Middle Georgia State University

School of Computing
Department of Information Technology

SECTION 1 - GENERAL COURSE INFORMATION

Course Title:	Research for Decision-Making
Course Prefix and Number:	ITEC 7110
Course CRN#:	82692
Semester & Session:	Fall 2023 – Term I
Campus Location:	Online
Meeting Days:	This course will be conducted completely online
Meeting Time:	This is a doctoral-level course and will be conducted completely online in an asynchronous format. Access via D2L Course Shell

INSTRUCTOR'S INFORMATION

Name:	Dr. Steve Terrell
E-mail Address:	steven.terrell2@mga.edu
Office:	Online, Virtual
Office Phone Number:	N/A
Office Hours:	Available by Appointment - Virtual or Telephone

COVID-19 STATEMENT

*The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated; however, it is an individual decision to receive the vaccine and will not be required to be a part of our campuses. Everyone is encouraged to wear a mask or face covering while inside campus facilities. Unvaccinated individuals are strongly encouraged to get a vaccine, to continue wearing a face covering, and to continue socially distancing from others when possible. Updated protocols for isolation and quarantine will be in effect this semester in order to mitigate further spread of the coronavirus on our campuses. USG guidance is subject to change based on recommendations from GA DPH. MGA will remain flexible in their planning and be prepared to change course, as necessary. MGA will continue to provide updated information at this website: **https://www.mga.edu/coronavirus/** .*

COVID continues to be an evolving situation. Carefully review your syllabus, D2L announcements, or email for details.

SECTION 2 - DETAILED COURSE INFORMATION

> *Expected Characteristics:* **The ability to work and think independently is one of the fundamental requirements for studying in the DSc IT degree program. Being independent means that you are confident and highly motivated. You take initiatives and have the ability to take responsibility. You are committed to the program, have good time management and organizational skills. Other vital requirements are curiosity, creativity, discipline and productivity.**

Course Prerequisite: Admission to DSc in IT program

Credit Hours: 3

Course Description: Covering research design, this course utilizes common methods to conduct research for decision-making within organizations.

Course Philosophy: This doctoral-level course prepares the student to conduct and evaluate research in the field of information technology using a variety of research methods. The result will be the development of a research paper on a current or emerging topic that includes a topic selection, purpose statement, a solid review of the research literature, a proposed methodology that can be developed future in later courses, and a dissemination plan. Using sample research and videos, students will be guided through the basic issues regarding research topic selection, drafting purpose statements, the formulation of research questions, and conducting a review of the literature. Students are guided and mentored in the process of selecting a research topic/issue that lends itself to the development of research question(s) or hypothesis(s). Students will be expected to utilize GALILEO and the MGA inter Library loan process to locate peer-reviewed journal articles related to their topic of study. In addition to teaching techniques and conventions of doing research, the course also acquaints students with critical issues of research ethics. The course follows an incremental approach to developing a research proposal – topic selection, development of purpose statement, formulating research question(s) that improve the students understanding of an issue associated with the research topic, a detailed review of the literature, proposed methodology, abstract and keyword development, and a dissemination plan.

Student learning outcomes: *Upon completion of this course, students will be able to -*
  - Describe fundamental terms and concepts of common research methods for making decisions.
  - Review information technology literature, research design, and report findings
  - Identify and apply proper research design and methods for making decisions.
  - Develop surveys to collect data
  - Prepare research findings for presentation and publication

  We will examine the following areas including, but not limited to:
  - Research design methodology
  - Sampling and distributions

Topics:

Survey development
Research Ethics
Presenting & publishing research

Required course materials: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 5th Ed. By John W. Creswell, J. David Creswell; ISBN-13: 978-1506386706; Publisher: SAGE

Technology Requirement: *The following will be used in this course:*
- Students are required to have access to a computer and the Internet. All assignments, the course schedule, announcements, course syllabus, course content, rubrics, and supplemental course materials are posted on the D2L Course Shell.
- We may use a computer webcam with a built-in microphone to participate in possible virtual meetings with the instructor and group members.
- Microsoft Office (Word, Excel, & PowerPoint)

Library/Learning Resources: As a Middle Georgia State University student, you have complete access to GALILEO (Georgia Library Learning Online), a virtual library of licensed commercial databases. It provides access to over 100 databases indexing thousands of periodicals and scholarly journals. There are over 10,000 journal titles available in full text. Additional GALILEO resources include e-books, government documents, reference collections, and video databases. The Middle Georgia State University library also has a core collection with locally purchased resources to support this graduate course. Currently, the exclusive eholdings for the M.S. in Information Technology graduate courses are as follows: eJournals = 1,661 and e-books = 4,325.   The following are examples of online databases that support this undergraduate course. They are available to you through GALILEO and/or institutionally funded subscriptions:
- ACM Digital Library
- Computer Source
- Computing (ProQuest)
- Academic Search Complete
- Research Library (ProQuest)
- Wilson Omnifile: Full-Text Mega Edition
- Google Scholar

SECTION 3 - COURSE ASSESSMENT INFORMATION
Overview of Grading

Excellent. The quality of work meets the doctoral requirements in both originality and mastery of the material. This is equivalent to an A grade.

Satisfactory. The work meets the minimum requirements. The work is short of excellence, originality, and does not fully demonstrate mastery of the material. This is equivalent to a B grade.

Unsatisfactory: The work is deficient as the minimum requirements have not been. This is equivalent to an F grade. (Anything below a Satisfactory (B-level) is deemed to be a failing grade.)

Your grade for the semester will be determined by the following assessment of completed assignments. The letter grade for this course is based on the total points earned on all assignments.

Assignment	Weight
Research Article Analysis (Individual)	3 @ 15% each = 45%
Discussions (Individual)	6 @ 5 % each = 30%
Final Project	25%
Total Achievable Grade Points =	**100%**

The following point scale will be used to calculate the final course grade. NOTE: A grade of B or higher is required to successfully complete this course:

- A: 90% - 100% – Excellent Work
- B: 80% - 89% – Satisfactory Work
- Below 80% – Unsatisfactory Work

Overview of Course Assignments

Peer Review/Evaluation

Participation in peer review of others' work offers the opportunity for high fidelity learning. Peer review is the evaluation of your Research Project Parts (2, 3, & 4 only) by one or more classmates. It should function as a form of feedback in the initial stages of the development of your research project. Feedback is given to enhance one's work. Feedback is targeted changes to improve your work. Your feedback must be professional, respectful, useful, and constructive.

You will post your Research Project Parts 2, 3, & 4 (See Course Schedule for the deadline for each part) on D2L to receive feedback from your classmates. This feedback is open for all to see.

In addition, you will email me (using D2L email) the Research Project Parts 2, 3, & 4 (See Course Schedule for the deadline for each part). You will receive feedback from me – this will be sent to you individually. Only you will see this feedback).

Guide to Peer Review

Choose one or two of your classmates posting and in two or three paragraphs you will provide comments/feedback on the posting with the following in mind:
- Have the main criteria and goals (required elements in the assignment) been clearly stated? Give constructive feedback as to how their work can be improved.
- What are the strengths and/or weaknesses of this part of the research project?
- What did you like about the work you are evaluating?
- Did you learn anything new about the posting that you may want to incorporate in your work?

Article Analysis

- Through MGA library or google scholar, find and choose a scholarly refereed (peer-reviewed) journal article in an area of IT (The scholarly article must be a quantitative article, a qualitative article, a mixed-methods article, a review article, or a case scenario analysis article.)Read the article.
- Complete the five-part Research Article Analysis Template.

Research Project

This course requires students to develop a research proposal on a current or emerging IT topic of interest that includes all the elements of a research paper except *the Results, Discussion, and Conclusion*. The research project is broken up into five parts.

Research Project Part 1 – Topic Selection

Each student will select a current or emerging topic of interest along with a summary of the issues scholars and researchers are discussing when it comes to the topic. From the topic chosen, you will generate a title. The topic and title should be posted in the designated place on D2L.

Research Project Part 2 – Problem/Purpose/Research Question(s) or Hypotheses

Each student will develop and write their problem statement, the purpose of the study, and research question(s) or hypotheses.

Research Project Part 3 – Review of Literature

Each student will compose a review of the literature based on Parts 1 & 2. The review should include an introduction section. The literature review will normally be in the range of 2,000 to 2,500 words and have at least 10 references (APA format). The literature review should follow standard APA formatting.

Research Project Part 4 – Proposed Methodology

Based on the research question selected in Part 1, students will complete a proposed research methodology. This section should outline the specific methodology (qualitative, quantitative, or mixed methods) which will be used to answer the proposed research question(s). It should include a discussion on data collection, sampling, and data analysis. The methodology will normally be in the range of 500 words.

Research Project Part 5 – Completed Research – All parts

Having completed all parts (1 – 4) for the Research project, you are to refine the parts (incorporate the feedback you have received from the professor and your classmates) and create the Final Project.
In addition, this part must include an abstract and keywords. The structure of your final project should have all the below elements.

```
Title
Abstract
Keywords

Introduction
        Statement of the Problem or
        Opportunity
        Purpose of the Study
        Research Hypotheses/Questions

Review of the literature

Proposed Research Methodology
        The Instrument/Survey
        Participants/Sample Population
        Procedure – how data will be
        collected

Proposed Data Analysis

References
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Notice that the Results, Discussion, and Conclusion are not a part of this project. These will be covered in future courses.

Research Presentation
Each student will develop a virtual presentation of their completed research project. The presentation should be 7 to 10 minutes in duration. The completed presentation should be uploaded to YouTube.

SECTION 4 - COURSE EXPECTATIONS

EXPECTATIONS
Online courses are not self-paced and regular participation in online courses is required and will be recorded by your instructor. Students are expected to complete all course assessments using D2L.
Online learning assumes a high level of maturity and professionalism. It is designed to make learning more convenient but no less rigorous. The lack of a formal meeting schedule in an online course can be liberating. It can also be demanding because you must determine when to make time for class. Self-discipline and good time management skills are necessary when taking an online course.

Please remember that you will spend as much or more time completing an online course as you would taking it in a traditional face-to-face/classroom format. The special circumstances of taking an online course demand regular and consistent participation. Be sure to pace yourself throughout the semester making sure your responses to communications and assignments are timely. If you are not able to participate in any assigned class activities, you must contact your instructor immediately.

The instructor is required to report "no-shows" or students who do not show up on the first day of class. Therefore, all students enrolled in the course must verify their enrollment. This can affect financial aid and you may be dropped from the class. Your instructor will notify you as to how to verify your enrollment before the beginning of the term to ensure that you are not reported as a "no-show".

ATTENDANCE POLICY

Students whose number of absences is more than twice the number of class meetings per week may be assigned a failing grade for the course. Students who have more absences than the number of class meetings per week but less than twice the number of class meetings per week will be penalized on the participation portion of the grade. Students who have absences that are less than or equal to the number of class meetings per week will not be penalized. This policy holds for face-to-face and hybrid courses.

Students that do not submit any work for more than 14 consecutive days in an online course or partially online course may be assigned a failing grade for the course.

The MGA policy on attendance is found in Section 5.04.05 of the Faculty Handbook and in the Academic Catalog (https://mga.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Academic-Policy-and-Information/CoursePolicies/Attendance-Policy).

CLASS BEHAVIOR EXPECTATIONS AND CONSEQUENCES FOR VIOLATIONS

Middle Georgia State University students are responsible for reading, understanding, and abiding by the MGA Student

Code of Conduct." Student Code of Conduct, Responsibilities, Procedures, and Rights are found at

http://www.mga.edu/student-affairs/docs/MGA_Student_Handbook.pdf#page=45.

STUDENT WITHDRAWAL POLICY

Students are encouraged to read the withdrawal policy found at
https://www.mga.edu/registrar/registration/dropadd.php before dropping/withdrawing from the class.

Students who wish to withdraw from the University must complete the Withdrawal Form, obtaining the required signature from the advisor, and submitting it to the Office of the Registrar at the Macon campus or the administrative offices at other campuses. Withdrawal is not complete until all withdrawal procedures have been properly executed. https://www.mga.edu/registrar/

Students may withdraw from the course and earn a grade of "W" up to and including the midterm date, which occurs on **Sep. 1, 2023.** After this date students who withdraw will receive a grade of "WF."

https://www.mga.edu/academics/calendars/index.php

POLICY ON ACADEMIC MISCONDUCT

As a Middle Georgia State student and as a student in this class, you are responsible for reading, understanding, and abiding by **Middle Georgia State's Student Code of Conduct.**

Quoted directly from the Student Handbook, I believe it is important that you recognize and understand the following about plagiarism and cheating:

1. *Individuals will fulfill their academic responsibilities in an honest and forthright manner.*
Examples of prohibited behavior include but are not limited to: plagiarizing another's work (such as using another's phrasing, concepts or line of reasoning as your own without giving proper credit to the author or creator); submitting course assignments that are not your own; submitting the same paper in different classes without prior approval from both instructors; cheating (the use of any unauthorized means to gain academic advantage on assignments, laboratory reports or examinations); acquiring or using test materials without faculty knowledge; accessing any information, resource, and/or means of communication during an exam or assignment without specific authorization from the professor; failing to follow class policy; obtaining academic benefits through computer fraud or unauthorized access;

engaging in academic fraud alone or with others; using material downloaded off Internet without proper citation; illicitly attempting to influence grading; failing to abide by test-taking procedures. The MGA Withdrawal Form, is available online or in the Office of the Registrar. The entire Student Code of Conduct is included in Middle Georgia State's Student Handbook and is available online at https://www.mga.edu/student-conduct/

The penalty for academic misconduct is a grade of <u>zero</u> for the work involved and will be referred to the Dean of Students. Subsequent academic misconduct results in a failing grade for the course.

PLAGIARISM POLICY
A plagiarism prevention service is used in the evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service to meet the requirements for this course. The papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

POLICY ON DISABILITY ACCOMMODATIONS
Students seeking academic accommodations for a special need must contact the Middle Georgia State University Office of Disability Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. Students may also visit the Disability Services Office in room 266 of the Student Life Center on the Macon campus or in Georgia Hall Lower Level on the Cochran campus. https://www.mga.edu/accessibility-services/index.php

DELAYED OPENING OR CLOSING OF THE UNIVERSITY
If class is unable to occur for an opening or closing of the university, go to the online webpage of the course for additional instructions. If there are no additional instructions provided on the course homepage news section, then just plan to meet at the normal next regularly scheduled meeting for the course.

ONLINE COURSE EXPECTATIONS
1. Students must immediately review the tentative course schedule (included as part of the syllabus) for the schedule of discussion activities, assignments, projects, and/or examinations.

2. Students are required to have access to a computer and the Internet.

3. All course materials (i.e., course syllabus, course content, the assignments, and the schedule of activities, etc.) are posted in Brightspace D2L course/class website.

4. Official institutional email (MGA or D2L) is used only for communication between the instructor and students. The instructor will endeavor to reply to your email queries within 12 hours and no more than 24 hours of their receipt, excluding weekends and holidays or during semester breaks. Private email accounts <u>must not</u> be used to communicate between the instructor and students.

5. Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy. Please see the "Attendance Policy" in the college's catalog. For online classes, participation must be defined in a different manner. Student attendance in online courses is defined as active participation in the course as described in the course syllabus.

6. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented using any or all the following methods: a graded discussion activity that is integral to student engagement and learning; a graded assignment/project/examination.

Your instructor will begin grading all assessments after the deadline and make the results available to you within one week after the due date for the assessment.

HB 280 CAMPUS CARRY LEGISLATION https://www.mga.edu/police/campus-carry.php

END OF COURSE EVALUATIONS
Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a unique link to a survey for each course in which they are enrolled. All responses are anonymous, and completion of evaluations is voluntary.
Students are responsible for reading, understanding, and adhering to all Middle Georgia State University student policies, including those linked on the Syllabus Policy page.

SECTION 5 - INSTRUCTOR-SPECIFIC POLICIES Graduate
Learning.
Graduate online learning assumes a high level of maturity and professionalism. It is designed to make learning more convenient but no less rigorous. The lack of a formal meeting schedule in an online course can be liberating. It can also be demanding because you must determine when to make time for class. Self-discipline and good time management skills are necessary when taking an online course.

Time Commitment.
Please remember that you will spend as much or more time completing an online course as you would taking it in a traditional face-to-face/classroom format. The special circumstances of taking an online course demand regular and consistent participation. Be sure to pace yourself throughout the semester making sure your responses to communications and assignments are timely. If you are not able to participate in any assigned class activities, you must contact your instructor immediately.

General Guidance.
This syllabus is provided for general guidance on course activities and expectations. The instructor reserves the right to modify the syllabus in response to changing student needs or pedagogical circumstances. Changes are announced in class and posted in D2L/Brightspace.

SECTION 6 - TENTATIVE COURSE SCHEDULE AND OUTLINE

Modules	Readings/Activities	Assessments
Week 1: 8/9 – 8/13. **Assignments** 1. Post title of your research paper on Week 1 Discussion Board for all to see. No peer review is necessary. 2. Participate in Chapters 1 and 3 Content Discussions. 3. Complete Entry Quiz in Start Here section of D2L. 4. Complete "Introduce Yourself" in Start Here section of D2L. 5. Assignments due on 8/14 by 8:00 p.m**.**	Creswell – Chapters 1 & 3 Selection of a Research Approach, The Use of Theory Topics: • The Three Approaches to Research • Three Components Involved in an Approach • Research Approaches as Worldviews, Designs, and Methods • Criteria for Selecting a Research Approach • Quantitative, Qualitative, Mixed Methods Theory Use Read Chapter Notes – Available in Resources Folder Watch Videos for this week's topics – Available in Video Resources Folder Watch Videos on Research Basics, Using GALILEO, and Research Journals Additional Readings • Cherryholmes, C. H. (1992, August–September). Notes on pragmatism and scientific realism. Educational Researcher, 14, 13–17. • Crotty, M. (1998). The foundations of social research: Meaning and perspective in the research process. Thousand Oaks, CA: Sage. • Kemmis, S., & Wilkinson, M. (1998). Participatory action research and the study of practice. In B. Atweh, S. Kemmis, & P. Weeks (Eds.), Action research in practice: Partnerships for social justice in education (pp. 21–36). New York: Routledge. • Stephen Kemmis and Mervyn Wilkinson provide an excellent overview of participatory research. In particular, they note the six major features of this inquiry approach and then discuss how action research is practiced at the individual, the social, or at both levels. • Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences revisited. In N. K. Denzin & Y. S. Lincoln, The SAGE handbook of qualitative research (4th ed., pp. 97– 128). Thousand Oaks, CA: Sage.	Mandatory Attendance Verification Quiz Introduction Participate in Chapters 1 and 3 Content Discussions. Research Project - Part 1: Topic Selection on an area of interest in IT.

- Mertens, D. (2009). Transformative research and evaluation. New York: Guilford.
- Phillips, D. C., & Burbules, N. C. (2000). Post-positivism and educational research. Lanham, MD: Rowman & Littlefield.
- Bachman, R. D., & Schutt, R. K. (2017). Fundamentals of research in criminology and criminal justice (4th ed.). Los Angeles, CA: Sage.
- Blalock, H. (1991). Are there any constructive alternatives to causal modeling? Sociological Methodology, 21, 325–335.
- Flinders, D. J., & Mills, G. E. (Eds.). (1993). Theory and concepts in qualitative research: Perspectives from the field. New York: Columbia University, Teachers College Press.
- Mertens, D. M. (2003). Mixed methods and the politics of human research: The transformative-emancipatory perspective. In A. Tashakkori & C. Teddlie (Eds.), Handbook of mixed methods in social and behavioral research (pp. 135–164). Thousand Oaks, CA: Sage.
- Thomas, G. (1997). What's the use of theory? Harvard Educational Review, 67(1), 75–104.

| Week 2: 8/14 - 8/20.

Assignments:

1. Submit Article Analysis #1 to Week 2 designated area.
2. Participate in Chapter 4 Content Discussion.
3. Assignments due on 8/21 by 8:00 p.m. | Creswell – Chapter 4 Research Ethics

Topics:
• Ethical Issues to Anticipate

Read Chapter Notes – Available in Resources Folder
Watch Videos for this week's topics – Available in Video Resources Folder

Additional Readings
• American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.
• Israel, M., & Hay, I. (2006). Research ethics for social scientists: Between ethical conduct and regulatory compliance. Thousand Oaks, CA: Sage.
• Maxwell, J. (2013). Qualitative research design: An interactive approach (3rd ed.). Thousand Oaks, CA: Sage.
• Sieber, J. E. (1998). Planning ethically responsible research. In L. Bickman & D. J. Rog (Eds.), Handbook of applied social research methods (pp. 127–156). Thousand Oaks, CA: Sage.
• Wolcott, H. F. (2009). Writing up qualitative research (3rd ed.). Thousand Oaks, CA: Sage. | Research Article Analysis #1

Participate in Chapter 4 Content Discussion. |

| Week **3: 8/21 - 8/27.**

Assignments:

1. Submit Part 2 of your project to the Research Project - Part 2 Submission.
2. Participate in Chapters 5, 6 and 7 Content Discussion.
3. Assignments due 8/28 by 8:00 p.m. | •
Creswell, J. W., & Gutterman, T. (in press). Educational research: Designing, conducting, and evaluating qualitative and quantitative research (6th ed.). Upper Saddle River, NJ: Pearson Education.

Maxwell, J. A. (2005). Qualitative research design: An interactive approach (2nd ed.). Thousand Oaks, CA: Sage.

Wilkinson, A. M. (1991). The scientist's handbook for writing papers and dissertations. Englewood Cliffs, NJ: Prentice-Hall.

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). Thousand Oaks, CA: Sage.

Marshall, C., & Rossman, G. B. (2011). Designing qualitative research (5th ed.). Thousand Oaks, CA: Sage.

Wilkinson, A. M. (1991). The scientist's handbook for writing papers and dissertations. Englewood Cliffs, NJ: Prentice-Hall.

Creswell, J. W. (2015). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (5th ed.). Upper Saddle River, NJ: Pearson Education.
•
Morse, J. M. (1994). Designing funded qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (pp. 220–235). Thousand Oaks, CA: Sage.

Tashakkori, A., & Creswell, J. W. (2007). Exploring the nature of research questions in mixed methods research [Editorial]. Journal of Mixed Methods Research, 1(3), 207–211. | Research Project – Part 2: Problem/Purpose/Research Question or Hypotheses.

Participate in Chapters 5, 6 and 7 Content Discussion. |

| Week 4: 8/28 - 9/03.

Assignments:

1. Submit Article Analysis #2 to Week 4 designated area.

2. Participate in Chapter 2 Content Discussion.

3. Due 9/04 by 8:00 p.m. | Creswell – Chapter 2 Review of the Literature

Topics:
  • The Research Topic
  • The Literature Review

Read Chapter Notes – Available in Resources Folder
Watch Videos for this week's topics – Available in Video Resources Folder

Additional Readings
  • American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.
  • Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. Educational Researcher, 34(6), 3–15.
  • Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2010). Proposals that work: A guide for planning dissertations and grant proposals (6th ed.) Thousand Oaks, CA: Sage.
  • Punch, K. F. (2014). Introduction to social research: Quantitative and qualitative approaches (3rd ed.). Thousand Oaks, CA: Sage. | Research Article Analysis #2

Participate in Chapter 2 Content Discussion. |

Week 5: 9/04 - 9/10.
 	
Assignments:
 	
1. Post on discussion board by Thursday, 9/8 by 8:00 pm.
2. Submit Research Project – Part 3. This is for me to give you feedback to be included in the final project. This will not be graded; the overall assignment grade is based on Assignment 5.
3. Participate in Chapter 3 Content Discussion.
4. Due 9/11 by 8:00 p.m.
	Creswell – Chapters 8 Quantitative Methods
	
	Topics:
	   • Defining Surveys and Experiments
	   • Components of a Survey Study Method Plan
	   • Components of an Experimental Study
	
	Read Chapter Notes – Available in Resources Folder
	Watch Videos for this week's topics – Available in Video Resources Folder
	
	Additional Readings
	   • Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research. In N. L. Gage (Ed.), Handbook of research on teaching (pp. 1–76). Chicago: Rand McNally.
	   • Fowler, F. J. (2014). Survey research methods (5th ed.). Thousand Oaks, CA: Sage.
	   • Keppel, G. & Wickens, T. D. (2003). Design and analysis: A researcher's handbook (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
	   • Kraemer, H. C., & Blasey, C. (2016). How many subjects? Statistical power analysis in research. Thousand Oaks: Sage.
	   • Lipsey, M. W. (1990). Design sensitivity: Statistical power for experimental research. Newbury Park, CA: Sage.
	   • Neuman, S. B., & McCormick, S. (Eds.). (1995). Single-subject experimental research: Applications for literacy. Newark, DE: International Reading Association.
	   • Thompson, B. (2006). Foundations of behavioral statistics: An insight-based approach. New York: The Guilford.
		Research Project – Part 3: Review of Literature assignment.
		
		Participate in Chapter 8 Content Discussion.

Week 6: 9/11 - 9/17.

Assignments:

1. Submit Article Analysis #3 to Week 6 designated area.
2. Submit Research Project Part 4: Proposed Methodology. This is for me to give you feedback to be included in the final project. This will not be graded; the overall assignment grade is based on Assignment 5.
3. Participate in Chapter 3 Content Discussion.
4. Due 9/18 by 8:00 p.m.

Creswell – Chapters 9 Qualitative Methods

Topics:
- The Characteristics of Qualitative Research
- Qualitative Designs
- The Researcher's Role and Ref
- Data Collection Procedures
- Data Recording Procedures
- Data Analysis Procedures
- Interpretation
- Validity and Reliability
- Writing the Qualitative Report

Read Chapter Notes – Available in Resources Folder

Watch Videos for this week's topics – Available in Video Resources Folder

Additional Readings
- Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Thousand Oaks, CA: Sage.
- Flick, U. (Ed.). (2007). The Sage qualitative research kit. Thousand Oaks, CA: Sage.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). Applied thematic analysis. Thousand Oaks, CA: Sage.
  Marshall, C., & Rossman, G. B. (2011). Designing qualitative research (5th ed.). Thousand Oaks, CA: Sage.

Research Project - Part 4: Proposed Methodology

Research Article Analysis #3.

Chapter 3 Content discussion.

| Weeks: 7 / 8: 9/18 - 9/27.

Assignment:

1. Submit Research Project – Part 5: Completed Research, The overall grade for the research assignment will based on this.
2. Due 9/28 by 8:00 pm. | Creswell – Chapters 10 Mixed Methods Procedures

Topics:
· Components of Mixed Methods Procedures
· Types of Mixed Methods Designs
· A Procedure for Embedding Core Designs Into Complex Designs
· Factors Important in Choosing a Mixed Methods Design
· Examples of Mixed Methods Procedures

Read Chapter Notes – Available in Resources Folder
Watch Videos for this week's topics – Available in Video Resources Folder

Additional Readings
· Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.) Thousand Oaks, CA: Sage.
· Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed method evaluation designs. Educational Evaluation and Policy Analysis, 11(3), 255–274.
· Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. Nursing Research, 40(1), 120–123.
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