>2. External validity of the study</li> <li>3. Other limitations</li> </ol>
<b>References</b>	<p>A. Use APA style</p> <p>B. List only references cited in the proposal (as opposed to a bibliography which lists all references consulted, whether cited or not).</p>
<b>University Rules and Procedures</b>	
<b>Disability statement (See Student Handbook):</b>	<p>Students with disabilities, including learning disabilities, who wish to request accommodations in classes, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.</p>
<b>Academic misconduct (See</b>	<p>You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook,</p>

<b>Student Handbook):</b>	especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.
<b>Forms of academic dishonesty:</b>	<ol style="list-style-type: none"> <li>1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.</li> <li>2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.</li> <li>3. Fabrication: use of invented information or falsified research.</li> <li>4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.</li> </ol>
<b>Nonacademic misconduct (See Student Handbook)</b>	The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.
<b>Sexual misconduct (See Student Handbook):</b>	Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.
<b>Attendance Policy:</b>	Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.
<b>Student Academic Appeals Process</b>	Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## LEVELS OF HEADING USING APA STYLE

*This is a suggested outline.*

It is an outline for a quantitative study.

### (One heading level)

#### CHAPTER I

#### INTRODUCTION

Problem

Significance of the Problem

Purpose

Research Questions and Hypotheses

Definitions

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### (Two levels of headings)

#### CHAPTER II

#### LITERATURE REVIEW

List your References

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**(Three levels of headings)**

**CHAPTER III**

**METHOD**

**Participants**

**Sampling Procedure**

**Description of Sample**

**Procedure**

**Group Assignment**

**Instructions**

**Instrumentation**

**Questionnaire Development**

**Attitude Scale.**

**Validity.**

**Reliability.**

**Variables**

**Independent Variables**

**Dependent Variables**

**Control Variables**

**Research Design**

**Data Analysis**

## **INSTRUCTIONS FOR PREPARATION OF RESEARCH PROPOSAL**

### **METHODS OF PRODUCTION**

Since the finished proposal will serve as the foundation of your Master's Seminar or Thesis project, and since it is considered an index of the ability and character of you, its author, the final copy should be correct in spelling and punctuation and neat in form. You should use only one font throughout your proposal, the only exception being tables, figures, and graphs.

### **MARGINS**

The proposal must have left and top margins of at least 1.5 inches, and the right and bottom margins must be at least 1.25 inches. Typing or print should be within these measurements. These margins should be consistent throughout the proposal. Please consult the APA manual for further guidelines on this and other issues.

### **SPACING AND PAGE ARRANGEMENT**

The text should be double-spaced. Indent each paragraph five to ten spaces. Prose quotations over four lines should be in block quote (double or single spaced, indented on the left). Do not use quotation marks if the quotation is indented except for quotations within the block quote. Please consult the APA manual for further guidelines on this and other issues.

### **NUMBERING OF PAGES**

Do not put a number on the title page of the proposal. You should begin using Arabic numbers with the first page of the text of the proposal. The first page of the text is page number 1. Please number the pages continuously thereafter. The Arabic numerals are to be placed at least one inch from the top and right edges of the sheet, except on the first page of each new chapter and the first page of the references. On these pages, you should center the number 1.25 inches from the bottom of the page. Many word processing programs, particularly Microsoft Word, have templates which make page numbering and other formatting functions easy to set up. Please refer to software manual or other knowledgeable sources.

### **TABLES AND ILLUSTRATIONS**

Please consult the APA manual for further guidelines on this and other issues. As a rule of thumb, proposals generally do not have tables or illustrations. You should place copies of self-generated instruments and permission letters in an appendix.

### **CITATIONS AND REFERENCES**

Please consult the APA manual for further guidelines on this and other issues.

### **ARRANGEMENT OF PROPOSAL**

Arrange your proposal as follows:

1. Title page (see example)
2. Text should be divided into chapters. The first page is "1".
3. References - Please consult the APA manual for further guidelines on this and other issues.

**(Sample Title Page)**

**TITLE OF PROPOSAL IN INVERTED PYRAMID FORM**

**IN CAPITAL LETTERS**

**DOUBLE-SPACED**

**By**

**STUDENT'S FULL OFFICIAL NAME, DEGREE(S)**

**(Given name first, and previous degrees, B.A., B.S., etc. Your official name is the name which appears on you PVAMU transcript.)**

**PROPOSAL**

**Presented to the Faculty of the Graduate School of**

**Prairie View A&M University**

**in Partial Fulfillment**

**of the Requirements**

**for**

**EDFN 5103 FOUNDATIONS OF EDUCATIONAL RESEARCH**

**PRAIRIE VIEW A&M UNIVERSITY**

**Semester and Year Course Will be Completed**