



Sam Houston State University

EDAD 6379
Program Evaluation for School Improvement
Spring Semester 2018

EDAD 6379 is a required course for the Master of Education in Educational Administration and the Master in Instructional Leadership



Enhancing The Future
Through Educator Preparation

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To meet the goals and objectives of this course, instruction consists of a minimum of 4 hours per week (40 hours total). Instruction is comprised of 2.5 clock hours in class and at least 2-3 hours per week outside of class or field-based activities.

Required Materials

Johnson, R. B., & Christensen, L. B. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). Thousand Oaks, CA: Sage. **Note that a used version of this textbook should be available via amazon or other online source and should be much less expensive than a new version.**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Please note that the syllabus is subject to change.

Required Tools

1. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account in order to utilize the reference collections via a remote connection.
2. Blackboard: Students will be expected to utilize Blackboard for assignments, discussion boards, and announcements. Please visit <https://help.blackboard.com/>
3. Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/>

Course Description: (*SHSU Graduate Catalog*, p. 171)

Study is made of types and methods of educational research, the collecting, analyzing, and sharing of data with the public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research. Credit: 3 hours.

Research typically involves several stages including (a) planning, (b) conducting a pilot study, (c) developing measurement tools, (d) collecting data, (e) analyzing data, and (f) sharing the findings in written summaries. This course is designed to develop the knowledge and skills students need to conduct research and program evaluation.

Students will develop an understanding of the program evaluation process for overall school improvement and become critical consumers of research to guide decision-making. Students will learn to access resources, databases, and best practice models to inform effective leadership. Students will further learn to use student data effectively to promote academic achievement and intervention programs.

Taking EDAD 6379 in an On-Line Format

After communicating with the lead author of our textbook, R. Burke Johnson, we would like to emphasize the following points that he makes in his online courses: Many materials have been created to help you succeed in learning the material in your textbook. However, as you know, taking a class online requires a much different approach to learning because you do not have a teacher talking directly to you at a set time each week. If you approach taking EDAD 6379 in an online format as a class that is going to be easy, we predict that you will find the difficulty and work load to be far more than you expect. Perhaps the primary reason for this is because many students are not used to learning and to communicating solely through the written/computer medium. Some of the reasons that students experience difficulties in a research (*especially online*) class includes but are not limited to: (a) research methods can be similar to learning a foreign language, which many research methods instructors believe is more easily accomplished in a classroom where everyone can have direct interaction, including verbal and nonverbal communication; (b) when taking online courses, some students delay studying, fall behind, and find that they are unable to catch up, and because the later chapters build on earlier chapters, falling behind is a recipe for failure; (c) some students seem to think that taking an online course will be easier, which is patently false; if you are very busy, have little time to study, and think that taking an online course is the answer, then we strongly suggest that you reconsider that logic; (d) many students seem to have much more difficulty learning the two statistics chapters in an online environment; (e) some students in online classes attempt to participate only to the required minimum and they fail to ask any questions; this attitude will hurt your performance; so, please note that *we strongly encourage you to ask any questions that you have* (and there are NO BAD questions, so do not worry about that!), and you WILL have questions. In short, if you want to learn the material, you are going to have to ask questions, answer other people's questions, and constantly interact with the other students, professor, and the learning materials. So, be advised that learning research methods this semester will take a lot of time and work.

SECTION I
COURSE OBJECTIVES AND STUDENT COMPETENCIES

Students will:

1. Demonstrate the ability to apply basic research concepts.
2. Evaluate academic literature and research.
3. Interpret data and research relevant to educational leadership.
4. Distinguish among the purposes of quantitative, qualitative, and mixed method research methodologies.
5. Describe various data collection methods (e.g., experimental, descriptive, correlational, naturalistic).
6. Become familiar with some of the most commonly used data analysis techniques.

7. Complete training on the importance of ethics in research and the proper procedures to protect participants.
8. Conduct program evaluations.
9. Evaluate previous program evaluations.

Students will develop the following competencies

Competency 1: Use data to promote academic achievement of all students.

- Interpret student assessment data (normal curve, central tendency and dispersion measures, *z*-scores, *t* scores, stanines, standard error of measure, achievement and aptitude tests).
- Interpret data to identify strengths and areas for improvement in a school and in a district.
- Interpret quantitative survey data.
- Interpret qualitative focus group data.

Competency 2: Use data for overall school improvement.

- Evaluate a school program.
- Communicate data and implications to teachers and other administrators.
- Design questionnaires and protocols for survey and focus groups (validity and reliability).
- Practice collecting observation and interview data.
- Identify the types of variables and data (categorical, continuous, scales of measurement).
- Explain the limits of making generalizations.

Competency 3: Evaluate evidence-based claims (critical consumers of educational research).

- Describe legal, ethical, and political considerations in conducting research.
- Describe the role of research in evidence-based education.
- Critique research reports from government agencies, research institutes, and educational materials publishers.
- Describe benefits and shortcomings of experimental design.
- Access research resources and databases in education.

Domain I- School Community Leadership: Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- Model and promote the highest standards of conduct, ethical principles, and integrity in decision-making actions, and behaviors.
- Apply knowledge of ethical issues affecting education.
- Serve as an advocate for children.
- Promote the continuous and appropriate development of all students.

Domain II- Instructional Leadership: Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessment to measure student performance.

The principal knows how to:

- Facilitate the effective campus curriculum planning based on knowledge of various factors (e.g. emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- Facilitate the use of sound research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

Domain II- Instructional Leadership: Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

- Facilitate the implementation of sound research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- Facilitate the implementation of sound research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

Prerequisite Knowledge

1. Prerequisite Concepts for Research Methods

Students enrolled in EDAD 6379 should be familiar with the following concepts and terms prior to the first or second class: scientific method, instruments, deductive logic, inductive reasoning, percentages, means, and frequency counts.

2. Academic Writing Expectations

In addition, students at the graduate level will be expected to write well-organized manuscripts with correct grammar, spelling, usage, punctuation, and organization. Final submissions should be error-free. To achieve this standard, students will be expected to review, revise, and edit work multiple times.

Each faculty member will announce to his/her classes the policies for accepting late work. Academic Policy Statement 800401 The policy for this class is as follows:

1. Attendance is taken for all class meetings. Please notify me in advance if you will be absent or tardy.
2. Assignments are due as stated. Late work at the graduate level will be considered unacceptable. The student may petition the instructor in writing for consideration of one extenuating circumstance.

ASSIGNMENTS/ASSESSMENTS/PROJECTS

Grading: Students earn grades according to the following criteria. No one is entitled to a grade that does not meet this criteria.

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. “A” work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills. A student cannot earn an A if any assignments are turned in late or are missing, even if the student earns 90% of the total points.

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.

C= Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. “C” work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F= Failure to meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce doctoral level work.

ASSESSMENTS/ ACTIVITIES

(Each activity below will be explained in greater detail within Blackboard)

1. Discussion Board Participation (150 total points)

Students are expected to participate in all online discussion activities with correct English usage, accurate spelling, and grammar. Each of the eight modules contains one discussion forum, which should be completed by Sunday midnight of the second week of the module. Students are expected to post responses to the discussion forum(s) **at least three times during each module.** Please refer to NETiquette at <http://www.albion.com/netiquette/corerules.html> for appropriate decorum on the Internet.

Points for participation will be given for:

- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining, and supporting positions on ideas
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing, and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed
- See Blackboard for specific discussion guidelines and scoring rubrics.

2. Chapter Quizzes (200 total points)

Students will have examinations for book chapters that we are covering this fall semester. Some chapters and weeks involve two or more quizzes and others do not. Please see the course schedule for quiz dates. Each quiz will be open book (i.e., you can use your book and notes, as well as online sources) but you still must learn the material first because the examinations are timed. You will only have 45 minutes to complete each examination, which means that **you will not have time to learn the material for the first time while taking the examinations. Important note regarding online examinations:** if anyone in the class approaches you about sharing information about the online examinations, it is your **ethical duty** to contact the instructors. Cheating of this sort or any other sort will result in dismissal from the course, with a grade of F.

3. Reflexive Journal (75 Points)

Each student will maintain a reflexive journal. This journal labeled, "EDAD 6379 Reflections," should be updated on at least a bi-weekly basis. This journal is not submitted until the final week of the course but should be started in the first week. It should consist of experiences, thoughts, reflections, opinions, and attitudes towards the EDAD 6379 course. These journals, which must be at least **12 double-spaced pages in length**, must be typed (e.g., Word document). The evaluation of your journal will be based upon the quality and quantity of your reflections as you move through the course. As you are graduate students, expectations for this reflexive journal are high. All information will be kept confidential.

4. Information Literacy Certificate (50 points)

Students will complete an Information Literacy Tutorial and obtain an Information Literacy Certificate through the SHSU Library at the following website: <http://library.shsu.edu/research/guides/tutorials/graded/infolit/> Students will send the professor directly via email attachment the certificate that will be provided upon successful completion of the tutorial as evidence their participation.

3. Article Critiques (50 points each)

You will be asked to critique two articles related to educational leadership. The two articles will be provided to you, as well as the set of questions you should answer for each article. Your written assignments are to be in Times New Roman 12 pt font, double-spaced, a title page, and in compliance with the 6th edition of the American Psychological Association Publication Manual. Please send me directly via email attachments your article critiques. Please do not upload to the Blackboard system.

4. Critique of Questionnaire Items (50 points)

After reading the chapter on questionnaire development, you will be asked to critically examine a survey provided to you. In your critique, you are to indicate, using your textbook and other sources, what is incorrect about each survey item and how to rewrite the item so that it meets the criteria specified in your textbook.

5. School Improvement Project (Program Evaluation Plan, 75 points)

Project: Begin an inquiry process to plan to evaluate a school program or gather information to answer a question that can improve teaching/learning in a classroom or a school. My preference is that you look at your school's TAPR report (in Texas, or similar source) and focus on one area in which your school campus could improve. Please email me directly via email attachments your school improvement project. Drafts along the way are encouraged.

Proposal/plan begins in EDAD 6379. The study/evaluation may be completed in EDAD6362.

As required by the Texas Education Code (TEC), standards for the Principal Certificate are addressed:

Domain I- School Community Leadership: Competency 003 Values and Ethics

The principal knows how to act with integrity, fairness, and in an ethical and legal manner. The principal knows how to:

- Model and promote the highest standards of conduct, ethical principles, and integrity in decision-making actions, and behaviors.
- Apply knowledge of ethical issues affecting education.
- Serve as an advocate for children.
- Promote the continuous and appropriate development of all students.

Domain II- Instructional Leadership: Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessment to measure student performance. The principal knows how to:

- Facilitate the effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- Facilitate the use of sound research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

Domain II- Instructional Leadership: Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

ADDITIONAL COMMENTS ABOUT PLAGIARISM AND HONESTY

Using the words, ideas, or conclusions of another person without giving proper credit is a form of intellectual dishonesty known as **PLAGIARISM**. This behavior always has been, and still is, unacceptable and dishonest. Exact quotations must be cited according to the APA style manual (6th Ed.). Paraphrasing means to restate, therefore, the wording must be completely changed. Altering a few words or phrases is not sufficient...the entire passage must be restated in **YOUR OWN** words (Tomberlin, 1995). (There is more about plagiarism in this syllabus.)

You are in an elite group having arrived at this place in your educational career through diligent work and your ability to persevere. Do not jeopardize your place in this program by succumbing to the dishonest production of required work—it will be dealt with swiftly.

COURSE SCHEDULE

With the exception of the first module and the fourth module (includes spring break), each module will begin Monday and end almost two weeks later on the Sunday evening at 11 p.m.

Module 1 (Note that this is 2.5 weeks long, instead of the usual 2 weeks) (January 17 – February 4) Reading Assignment

Chapter 1: Introduction to Educational Research

Chapter 2: Quantitative, Qualitative, and Mixed Research

Assignments Module 1 (All Module 1 assignments have to be completed by Sunday, February 4th, by 11 p.m.)

1. Complete Discussion Board
2. Begin Reflexive Journal (Due final week of the course)
3. Take Chapter Quizzes (The quizzes will become activated on the first Wednesday of each module).

Module 2 (February 5th – February 18th) Reading Assignment

Chapter 3: Action Research for Lifelong Learning

Chapter 4: How to Review the Literature and Develop Research Questions

Chapter 5: How to Write a Research Proposal

Chapter 6: Research Ethics

Assignments Module 2 (All Module 2 assignments have to be completed by Sunday, February 18th, by 11 p.m.)

1. Complete Discussion Board
2. Continue Reflexive Journal
3. Take Chapter Quizzes (The quizzes will become activated on the first Wednesday of each module).
4. Complete Assignment 1: Information Literacy Certificate (email directly to Professor as attachment).

Module 3 (February 19th – March 4th) Reading Assignment

Chapter 10: Sampling in Quantitative, Qualitative, and Mixed Research

Chapter 12: Experimental Research: Weak and Strong Designs

Chapter 13: Experimental Research: Quasi and Single-Case Designs

Assignments Module 3 (All Module 3 assignments have to be completed by Sunday, March 4th, by 11 p.m.)

1. Complete Discussion Board
2. Continue Reflexive Journal
3. Take Chapter Quizzes (The quizzes will become activated on the first Wednesday of each module).
4. Complete Article Critique of Khan and Slate (Send directly to Professor via email attachment).

Module 4 (March 5th – March 25th) Reading Assignment

Chapter 14: Non-experimental Quantitative Research

Chapter 15: Narrative Inquiry and Case Study Research

Chapter 16: Phenomenology, Ethnography, and Grounded Theory

Chapter 17: Historical Research

Assignments Module 4 (All Module 4 assignments have to be completed by Sunday, March 25th, by 11 p.m.)

1. Post on Discussion Board
2. Continue Reflexive Journal
3. Take Chapter Quizzes (The quizzes will become activated on the first Wednesday of each module).

Module 5 (March 26th – April 8th) Reading Assignment

Chapter 7: Standardized Measurement and Assessment

Chapter 8: How to Construct a Questionnaire

Chapter 9: Six Major Methods of Data Collection

Assignments Module 5 (All Module 5 assignments have to be completed by Sunday, April 8th, by 11 p.m.)

1. Post on the Discussion Board
2. Submit Reflexive Journal for Review
3. Take Chapter Quizzes (The quizzes will become activated on the first Wednesday of each module).
4. Complete and submit Critique of the Questionnaire Items (Send directly to the Professor via email attachment).

Module 6 (April 9th – April 22nd) Reading Assignment

Chapter 11: Validity of Research Results in Quantitative, Qualitative, and Mixed Research

Chapter 18: Mixed Research

Assignments Module 6 (All Module 6 assignments have to be completed by Sunday, April 22nd, by 11 p.m.)

1. Post to Discussion Board
2. Continue Reflexive Journal
3. Submit draft of Research Project (i.e., School Improvement) – not for grading.
4. Take Chapter Quizzes (The quizzes will become activated on the first Wednesday of each module).
- 5.

Module 7 (April 23rd – the end of the semester) Reading Assignment

Chapter 19: Descriptive Statistics

Chapter 20: Inferential Statistics

Chapter 21: Data Analysis in Qualitative and Mixed Research

Chapter 22: How to Prepare a Research Report and Use APA Style Guidelines

Assignments Module 7 (All Module 7 assignments have to be completed by Wednesday, May 9th by noon)

1. Post to Discussion Board
2. Complete and submit Reflexive Journal for Grading Purposes
3. Take Chapter Quizzes
4. Submit Final Project for Grading Purposes

5. Trevino-Mendez, Slate, and Martinez-Garcia article (Send directly to the Professor via email attachment).

Spring Semester 2018 Calendar

Each week/module begins on a Monday and ends on Sunday night at 11 p.m. Each module is for a two week time period, with the exception of module one which is 2.5 weeks long and a module toward the end of the semester that is 3 weeks long.

| Module | Date | Assignment Due |
|----------|------------------------------------|--|
| Module 1 | 01/17 – 02/04 | Discussion Board and Quizzes |
| Module 2 | 02/05 – 02/18 | Discussion Board, Quizzes, and Information Literacy Certificate |
| Module 3 | 02/19 – 03/04 | Discussion Board, Quizzes, and Khan and Slate Article Critique |
| Module 4 | 03/05 – 03/25 | Discussion Board and Quizzes |
| Module 5 | 03/26 – 04/08 | Discussion Board, Quizzes, and Critique of the Questionnaire Items |
| Module 6 | 04/09 – 04/22 | Discussion Board, Quizzes, and Project Draft |
| Module 7 | 04/23 till the end of the semester | Discussion Board, Quizzes, Reflexive Journal, Trevino-Mendez, Slate, and Martinez-Garcia Article Critique, and Final Project |

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to implement, assess, and modify instruction to meet the needs of communities' diverse learners.



Sam
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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 Messages in Academic Classrooms and Facilities #100728
 - Technology during instruction:
 - Technology during exams:
 - Technology in emergencies:
 -
- 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.

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.

Course Requirements & SHSU Policies:

1. Students are expected to use conventions noted in the *Publication Manual of the American Psychological Association*, 5th edition, for citing sources.

2. Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing. **Plagiarized work will automatically receive a failing grade.**

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Dropping the Class or Withdrawing from the University: If you need to adjust your schedule by dropping this course, please follow university procedures to drop the class officially. If you fail to drop the class officially, a failing grade shall be assigned at the end of the course.

Academic Policy Statement 990407: If a student resigns (officially withdraws) between the 1st class day and the 12th class day, no record of the resignation will appear on the student's academic record. If a student resigns after the 12th class day but before mid-semester, a record of the resignation will appear on the student's academic record. If a student resigns after eight weeks in the fall or session the mark of WP (withdrew passing) or WF (withdrew failing) will be recorded on the student's academic record for each course for which the student was enrolled. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

Students with Disabilities Policy: Please see <http://www.shsu.edu/syllabus/>

Student Absences on Religious Holy Days: Please see <http://www.shsu.edu/syllabus/>

University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See:
http://www.shsu.edu/~vaf_www/aps/stualpha.html

The Sam Houston Writing Center provides writing and editing assistance. 936-294-3680

<http://www.shsu.edu/~wctr/student/>.

PLAGIARISM: WHAT IT IS

The following comments are taken verbatim from Campbell, Ballou, and Slade's (1986) book entitled, Form and Style Theses, Reports, Term Papers (7th ed.).

"Quotations in a research paper, thesis, or dissertation can be of two types: indirect (paraphrased or summarized), or direct (verbatim). Both indirect and direct quotations must be documented. That is, you must indicate the source either with parenthetical documentation accompanied by a list of works cited...

Plagiarism-the use of another person's ideas or wording without giving proper credit-results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. When intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.

Any fact or opinion that you read in one of your sources, whether you first discovered the idea there or have assimilated it so thoroughly that it seems to be your own, should be documented in your paper. Two exceptions are facts that are common knowledge (e.g., John Hancock signed the Declaration of Independence) and facts that can be verified easily and would not differ from one source to another (the headquarters of the Common Market are in Brussels, Belgium). Under most circumstances, these kinds of materials would not need to be documented. On the other hand, material available in only one source or a limited number of sources (a fact about changes in the birth rate in China) should usually be documented." (p. 59).

In reference to note taking, Campbell, Ballou, and Slade (1986) state: "When you write a summary during note taking, you must be careful to avoid inadvertently using the author's wording. Changing an occasional word or reversing the order of phrases or sentences does not result in an adequate summary. A good discipline is to try to write a summary without looking at the source. After writing a summary, look at the original and make a critical comparison, checking for duplication of wording and accuracy in statement of the ideas. If you find that you have used more than two consecutive words from the original (with the exception of articles or prepositions), place them in quotation marks. Carelessness in writing a summary can result in unintentional plagiarism...Even though the summary contains your own words, you will want to give credit for the ideas if you use them in your paper. Be as careful about recording the author's name and page numbers for a summary or paraphrase as you would be for a direct quote." (p. 14-15).

Commenting about paraphrasing, Campbell, Ballou, and Slade (1986) add: "Your paraphrase or summary should represent the source's ideas accurately, avoiding distortion through misstatement or improper emphasis. At the same time, your summary should be stated entirely in your own words. Avoid imitating sentence structure, rearranging words and phrases, and borrowing phrases even of two or three words, since these constitute plagiarism. If you find that you cannot avoid using a phrase from the original, place the words in quote marks. Even when you have restated a passage completely in your own words, indicate that you encountered the information in your reading by" (p. 59-60) citing the reference and including the reference on your reference page.

For yet more information on plagiarism, you can go to the following:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.lib.ncsu.edu/guides/apaplag/plagiarism.html>

<http://www.wisc.edu/writing/Handbook/QuotingSources.html>

<http://www.northwestern.edu/uacc/plagiar.html> <http://www.web-miner.com/plagiarism>

<http://www.plagiarism.org/>

Automated Plagiarism Detection Service

Sam Houston State University has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments to Turnitin.

Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

For information about plagiarism in SHSU's website, go to

<http://www.shsu.edu/students/guide/dean/codeofconduct.html> (see section 5.31 and

5.32 of the Code of Student Conduct and Discipline) and

<http://www.shsu.edu/~vaf> www.aps/documents/810213.pdf (see section 5.31 and 5.32 of the Academic Policy Statement 810213)

If there are any questions about **Turnitin**, please e-mail or call Jess Nevins (lib_jjn@shsu.edu or 43587)

