LITC 7330: RESEARCH IN LANGUAGE AND LITERACY
Fall 2017
LITC 7330 is a required course for those individuals enrolled in a Literacy Leadership Doctoral Program

College of Education, Department of Language, Literacy, and Special Populations

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Office hours: Th 1 PM – 3 PM, and face-to-face or online appointments

Class Format: 93.3% Face to Face
> **Class day and time:** Thursdays 530PM-820PM
> **Class location:** TEC 111E

Course Description: : Emphasis is placed on preparing teachers and emerging researchers to examine different research paradigms and methodologies, develop an entry level competence in educational statistics in order to read research articles with understanding, and critique critically published educational research.   This course is designed for advanced level master's candidates and beginning doctoral students. 3 credit hours. Prerequisites: None.

Recommended Textbooks:

Johnson, R. B., & Christensen, L. (2014). *Educational research* (5th ed.). Los Angeles: Sage.

Publication manual of the American Psychological Association. (2011). Washington, DC: APA

Salkind, N.J. (2014*). Statistics for people who think they hate statistics* (5th ed.). Los Angeles: Sage.

Duke, N. K., & Mallette, M. H. (2011). *Literacy research methodologies* (2nd ed.).NY: Guilford.

Assigned and self-selected peer-reviewed research articles.

Course Objectives:

Objectives	Activities	Measurement
Select leading peer-reviewed literacy research journals and reports that demonstrate understanding of quantitative, qualitative and mixed methodologies.	• Online resources • Research critiques	• Research critiques

Compare and contrast qualitative, mixed methods and quantitative research paradigms and methodologies.	• Research method presentation	• Guided reflection over research method presentations. • Research critiques
Summarize different methods of data collection and analysis.	• Research method presentation	• Research method matrix
Discuss research design limitations.	• Research method presentation	• Research critiques
Delineate the role of and concern for ethics in research, including intellectual honesty.	• CITI training • Case studies	• CITI Training certificate
Explore the role of statistics in educational research.	• Compile list of statistics used in quantitative research articles • Statistics videos • Statistics hand-on activities	• Decision tree for statistics selection
Critique a variety of literacy research reports using the academic conventions, vocabulary, and content of the discipline.	• Journal article deconstruction	• Research critiques • Research synthesis paper
Read a variety of research reports and identify their research designs.	• Journal article deconstruction	• Research critiques • Research synthesis paper
Synthesize a body of research, as in a literature review.	• Research Critique Matrix	• Research synthesis paper

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential Objectives:
1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important Objectives:
1. Learning to apply course material (to improve thinking, problem solving, and decisions).

Course Outline

Assignments

1. **Class activities and participation**. Points will be subtracted for each class missed or observed lack of participation.

2. **Research critiques**. Nine 2-page research critiques are required. Guidelines and the rubric for evaluation will be discussed in class. (5 x 9 = 45 pts)

3. **Two research method presentation** (experimental; quasi-experimental; non-experimental; narrative & case study; phenomenological, etc)

   Preparation. Prepare a study guide for the class that will help us with our text readings on your research method and email that study guide to class members **at least one week prior** to your class presentation. The study guide should include:

   - Help in making sense of the methodologies. The guide may take any form you wish. It should be written in APA style.
   - One exemplar research article, which you must describe and analyze the method in detail.
   - Any additional information class members will need to be able to get the most out of your research method. Please feel free to use sources other than our textbooks.

   The presentation. Teach us what we need to know to help move us from <u>consumers</u> of research to <u>producers</u> of research. We need to begin to understand 'the what', 'the why', 'the when', 'the how, and to some extent, 'the who' of that research tradition. Give us handouts that include references using APA style. Use resources in addition to your texts. Each presentation should be 30-40 minutes. Let me know prior if you require additional time. (15 x 2 = 30 pts)

4. **Research synthesis paper**. Write a 5-7 (ish) page review of research from different traditions into a coherent overview of a research topic of your choice (at least two from both quantitative and qualitative). Use APA. (20 pts)

5. **Perfect Attendance**. For this activity, you will need to show up to every class (except for official emergencies). All or nothing. (5 pts)

   TOTAL = 100 pts

Grades

Letter grades: A= 90-100%   B= 80-89%   C= below 80%   D = Below 70% F = Below 60%

Schedule

Dates *Thursdays* *5:30-8:20*	Topics	Suggested Readings Before Class Duke & Mallette=DM Johnson & Christensen=JC	Assignment/Activities Listed on due date
Aug 24	Course Overview Library resources Research epistemologies in reading Writing a research critique Shared journal deconstruction	DM: Chapter 20	Select a research method: 1. Meta Analysis 2. Experimental 3. Quasi-experimental 4. Single-Case Exp. 5. Non-experimental 6. Mixed-Methods Select another method: 7. Metaplan 8. Phenomenology 9. Ethnography 10. Case Study 11. Grounded Theory 12. Historical
Aug 31 No Class	Distribute Article 1 via E-Mail (Meta-Analysis)		
Sept 7	Meta-Analysis Presentation Discourse Analysis Discuss Article 1 (Meta-Analysis)	DM: Chapters 6, 7 Article 1	
Sept 14	Experimental Presentation Article 2 Discussion (Experimental) Methods Discussion	DM: Chapters 9, 13 Article 2	Article 1 Critique Due (Meta-Analysis)
Sept 21	Quasi-Experimental Presentation Article Discussion (Quasi) Methods Discussion	DM: Chapters 18 Article 3	Article 2 Critique Due (Experimental)
Sept 28	Single-Case Presentation Article Discussion (Single-Case) Methods Discussion	DM: Chapter 17 Article 4	Article 3 Critique Due (Quasi-Experimental)
Oct 5	Non-Experimental Presentation (Correlational) Article Discussion (Non-Exp) Methods Discussion	DM: Chapter 4 Article 5	Article 4 Critique Due (Single-Case Experimental)
Oct 12	Mixed Methods Presentation Article Discussion Methods Discussion	DM: Chapter 14 Article 6	Article 5 Critique Due (Non-Experimental)
Oct 19	Metaplan Presentation Article Discussion Methods Discussion	DM: Chapter 15 Article 7	Article 6 Critique Due (Mixed Methods)
Oct 26	Phenomenology Presentation Article Discussion Methods Discussion	Google "Phenomenology" Article 8	Article 7 Critique Due (Metaplan)
Nov 2	Take a Breather! No Class!		
Nov 9	Ethnography Presentation Case-Study Presentation Article Discussion Methods Discussion	DM: Chapters 8, 5 Article 9	Article 8 Critique Due (Phenomenology)
Nov 16	Grounded Theory Presentation Historical Presentation Methods Discussion	Google, "Grounded Theory"	Article 9 Critique Due (Ethnography)
Dec 1 **ONLINE**	Complete Research Synthesis	Selected Articles	**Research Synthesis Due Online by Midnight Dec 7.**

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
    - [Procedures in Cases of Academic Dishonesty #810213](#)
    - [Students with Disabilities #811006](#)
    - [Student Absences on Religious Holy Days #861001](#)
    - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
    - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
    - Technology during instruction: Only during notification breaks.
    - Technology during exams: Not unless instructed.
    - Technology in emergencies: Feel free.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance
See assignments

Course Expectations
1. Graduate students will attend class and will be prepared.
2. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalog and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
3. Students should practice self-discipline in the course. Courtesy should be extended to all. Thought should be given to the value of class conversations/discussions for all members. Classes will be more productive, beneficial, and enjoyable if learners conduct themselves as conscientious professionals.
3. Online students are expected to view presentations and complete the required discussions and interactions with classmates in a timely manner.
4. Please pay careful attention to due dates for each of the assignments. If you are aware of problems BEFORE the due date, contact the instructor to see if an extension can be made in your case. If your work is submitted later than the day specified points may be deducted.

Bibliography

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Cochran-Smith, M., & Lytle, S. L. (1993). *Inside/outside: Teacher research and knowledge.* NY: Teachers College Press.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.).NY: Routledge.

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Lincoln, Y. S., & Guba, E.G. (1985). *Naturalistic inquiry.* Newbury Park, CA: Sage.

Marshall, C., & Rossman, G. B. (1995). *Designing qualitative research (2nd ed.).* Thousand Oaks, CA: Sage.

Merriam, S. B. (1988). *Case study research in education: A qualitative approach.* San Francisco: Jossey-Bass.

Neuman, S., & McCormick, S., Eds. (1995). *Single-subject experimental research: Applications for literacy.* Newark, DE: International Reading Association.

Paul, J. L. (2005). *Introduction to the philosophies of research and criticism in education and the social sciences.* Upper Saddle River, NJ: Pearson.

Power, B. M. (1996). *Taking note: Improving your observational notetaking.* Portland, ME: Stenhouse.

Vogt, W. P. (1993). *Dictionary of statistics and methodology: A non-technical guide for the social sciences.* Newbury Park, CA: Sage.

Wolcott, H. F. (1990). *Writing up qualitative research.* Newbury Park, CA: Sage.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs.

Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.