Instructor: Veronica Jones Baldwin, Ph.D.
Email: veronica.jones@unt.edu
Office Location: Matthews Hall, 214E
Office Phone: (940)369-8287
In-Person Office Hours: Tuesdays and Thursdays, 12:30-3:30 p.m.
By appointment; most questions can be addressed via e-mail
Online meeting option: https://unt.zoom.us/j/3195992323; Zoom ID: 319-599-2323

*This syllabus is current as of August 2019 as a working document. I reserve the right to change this syllabus at any time. You will be able to access updated versions on the Canvas website.

**DESCRIPTION OF THE COURSE**

This is the first part of a two-semester research seminar (EDHE 6120 & EDHE 6540). This course is designed to prepare advanced doctoral students in the process of designing and conducting independent scholarly research. Students will gain and/or enhance their ability to analyze, synthesize, and integrate conceptual materials from a variety of sources into a cohesive and coherent research proposal. Students will also gain knowledge and skills in designing a research study including the selection of appropriate methodology, choosing appropriate data analysis methods, and conducting data collection and analysis. The second part of the research seminar will allow students to carry out data collection, conduct data analysis, and write up the results and discussions. This course will be useful and applicable to any research effort where the research question, literature review, and integration of materials and methods of research are necessary.

**OBJECTIVES OF THE COURSE**

At the end of the seminars, a student of this course will demonstrate the ability to:

1. Explain the structure of scholarly research in social science
2. Recognize the importance of research ethics and apply appropriate ethical guidelines in every step of research activities
3. Select a research topic and construct research questions, hypotheses, and other components of a doctoral dissertation proposal
4. Effectively conduct literature search on the Internet and in the library
5. Critique research literature and evaluate the quality of the research
6. Write a well-crafted literature review as required in a doctoral dissertation
7. Identify and develop a conceptual framework to guide the study
8. Critique the pros and cons of quantitative and qualitative research methods
9. Choose appropriate research methods to study a particular research topic
10. Skillfully present the results of the study and discuss the implications of the results
11. Utilize the resources and assistance available to complete a research project
12. Be an active and responsible learner and a fervent participant of the class/learning community
14. At the end of this research seminar, you will complete an individual research project and generate a manuscript suitable for conference presentation or journal submission

REQUIRED TEXT


ADDITIONAL RESOURCES

Available on Canvas

RECOMMENDED BOOKS (These books are not required but were helpful in the preparation of this course.)

MORE ABOUT READINGS
For you to succeed in this class, which means you will generate a research proposal by the end of the first semester and a completed research study at the end of the second semester, you must read and write constantly. I am not going to ask you to document your readings, but I expect you to critically read at least one journal article related to your research topic each week in addition to the required course readings.

UNT VIRTUAL STATISTICS LAB
University IT offers quick access to the statistics, analytics and modeling software packages through the Virtual Statistics Lab. These applications are hosted on UNT servers and presented virtually to your on- or off-campus computer, meaning that you may use these full applications without the need to install them on your local computer. The following quantitative and qualitative analytical programs are available through UNT Virtual Statistics Lab: EViews 10, LISREL 9.3, MATLAB R2017a, NVivo 11, RStudio, SAS 9.4 (less Text and Enterprise Miner), SPSS Statistics 25, Stata/IC 15. For more information, please visit https://it.unt.edu/virtual-lab

ENGAGEMENT IN THE LEARNING COMMUNITY:

1. I strive to create a supportive learning environment that nurtures individual and group differences and encourages engaged, honest conversations. It is my intent that everyone feels comfortable to share and explore ideas. In the course of class discussions, I welcome disagreements in the spirit of critical thinking and challenging ideas, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation etc. will not be tolerated. Please be aware of your social positionality, and utilize reflection of self and others to gain a deeper understanding of course topics.

2. If you look through the class schedule, you will see that you will be required to do reading BEFORE attending the class. This will allow us to do other activities in class. Some of the work we will do in class will involve working with other students in groups or pairs – so if you do not prepare adequately before class, you will not only hurt your chances to learn, but you will also affect the learning of other students. While we will deliberately revisit some topics and ideas in class, we will probably not be able to cover everything in the readings. The readings are for your benefit and will ultimately make you successful in your assignments; therefore, you need to read. All discussion should be grounded in the text.
3. Because this course will rely heavily on in-class discussion and activities, you are expected to attend ALL classes. Punctual attendance at all class sessions is your obligation. Please let me know at least two weeks ahead if you need to miss class because of a religious observance. Absences will affect your understanding of concepts as well as your ability to successfully complete assignments. You are responsible for getting in-class activity notes or activities from Canvas or from a classmate.

4. Please limit use of personal devices to accessing class materials or taking notes during class instruction and/or learning. Laptops can cause a distraction to you as well as your peers and instructor, so refrain from use when classmates are presenting. Excessive web surfing and inappropriate use of laptops will affect your class engagement points. Place all cell phones on silent and use only during appointed breaks.

5. Food and drinks in class are welcomed, but please make sure to clean up.

**COURSE EXPECTATIONS AND EVALUATION**

**Attendance and Engagement (20 points): Students who miss multiple class meetings are who are habitually tardy will not receive points for participation. As a rule of thumb, you cannot miss more than 2 classes and still pass the course.** Late, unexcused, or non-negotiated tardy arrivals (more than 3 incidents over the entire semester) will result in a significant reduction of your participation grade. There is no option to make up missed class time. An absence may be excused for the following reasons: a religious holy day; active military service; participation in an official university function; illness or other extenuating circumstances; pregnancy and parenting under Title IX; and when the University is officially closed by the President. The student is responsible for requesting an excused absence in writing as early in the semester as possible, and personally delivering to me satisfactory evidence to substantiate the excused absence.

Class engagement includes all of the following: actively listening, reading of all required materials, and thoughtfully contributing to the class dialogue, activities, and group work. Your contribution to class discussions is essential to your learning and growth as a graduate student. In considering your level of class engagement, please be aware of your ability to raise thoughtful questions, to listen and respond to your classmates’ ideas, and to increase or decrease your level of participation if necessary based on others around you. Weekly readings should be completed prior to the class meeting for which they are assigned. In addition to these readings, students are encouraged to provide additional materials and resources to stimulate discussion. Short activities will be used to account for attendance and engagement.

**Self-Introduction (5 points)**

Post an introduction of yourself on the Canvas discussion section. Please share with us a little bit about yourself. You don’t have to answer all the questions and you can add other information that you would like share. Please post a recent picture of yourself along with your introduction. Include the following: Who are you? Where were you from? What is your major? What are your interests and/or hobbies? Why are you taking the course? What do you hope to get out of this
course? What is your current career goal? If you don't want to type, you are welcome to introduce yourself in a short video.

**APA Style (20 points)**

(3 double-spaced pages, excluding the title page and references) The purpose of this assignment is to help you familiarize with the APA format. Please follow the *Publication Manual of the American Psychological Association, 6th edition* and the instructions below to complete this assignment. You can recycle a paper previously written by you or you can write a short summary of next week’s class readings in APA format. I do NOT care about the content of your paper for this assignment. Please follow the guidelines in APA Manual Section 8.03 for manuscript preparation. The completed assignment must have three components: (a) a title page, (b) body of content, and (c) a reference list.

1. **Title page:** Your title page must include all the parts specified in the APA Publication Manual (2.01-2.03). The title page must be double-spaced as everything else in your paper.

2. **Body of Content:** The content must not exceed 3 pages double-spaced. You must use at least TWO levels of APA headings (3.03) in your assignment. You must have more than THREE paragraphs, and each paragraph must have at least ONE citation (6.11-6.21). You need to cite a journal article with three or more authors at least twice in the paper, being sure to use proper citation on the second time you reference those authors. You must also include at least ONE direct quotation (6.03).

3. **Reference list:** Please follow APA Manual Section 6.22-6.32 and Chapter 7 to compile your reference list. The reference list must include everything you have cited or quoted in your paper and must include the following reference types:
   - A single-author book (example 18)
   - A chapter in an edited book (example 25)
   - A journal article retrieved from the Internet with a DOI number (example 1)
   - An online news article (such as Inside Higher Ed) (example 11)
   - A dissertation or thesis (example 40-44)
   - A technical report published by a governmental agency (try NCES if you don’t know where to find this kind of reports) (example 31)

The reference entries must be arranged in one reference list, according to the APA Manual. Print your assignment and **BRING IT TO THE CLASS.** Other manuscript preparation guidelines can be found in the APA Manual Section 8.03.

**Dissertation Literature Review Analysis (50 points)**

Choose a dissertation on a topic of interest and review the literature review (Chapter 2). Then read Boote & Beile’s article “Scholars before researchers: On the centrality of the dissertation literature review in research preparation” (available on the Canvas in the Literature Review Module) and apply the scoring rubric on page 8 to the dissertation literature review. Use the five categories as headings for your essay. For each of the criteria you would read the literature review in the dissertation and rate the literature review according to the four points. For each descriptive statement for each criterion in your essay you would discuss the evidence for your classification. For example on Coverage, if you rated the coverage a #1, then the author did not discuss any criteria for including a study in the literature review or any criteria for excluding studies that were not discussed. The effort to read, think, and make rational assessments of the
literature will consume more time than your rating and justification for the rating you assign for each category. **Please write in narrative format and support your ratings with examples.**

Time will be allowed in class for you to discuss your findings, to compare and contrast your assessment of the dissertation. Please be prepared to share your findings in class.

**CITI Certificate (20 Points)**
Complete CITI’s Human Subjects Research course for Social & Behavioral Research Investigators at [https://www.citiprogram.org/](https://www.citiprogram.org/) (Links to an external site.) (approximately 3 hours) and submit the course-completion certificate through Canvas.

**Draft of Research Questions (10 points)**
Write down your research questions and bring them to the class for discussions (don’t forget to submit it online too). Your research questions should not exceed one page double spaced.

**Two-page Research Problem Outline (30 points)**
You are to choose a research topic and write a two-page (double-spaced) research problem outline. This research problem outline will later develop into a full research article. The outline must include some background information and context of the research problem and a problem statement. You may also include the purpose of study, research questions, and theoretical or conceptual framework. APA format NOT required.

**One-page Theoretical Framework Outline (10 points)**
(excluding the title page and references) More details will be provided in class.

**Draft of Literature Review Section (30 points)**
Minimum of 5 pages double-spaced pages, excluding the title page and references. More details will be provided in class.

**Draft of Introduction Section (10 points)**
More details will be provided in class.

**Dissertation Proposal Defense Observation (40 points)**
You are required to observe and evaluate a doctoral dissertation proposal defense by the due date. You can observe any doctoral-level dissertation proposal defense in any academic departments at any universities. However, the preference is doctoral dissertation defenses held at the UNT College of Education. After the observation, please share your observation in writing on the Canvas Discussion Board and also orally in the class. In your report, please answer the following questions:

- What is the structure of the defense? Who spoke first? How long was the presentation? How long was the Q&A? Did the doctoral student use any visual aids (e.g. Microsoft PowerPoint) and handouts? How many people attended the defense presentation? Did all the dissertation committee members attend the presentation? If not, how did the student deal with the committee member’s absence?
- What did you like about the defense in terms of the doctoral student’s performance? What can be improved?
• Reflecting on your own experiences, what was like to be an attendant at a doctoral proposal defense? If you are the doctoral student doing the proposal defense, what is the one thing you would do differently from the defense you observed? How would you handling the questioning?
• What are the other lessons you have learned from the observation?

Draft of Final Research Proposal (10 points)
You are required to submit your final research proposal draft by the deadline for peer review. A fellow student will be assigned to review your proposal and provide critiques and recommendations. Your reviewer will also become your discussant in the final research proposal presentation. Please note that your manuscript for peer review is readable by the whole class.

IRB Application (40 points)
You will complete a UNT IRB Application. Instruction will be given in class.

Peer Review of Final Research Proposal Draft (20 points)
You will be assigned a fellow student’s research proposal for review. Peer review guidelines will be provided in class. In addition to a written review, you will also be asked to provide critiques and recommendations during the final research proposal presentation.

Final Research Proposal and Oral Presentation (140 points)
(Paper: 100 points; Presentation: 40 points) We will conduct mock dissertation proposal defense in our class. Each of you will make a 20-25 minutes oral presentation of your final research proposal. More details will be given in the class. Your final paper should include components in a dissertation chapter 1-3. The final paper must follow UNT dissertation style guidelines and the latest APA Publication Manual. Focus should be put on chapter 1 and 2. Please limit your proposal to less than 30 pages double spaced. This assignment must include the title page, abstract, chapter 1 to 3, appendices (if necessary), and references.

Assignment Breakdown:
Self-Introduction 5 points
APA Style Assignment 20 points
Dissertation Literature Review Analysis 50 points
CITI Certificate 20 points
Draft of Research Questions 10 points
Two-page Research Problem Outline 30 points
One-page Theoretical Framework Outline 10 points
Draft of Literature Review Section 30 points
Draft of Introduction Section 10 points
Dissertation Proposal Defense Observation 40 points
Draft of Final Research Proposal 10 points
IRB Application 40 points
Peer Review of Final Research Proposal Draft 20 points
Final Research Proposal and Oral Presentation 140 points
Class Participation 20 points

Total 455 points
Grade Scale (for Course Grade):
A = 400 points or above
B = 360-399 points
C = 310-359 points
D = 270-309 points
F = Fewer than 270 points

Turning in Assignments: All written assignments must be submitted both through Canvas and by email on the due date. All assignments must be submitted to Canvas (some requiring verification of originality through Turnitin; an originality score of more than 15% will result in a rewrite). Please also email me a backup copy of your assignments to ensure that I receive it in the event that there is a Canvas malfunction. For all emailed assignments, please name your individual assignments with your last name: “Last Name_assignment” before the file extension. For example, if your last name is Baldwin and you are turning in the article review, please name the file for your assignment “Baldwin_article review.” This will help me keep track of individual students’ assignments instead of receiving a large group of assignments with the same file name. All assignments unless otherwise noted are due by 5:30 on the due date.

Writing Style: All written work for this course and all graduate courses must be original work and conform to the American Psychological Association Style Manual (2010), 6th Edition. All papers must be typed and double-spaced with 1-inch margins on all sides, Times New Roman in size 12 font. The page number count for papers does not include the cover page or the reference list and points will be deducted for pages under the required number. Please make sure you work is properly formatted and proofread before submitting assignments. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. I am available to discuss your writing if you have any concerns, so please schedule appropriate time before assignments are due.

Make-up Work/ Late Assignments: Assignments must be turned in on the due date. Assignments turned in within one day of the due date will result in a 10% reduction to the assignment grade; assignments turned in within two days of the due date will result in a 40% reduction to the assignment grade. Assignments will not be accepted (0 points awarded) more than two days following due date. No extra credit assignments are available in the course, so please contact me in advance if you anticipate a problem.

Note: Life happens! I understand that things may come up in your personal life that will affect your efforts in class. As a former graduate student I understand, and I deal with life stress as well. Please contact me if something is going on so that we can discuss and see if arrangements can be made for special circumstances or emergencies. I am here to support you, so please keep me in the loop!
COLLEGE OF EDUCATION ADA NON-DISCRIMINATION POLICY

The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of any of its programs and activities as specified by federal laws and regulations. The designated representative for the Department of Counseling, Development and Higher Education is Dr. Jan Holden. Copies of the College of Education ADA Compliance document are available in the Dean’s Office, 214 Matthews Hall.

The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination. The University of North Texas provide academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution’s academic and employment requirements. For assistance call (940) 565-2456. TDD access is available through Relay Texas: 1-800-735-2989.

Succeed at UNT:

- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom,
Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to
view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Esther Oppong is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**Campus Carry Notification [if applicable]**

The class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.

**Additional Student Support**

Any student who has difficulty affording groceries or accessing food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide additional resources that I may possess.
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<tr>
<th>DATE</th>
<th>TOPICS &amp; READINGS BEFORE CLASS</th>
<th>LEARNING TASK/ DUE DATES</th>
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<tbody>
<tr>
<td>August 27</td>
<td>What is scholarly research? Course overview Review of syllabus APA Style Assignment Research and Dissertation database and search engines Choosing a research topic Dissertation Proposal Defense Observation  Learning Module: Remember APA Style?</td>
<td>Think about your research interest and bring them to the class next week</td>
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| September 3 | APA Assignment Choosing a research topic From research topic to research questions How to evaluate a literature review)  
  
  Creswell Ch. 1  
  
  
  
  • Bring a list of your research interests to class  
  
  • APA Style Assignment Due (bring to the class, do NOT submit online)  
  
  • Select a dissertation for review  
  
  • Apply for UNT IRB Cayuse Access |
| September 10 | From interest to research questions How to ask research questions How to choose the right research method Concept, Construct, and Variables  
  
  Creswell Ch. 5, 6, 7 | READ and bring to class 3 peer-reviewed journal articles (both quantitative and qualitative) in topics related to your research interests  
  
  APA Style Assignment (due online) |
| September 17 | Literature review process and techniques Structure of Research Articles Critique of Research Articles Analyzing and synthesizing research literature Dissertation literature review analysis discussion  
  
  Creswell Ch. 2 | Dissertation literature review analysis due (submit to Canvas and prepare to share your analysis in the class) |
| September 24 | Research Ethics  
Creswell Ch. 4  
https://doi.org/10.1177/1077800403262360 | Draft of Research Questions Due  
CITI certificate due |
| October 1 | Theory and Hypothesis  
Choosing a Theoretical Framework  
Components of a dissertation Chapter 1  
Introduction to research methods  
Creswell Ch. 3  
| October 8 | How to choose a method of research  
How to write the method of research  
Introduction to Action Research  
Creswell Ch. 8, 9  
Lochmiller & Lester Ch. 5, 6 | One-page Theoretical Framework outline due |
| October 15 | Research Day (no class)  
Individual tutorial sessions (15 -30 minutes for each student)  
Work on library searches | |
| October 22 | IRB Application  
Preparation for Data Collection  
How to prepare a conference proposal  
How to conduct peer review  
| October 29 | Research Day (no class)  
Individual tutorial sessions (15 -30 minutes for each student)  
Work on library searches | Draft of introduction section due |
| November 5 | Putting the dissertation proposal together  
Guide for good writing  
Overview of results and discussion | Last day to submit dissertation proposal |
<table>
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| November 12 | Research Day (no class)  
Individual tutorial sessions (15 -30 minutes for each student)  
Work on library searches                                                   | Please bring your research proposal draft to the meeting with me |
| November 19 | Presentation of research proposals  
Discuss issues and difficulties in drafting research proposal  
How to conduct peer review                                                  | Draft of final research proposal due for peer review  
IRB application due                                                          |
| November 26 | Presentation of research proposals  
How to work with your doctoral advisory committee                          | Peer review of the final research proposal due                        |
| December 3  | Presentation of research proposals  
How to manage dissertation fatigue                                         | Final Research Proposal Due on 12/5/2018 at 5:30 pm                  |