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 Wednesdays, 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 January 2020 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 second 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. Behave professionally and ethically as a leader and scholar in higher education
13. Be an active and responsible learner and a fervent participant of the class/learning community
15. 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.)


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.

Research Teams (10 points)
You will identify members (2-3 people) at the beginning of the semester to form a research team. The members will support each other during the research process. These supports can include discussing of research challenges, helping each other with data collection, analysis, and writing process, and encouraging each other throughout the research process. At the end of the semester, you will be asked to evaluate your research partner.
**Weekly Research Progress Update (30 points)**
You will submit an informal report to the Canvas discussion board every week to update Dr. Baldwin and the class on your research progress. You are also welcome to report any challenges and issues you have encountered during the research process. You are welcome to read others’ research progress update and provide feedback. This assignment will not be graded weekly. Instead, a grade will be given at the end of the semester.

**Individual Meetings with Dr. Baldwin (40 points)**
Throughout the semester, you will meet either online using Zoom or face-to-face with Dr. Baldwin. Besides the required meeting, you can schedule meetings based on your needs. You must meet with Dr. Baldwin at the following check points of your research:
1. After you receive your IRB approval and before data collection
2. After collecting the data and before analyzing the data
3. After analyzing the data and before writing the results and discussion
I am available to meet with you on Thursday evening from 5:30 – 8:20 pm (preferably on Zoom), but please make an appointment with me before you come to campus. I am also available at other times of the week by appointment.

**Final Research Paper Journal Article or Conference Proposal to be Submitted for Publication (40 points)**
Each student must identify an academic journal or conference to submit your final paper. By the end of the semester, you are required to prepare and submit a journal article for publication or conference proposal consideration. You must follow the journal or conference submission guidelines and format to prepare and submit the manuscript or proposal. You must select an academic journal or conference call for proposals and send Dr. Baldwin a copy of or a link to the “guidelines for authors” or “instructions to authors” by **January 30, 2020**. Final submission must be made by **April 30, 2020**. When you submit a manuscript to a journal for publication consideration, you are usually required to prepare a cover letter; conferences require a conference proposal. Because everyone has different goals for publication and presenting at conferences, your submission will be a cover letter or proposal following the conference guidelines to Dr. Baldwin. When you submit your EDHE 6540 final paper to a journal for publication or conference consideration, you should list yourself as the first author. We can discuss your preference to make Dr. Baldwin your second author in greater detail later.

**Final Research Paper Draft (200 points)**
You must submit a final research paper draft with completed results and discussion sections to Dr. Baldwin by **April 16, 2020**. I will provide you feedback for revision. Your final research paper is due on **May 1, 2020**.

**Final Research Presentation (60 points)**
Each of you will make a 20-25 minutes oral presentation of your research. The presentation will be opened to all UNT Higher Education faculty and students. Your presentation should focus on the results and discussions. More details will be provided on Canvas.
Assignment Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Research Team Evaluation</td>
<td>10</td>
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<tr>
<td>Weekly Research Progress Update</td>
<td>30</td>
</tr>
<tr>
<td>Individual Meetings w/ Dr. Baldwin</td>
<td>40</td>
</tr>
<tr>
<td>Journal or Conference Submission</td>
<td>40</td>
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<tr>
<td>Final Research Paper</td>
<td>200</td>
</tr>
<tr>
<td>Final Research Presentation</td>
<td>60</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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</table>

Grade Scale (for Course Grade):

- **A** = 360 points or above
- **B** = 320-359 points
- **C** = 280-319 points
- **D** = 240-279 points
- **F** = Fewer than 240 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 final paper, please name the file for your assignment “Baldwin_finalpaper.” 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 pm 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!

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, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Disability Access

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 Access website at https://disability.unt.edu/. 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 Canvas 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 Canvas 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. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

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. Esther Oppong is UNT’s Student Advocate and she can be reached through e-mail at 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" (noreply@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 or email 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.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; READINGS BEFORE CLASS</th>
<th>LEARNING TASK/ DUE DATES</th>
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<tbody>
<tr>
<td>January 16</td>
<td>No class meeting</td>
<td>Review your research proposal from last semester and IRB application (IRB should be approved by this date)</td>
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</table>
| January 23 | Course Overview, Syllabus, Review research progress from EDHE 6120, Publication/Conference opportunities, IRB Application status, Readings on going in the field/data collection (provided in Canvas) | - Identify a research team (2-3 individuals) from your classmates and report to Dr. Baldwin on Canvas  
- Meet with your team members to give updates on your IRB status & data collection procedures |
| January 30 | No class meeting, Prepare to collect data, Check Point 1: Schedule an individual meeting with Dr. Baldwin before your data collection to go through data collection procedures | Schedule an individual meeting with Dr. Baldwin before your data collection to go through data collection procedures  
- If you are doing a qualitative study, you can notify your study participants of a coming study and arrange for future meetings (either individual interviews or focus groups). However, you are NOT allowed to collect data at this point.  
- If you are doing a survey research, you should make sure everything is working with your online or paper survey. If you are doing an online survey, you should test it out. You should also collect contact information from your study participants so you can send out the survey on short notice.  
- If you are conducting a quantitative secondary data analysis with no personal identifiable information, you can start analyzing the data. |
| February 6 | Collecting data, Nvivo webinar                                                             | - Submit the “Guidelines for Submission” or “Instructions for Authors” from a journal or conference you will submit your article.  
- Make sure you have done your an individual meeting with Dr. Baldwin before collecting data |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>February 13</td>
<td>Collecting Data</td>
<td>Meet with your research team to get feedback on your plans for data collection (taking notes, memoing, scheduling interviews, etc.)</td>
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<td>Guest speaker on quantitative data analysis</td>
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<td>February 20</td>
<td><strong>No class meeting</strong></td>
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<td></td>
<td>Collecting data</td>
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<tr>
<td>February 27</td>
<td><strong>No class meeting</strong></td>
<td>Schedule a meeting with Dr. Baldwin after you finish data collection and before analyzing the data</td>
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<td></td>
<td>Collecting data</td>
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<td></td>
<td><strong>Check Point 2: Schedule an individual meeting with Dr. Baldwin after you finish data collection and before analyzing the data</strong></td>
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<tr>
<td>March 5</td>
<td>Collecting data</td>
<td>Make sure you have done your individual meeting with Dr. Baldwin after data collection and before analyzing your data</td>
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<td>Discuss moving forward with data analysis</td>
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<td>Revisit your proposal literature and framework</td>
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<td>March 12</td>
<td><strong>No class meeting (Spring Break)</strong></td>
<td>You should finish data collection by the end of Spring break. If you cannot finish data collection by the end of Spring break, you should plan to end it as soon possible.</td>
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<tr>
<td></td>
<td>Finishing data collection</td>
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<tr>
<td>March 19</td>
<td><strong>No class meeting</strong></td>
<td>- Meet with your research team to discuss data analysis issues</td>
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<td></td>
<td>Analyzing data</td>
<td>- Your research team should help in the initial data analysis phase (procedural issues, navigating software, &amp; feedback on coding). Even though they won’t be reviewing data in detail, you must make sure that all data is de-identified.</td>
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<tr>
<td>March 26</td>
<td><strong>No class meeting</strong></td>
<td>Schedule a meeting with Dr. Baldwin after data analysis and before writing up your results</td>
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<td></td>
<td>Analyzing data and writing the result and discussion sections</td>
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<td></td>
<td><strong>Check Point 3: Schedule an individual meeting with Dr. Baldwin after data analysis and before you write up the results and discussion</strong></td>
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<tr>
<td>Date</td>
<td>Events and Activities</td>
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</table>
| April 2   | Analyzing data and writing the result and discussion sections  
Discuss writing tips for putting everything all together  
(Readings provided in Canvas) |
| April 9   | **No class meeting**  
Analyzing data and writing the result and discussion sections  
Meet with your research team to improve each other’s paper |
| April 16  | **No class meeting**  
Analyzing data and writing the result and discussion sections  
Final Research Paper Draft Due |
| April 23  | **Research Presentation**  
Open to All UNT Higher Education Faculty and Graduate Students  
Analyzing data and writing the result and discussion sections  
Review your research team’s research papers |
| April 30  | **Research Presentation**  
Open to All UNT Higher Education Faculty and Graduate Students  
Journal Article Cover Letter or Conference Submission Proposal Due |
| May 1     | Final Research Paper Due on 5/1/2019 at 11:59 pm |