Day(s), Time & Location - Online

E-Hours - The instructor is available via email. You should receive a response within 24 hours.

Course Description
This course will focus on collecting and interpreting data to achieve a stated educational goal for each individual student (candidate). Concepts of tests and measurements will be emphasized for interpreting research results and gathering data for applied research. Students (Candidates) will develop a project based upon their research. Student (Candidate) will apply concepts learned within their own setting under the guidance of the professor.

Required Text

Learning Objectives and Outcomes
By the end of the course, the candidate will:
• Connect course goals to his or her own education field.
• Assess prior knowledge related to writing with and about research.
• Relate the APA style of writing with the appropriate use of research.
• Compare and contrast types of plagiarism and how to avoid plagiarism.
• Analyze a study, identify key aspects of the study, and synthesize the research process for a study.
• Evaluate sources to identify quality, relevant sources related to a topic in their field of education.
• Compare and contrast different types of methodologies.
• Construct an outline for a literature review based on the critical evaluation of educational theory and research.
• Synthesize the information from sources that have been critically evaluated to compose a professionally competent literature review that meets the guidelines for APA formatting and writing style.
• Collaborate with others to evaluate, edit, and refine the paper for clarification and quality.
• Use a discussion tool to collaborate with others to evaluate the research process of different studies related to different areas of education.
• Recognize the diversity of others' perspectives.

Methods of Instruction
Since this course is primarily online, students (candidates) are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on-time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize the candidate with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects:

(1) The candidate is expected to assume greater responsibility and to exercise more individual initiative.

(2) More extensive and intensive reading is required.

(3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials.

Revised 8/2/2017
Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates’ Participation:
Candidates should participate actively and enthusiastically in all online discussions. Readings and learning experiences will prepare candidates for discussions.

When prompted by learning modules, discussion boards, presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a thoughtful well-developed and supported response to the original or initial posting and/or question; and (2) to post two responses that encourages continued discussion to another candidate's initial postings. More frequent responses are both allowed and encouraged so that each candidate can learn from peers’ and professor’s insights.

2. Candidates’ Written Work:
- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insight, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.
- Clearly shows a high level of understanding regarding the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
- Demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
- Demonstrates an overall appearance according to APA format (title, page, 12 pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.

3. Candidates’ Communication:
Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferably daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings
Provided within Blackboard modules.
APA Manual (required text).
Evaluation
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A= 90-100%
B= 80-89%
C= 70-79%
F = below 70%

All activities should be submitted as scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

A final grade of B or better must be earned in this course for the Comprehensive Program Review (CPR).

Communication
Candidates must communicate with instructors via the ASU e-mail system only. Candidates must access and use Blackboard, Rampart, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information, and instructions. Communication with colleagues is expected throughout the course via Class Café.

Candidates should contact the ASU Help Desk at 325-942-2911 or toll-free 866-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

Research Writing Style
In the Department of Curriculum and Instruction, all candidates should adhere to American Psychological Association Publication Manual (APA) when completing written assignments, and when applicable, in other electronic or media-style presentations. The APA Manual is available at the ASU library, at the bookstore, or on-line at www.apa.org.


If a template is provided follow those instructions.

Assignments
More detail and specific due dates for assignments will be posted in Blackboard.

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<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plagiarism Statement</td>
<td>0</td>
<td>Statement of acknowledgement of the plagiarism policy.</td>
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<tr>
<td>1</td>
<td>Learner Profile Introduction</td>
<td>5</td>
<td>Write a brief introduction of your professional background, your educational role, and examples of research in your field of study.</td>
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<tr>
<td>1</td>
<td>Pre-Assessment</td>
<td>0</td>
<td>Assess prior knowledge of plagiarism,</td>
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<tr>
<td>Module</td>
<td>Assignment</td>
<td>Points</td>
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<tr>
<td>5</td>
<td>Literature Review Outline</td>
<td>15</td>
<td>The literature review topic outline should summarize the topics that will lead to a gap in research.</td>
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<tr>
<td>6</td>
<td>Literature Review Draft</td>
<td>0</td>
<td>A copy of the paper will be submitted for peer review.</td>
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<tr>
<td>7</td>
<td>Literature Review Revision</td>
<td>20</td>
<td>The literature review should synthesize information about the research problems/questions discovered in the sources.</td>
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<tr>
<td>8</td>
<td>Academic Portfolio Submission and Reflection Course Evaluation and</td>
<td>8 2</td>
<td>Reflect on the lessons learned with these assignments.</td>
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<td>Module</td>
<td>Assignment</td>
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<td>Objective Reflection</td>
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**Attendance Policy**
Active participation in discussion boards, engagement with learning modules, on-time completion of assignments, and communication via email with instructors constitute attendance in this course.

**Persons Seeking Accommodations**
Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's (candidate’s) responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Mrs. Dallas Swafford  
Director of Student Development  
Office of Student Affairs  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX  
Dallas.Swafford@angelo.edu

**Academic Honesty**
Angelo State University expects its students (candidates) to maintain complete honesty and integrity in their academic pursuits. Students (Candidates) are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.