In this course, students will implement the classroom research designed and written in EDUC 5395, collect data from this research, and interpret results. Students will prepare a final, written research report that presents the investigation and its results in a 5-chapter professional format, such as would be prepared as a paper for presentation at a professional conference and/or publication in an educational journal. At the conclusion of this course, students will submit a copy of their research project report to the course instructor and present the completed project as their final Capstone Experience for the master’s degree in education.

Prerequisites: EDUC 5394 and EDUC 5395. This course is to be taken in the final semester of the M.Ed. and in the semester immediately following EDUC 5395.

Textbook(s) and Materials:

- You need to have an active Tk20 account so that you can upload your final assignment (Assignment 8) on
Tk20 in order to receive credit for this assignment on the Blackboard. Read “Dean’s Letter Announcing Tk20” on the website http://www.uta.edu/coehp/academics/tk20/ for further details.

**University Mission:**

*The mission of The University of Texas at Arlington* is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

**College Mission:**

The mission of the College of Education and Health Professions is to promote a collaborative culture of excellence in research, teaching, and service. Furthermore, the College is committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society.

**Conceptual Framework:**

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

‘Partners for the Future’ serves as the theme of the College of Education and characterizes the understanding that it takes collaboration among many partners to ensure high-quality education for all.

**Learning Outcomes:**

This course is designed to provide you with guidance in completing and presenting the final capstone research for the Master’s degree in education. This objective will be fulfilled by means of

1. Collecting and analyzing data in order to address the research questions (or hypotheses) that you developed and wrote in EDUC 5395
2. Writing the Results and Conclusion/Discussion sections of the research proposal you developed in EDUC 5395
3. Presenting the completed research project in the format used in professional conferences.

**Expectation for Out-of-Class Study:**

Students are expected to read all the reading assignments as given in the Tentative Course Schedule, at the bottom of this document. Specifically, students are expected to spend at least 9 hours per week on reading the assigned chapters or articles, participating in discussion, and completing assignments. Also, students are expected to contribute in class discussions by responding to questions and giving their opinions on research topics being discussed.

**Attendance and Drop Policy:**

**Class Attendance**

Timely arrival to class, remaining in class for the duration, and attending individually scheduled meetings

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are expected and required. When circumstances do occur, students must communicate with the professor in advance of any anticipated absence or late arrival to class. More than one absence and more than two late arrivals and early departures will result in a reduction by one letter grade in the student’s final course grade. Absences may be excused due to illness (doctor’s note required), death in the family (death certificate required) or participation in an academic conference (evidence required).

Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the students’ responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Other Important Policies:

- **APA Style:** All assignments in this course should strictly follow the style of the Publication Manual of the American Psychological Association (APA)—6th ed., known as APA Style.
- **Microsoft Word:** All assignments in this course must be typed using Microsoft Word. Assignments in other formats will not be accepted.
- **Blackboard:** Class communication will utilize the course website at the Blackboard, which can be accessed by logging at https://elearn.uta.edu
- **Late Work:** Late work will be graded with a 10% penalty for each day after the due date.
- **Resubmissions:** In this course it is important that your assignments are of high quality so that you will be able to complete the capstone research project. Therefore, when your grade on an assignment falls below 70%, you will be allowed to resubmit your assignment under the following conditions:
  - **Note that resubmission of the final assignment is not possible.**
  - You have one week for the resubmission (e.g., if you are resubmitting the Week 3 Assignment, you have to submit it by 11:59 PM on Friday of Week 4)
  - You can resubmit an assignment only once.
  - Be sure to address all the comments/feedback written by the professor on your assignment before the resubmission. Assignments resubmitted without addressing these comments/feedback will not be graded the second time.
  - The weighted average of the two grades will be computed as: 33% of the first grade + 67% of the second grade and will be recorded as the final grade of the resubmitted assignment.

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<th>Assignment/Participation</th>
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<td>Assignment 8</td>
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<tr>
<td>Participation</td>
<td>5%</td>
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</table>
**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. **I do not respond to emails sent from other email accounts.** There is no additional charge to students for using MavMail account, which remains active even after graduation. Information about activating and using MavMail account is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php)

**Student Feedback Survey:**

At the end of this term, you will be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to you through MavMail approximately 10 days before the end of the term. Your feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs)

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located on the west side of the building—right next to this classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Librarian to Contact:**

If you are not sure where to find articles and want to further enhance your ability to correctly use APA style citations, then try the Education Subject Guide, [http://libguides.uta.edu/education](http://libguides.uta.edu/education). For further help, contact the Education Librarian: Andy Herzog (amherzog@uta.edu).

**American with Disabilities Act (ADA):**

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services:**

**The English Writing Center**, Room 411 Central Library, Spring 2014 hours are Mon-Thu 9:00 AM to 7:30 PM, Fri 9:00 AM to 3:00 PM and Sat-Sun from Noon to 4:30 PM. Students can register first at [www.uta.edu/owl](http://www.uta.edu/owl). Choose the <Register> tab on the left and choose <Click Here> for first visit. Once the registration form is complete, students may schedule appointments online at [www.uta.edu/owl/appointments](http://www.uta.edu/owl/appointments) or [http://uta.mywconline.com](http://uta.mywconline.com).

Face-to-Face appointments are for 45 minutes as are online appointments, when available. Writing Center
consultants assist with most aspects of writing, from assignment comprehension, brainstorming, topic development, early revisions, to polishing a final draft. However, the Writing Center is not an editing service and consultants will not correct grammar or rewrite assignments for students.

In addition, the Writing Center offers Quick Hits, which gives students the opportunity to ask a brief question over citations, spelling, word choice, punctuation, or other grammar or style concern. Quick Hits hours are 9:00 AM-Noon M/W/F and 4:30-7:30 PM T/Th. Students may also submit questions to www.facebook.com/WritingCenteratUTArlington during these hours.

The Writing Center also offers a range of seminars and workshops. Please see The Writing Center website at www.uta.edu/owl for a complete list of dates and times under the Graduate Workshops and Undergraduate Workshops tabs.

**Academic Integrity:**

All students enrolled in this course are expected to follow the UT Arlington’s Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**Professional Dispositions Statement** *(Approved by Teacher Education Council, 2-7-2012)*

The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

**Professional Dispositions Guidelines** The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code.\(^1\) Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   • Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
     o Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     o Accepts decisions made by institutional authority.
     o Treats others in a just and equitable manner.
   • Maintains composure and self-control.
     o Responds positively to constructive criticism.
     o Follows appropriate channels of communication/authority.
     o Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
   • Complies with class and program requirements
     o Attends classes, trainings, and field experiences.
     o Arrives on time and remains for the duration.
     o Is prepared, engaged, and meets deadlines.
   • Demonstrates academic integrity and honesty.
   • Maintains appropriate confidentiality at all times.
   • Demonstrates compliance with all laws and regulations.
   • Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
   • Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
   • Uses appropriate and professional language and conduct.
   • Works effectively, collaboratively, and equitably with others.
   • Receives feedback in a positive manner and makes necessary adjustments.
   • Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
   • Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
   • Uses UT Arlington email as official university form of electronic communication and information.
   • Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

Due Date for Assignments

All assignments are due by 11:59 PM, Friday of the assigned week except when it is announced otherwise.

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2 Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.
Assignments:

Assignment 1: This assignment has two parts as shown below: (10%)
Part II: Post your written feedback to one of your colleagues’ (selected by random draw on the first day of class) initial posting of January 17. This feedback must be critical review such that you highlight weak points and provide suggestions to improve his/her research. Due: January 24, 2014.

Assignment 2: Data Entry/Coding. (5%)
For this assignment, you will enter your data into SPSS for quantitative studies, or code data for qualitative studies; or do both for mixed-method studies.
For quantitative research:
- Data entry is one of the most important tasks for any researcher. Following guidelines of data entry is very important to make data free of errors. Retain the hard copies of your data so that you can go back to check for mistakes (if any).
- Follow guidelines in the “Guidelines of Data Entry/Coding” handout on the assignment page on the Blackboard to enter your data into SPSS. Save this data file as “Your First Name_Data.sav”.
- On the Data Editor Window of SPSS, click on File → Display Data File Information → Working File and wait for the Output window to show File Information, which shows file information in tables. Copy these tables and paste them into a Microsoft Word file and save it as “Your First Name_File Info.docx”. If the Working File from SPSS Output window is too wide, you can use Landscape orientation from Page Layout before saving the Word file. Attach your data file and this Word file in appropriate links given on the assignment page of the Blackboard.
For qualitative research:
- For guidelines on how to code data go to the following website: http://onlineqda.hud.ac.uk/Intro_ODA/how_what_to_code.php
- Submit copies of your coded data and memos. Due: February 28, 2014

Assignment 3: Tables and Figures. (5%)
For this assignment you will run the statistical analysis identified in your Data Analysis Procedure of Method section, and submit your results in Tables and Figures. Tables are used for presenting a large quantity of information clearly and concisely. They typically display numerical data in columns and rows for easy classification and comparison. Tables do not duplicate text, but rather present new information. They should be interpretable without the text. A well-crafted table can assist readers immeasurably in understanding your results. The other major type of illustration you will want to consider is a figure. Anything that is not text or a table will fall into this category, including graphs, charts, photographs, and drawings.
See the “APA Table Guidelines” handout and the “APA Figures Guidelines” handout in the assignment page of the Blackboard and your APA Manual for more information and examples of how to display your data. Due: March 7, 2014.

Assignment 4: Results section of the Classroom Research Project. (20%)
For this assignment you will present the results of your study by writing the Results section. The Results section is a detailed description of the results/findings of data analysis and an explanation of how these results/findings relate to the statement of purpose. The purpose of the Results section is to inform what was observed and how measurements were made. The function of the Results section is to objectively present your key results, without interpretation, in an orderly and logical sequence using both illustrative materials (Tables and Figures) and text. Summaries of the statistical analyses may appear either in the text (usually parenthetically) or in the relevant Tables or Figures. The Results section should be organized around a series of Tables and/or Figures sequenced to present your key findings in a logical order. The text of the Results section follows this sequence and highlights the answers to the research questions you investigated. Important negative results should also be reported. For more detailed instructions about how to write Results section, see the assignment page on the Blackboard. Due: March 21, 2014.
Assignment 5: Discussion section of the Research Project. (20%)
For this assignment, you will write discussion section of your research project. Specifically, you have to discuss your results or findings by following guidelines from the reading materials in the assignment page of the Blackboard. Due: April 11, 2014.

Assignment 6: Abstract of the Research Project. (5%)
For this assignment you will prepare an Abstract of your research project. Note that the word count for Abstract must be between 150 and 200. Write a short description (1-2 lines) of each of the five chapters. Look at the Abstract sections of selected research articles you have cited in the Literature Review section. Due: April 18, 2014.

Assignment 7: Presentation of Final Research Project. (10%)
This assignment has two parts:
Details of the components/pages to be included in the poster presentation will be provided in class and posted on the Blackboard. Sample poster presentations will also be posted on the Blackboard. University faculty, administrators and staff will attend, and students may invite other guests to the event. The completed research project and presentation is the final activity in this course.
Part II: Poster Presentation of Research Project: April 29, 2014, 5:00 – 7:30 PM.

Assignment 8: Completed Research Paper. (20%)
This assignment consists of the following chapters and sections:
- Title Page
- Abstract
- Acknowledgement (optional)
- Table of Contents
- Table of Tables and Figures
- Chapter 1 Introduction
- Chapter 2 Literature
- Chapter 3 Method
- Chapter 4 Results
- Chapter 5 Discussion
- References
- Appendix (if more than one, write Appendices)
- Biography (optional)
Due: May 9, 2014.
Note: This assignment has to be submitted on Blackboard and Tk20 (by 11:55 PM). Failure to submit this assignment on Tk20 will result into a zero grade on the corresponding assignment on Blackboard.

Class Participation. (5%)
Participation includes contributions to class discussions, attendance, timely completion of assignments, and other affective variables related to course work. Participation also includes students’ use of the course website on the Blackboard as a source of support by discussing ideas, issues, problems, and accessing support materials posted. The instructor will monitor student participation throughout the course.
Tentative Course Schedule:

**NOTE:** Class will meet only on the dates listed. All other class meetings will be individual meetings scheduled with the course instructor and/or electronic discussion/communication.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>1st Class Meeting: Introduction, Syllabus, Components of the Classroom Research</td>
<td>Reading of Selected Action Research Projects</td>
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<td>Project, Resources to Support Research Project, Avoiding Plagiarism</td>
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<td>January 30</td>
<td>2nd Class Meeting: Components of the Classroom Research Project, continued</td>
<td>Reading of Selected Action Research Projects</td>
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<td>Review/Discussion of Classroom Research Projects</td>
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<td>February 27</td>
<td>3rd Class Meeting: Components of the Classroom Research Project—Results section</td>
<td>Reading of Selected Action Research Projects</td>
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<td>Activity on Data Entry/Coding</td>
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<td>March 6</td>
<td>4th Class Meeting: Components of the Classroom Research Project—Discussion section</td>
<td>Reading of Selected Action Research Projects</td>
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<td>Activity on presenting results of data analysis in tables and figures</td>
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<td>Writing an Abstract</td>
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<td>March 20</td>
<td>5th Class Meeting: Guidelines for Presenting Results of your Data Analysis</td>
<td>Reading of Selected Action Research Projects</td>
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<td>Activity on writing Results section</td>
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<td>April 10</td>
<td>6th Class Meeting: Guidelines for Poster Presentation</td>
<td>Reading of Selected Action Research Projects</td>
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<td>Activity on Preparing Poster for Presentation</td>
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<td>May 1</td>
<td>7th Class Meeting: Preparing and Assembling the final Research Project</td>
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**Note:** Detailed information on Reading Assignments will be posted on the Blackboard.