EDUC 5397: Implementing/Disseminating Classroom Research  
Spring 2016

Instructor Information:

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Office Hours: Thursday, 4:00-5:00 PM (by appointment)  
Instructor Web Site: [http://www.uta.edu/profiles/dr-mohan-pant](http://www.uta.edu/profiles/dr-mohan-pant)  
Course Web Site: [https://elearn.uta.edu/](https://elearn.uta.edu/)

Course Information:

Course Title: Implementing/Disseminating Classroom Research  
Course Number: EDUC 5397  
Semester: Spring, 2016  
Course Location and Time: Thursday, 5:30-8:20 PM in Trimble Hall Room 115

Catalog Description

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.

Course Prerequisites:

EDUC 5394: Understanding Classroom Research and EDUC 5395: Designing Classroom Research

Textbook(s) and Materials:

- You need to have an active Tk20 account so that you can upload your final assignment (Assignment 5) on Tk20 in order to receive credit for this assignment on the Blackboard.
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 final Capstone research project in the format of poster presentation 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, below. Also, students are expected to participate in class discussion, and peer review of assignments.

Attendance and Drop Policy:

Class Attendance
As instructor of this course, I will follow the policy of taking attendance. It is your responsibility to sign in the attendance sheet at the beginning of each class meeting. Timely arrival to the class and staying in the class during the entire class period are required. Arriving substantially late or leaving early will count as half of an absence. When circumstances do occur, you must communicate with the instructor in advance (via UTA email) of any anticipated absence or late arrival to class due to health reasons. Each day of absence will drop your final grade by 5%.

Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav (www.uta.edu/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 (www.uta.edu/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 (except Assignment 4) 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 assignments can be graded with a 5% penalty for each day after the due date. Assignments submitted late by more than 1 week from the due date will not be graded.
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:

- Resubmission of the final assignment is not possible.
- Resubmission of the late assignment is not possible.
- You have one week for the resubmission. For example, 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.
- Assignments resubmitted without addressing instructor comments/feedback will not be graded the second time.
- The weighted average 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.

### Grade Assignment:

<table>
<thead>
<tr>
<th>Weighted Total (WT)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 ≤ WT ≤ 100</td>
<td>A</td>
</tr>
<tr>
<td>80 ≤ WT &lt; 90</td>
<td>B</td>
</tr>
<tr>
<td>70 ≤ WT &lt; 80</td>
<td>C</td>
</tr>
<tr>
<td>60 ≤ WT &lt; 70</td>
<td>D</td>
</tr>
<tr>
<td>WT &lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**Assignment Submission**

All assignments must be submitted on Blackboard by 11:59 PM, Sunday of the assigned week except Assignment 5 or when it is announced otherwise. Assignments sent by emails will not be accepted. Assignment 5 must also be submitted on Tk20 by 11:55 PM on May 9 (Monday).

### Assignments:

#### Assignment 1: Results section.

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. This assignment must be 4-8 pages long (inclusive of Tables and Figures). **Due: March 27, 2016.**

#### Assignment 2: Discussion section.

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. This assignment must be 3-6 pages long. **Due: April 10, 2016.**
Assignment 3: Abstract. (10%)
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 17, 2016.

Assignment 4: Poster Presentation. (20%)
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 Capstone Research: May 5, 2016, 5:00 – 7:30 PM, (MAC 2, Room 133).

Assignment 5: Final Capstone Research Paper. (20%)
This assignment consists of five chapters and several other components. See the last row of the Tentative Course Schedule table. Due: May 9, 2016.
Note: Assignment 5 must 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 Blackboard assignment.

Participation. (10%)
Participation includes peer review of assignments, class activities, contribution to Blackboard’s Discussion Board, contribution to class discussions, and other affective variables related to course work. I will monitor your participation throughout the course.

Tentative Course Schedule:
NOTE: Class will meet only on the dates listed below. All other class meetings will be individual meetings scheduled with me 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 21</td>
<td>Introduction Syllabus Components of the Classroom Research Project Resources to</td>
<td>Syllabus</td>
</tr>
<tr>
<td>1st Class Meeting</td>
<td>Support Research Project Avoiding Plagiarism (<a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a>)</td>
<td></td>
</tr>
<tr>
<td>January 28</td>
<td>Components of Classroom Research Project: Results section and Discussion section.</td>
<td>Chapter 5 of APA Manual Results and Discussion of Article 1</td>
</tr>
<tr>
<td>2nd Class Meeting</td>
<td>Review/Discussion of Classroom Research Projects Discuss Chapter 5 of APA Manual.</td>
<td>Results and Discussion of Article 2</td>
</tr>
<tr>
<td>March 3</td>
<td>Data Entry and Data Analysis using R and Rcmdr Making Tables and Figures for the Results</td>
<td>Reading of materials from within the Third Class Meeting folder.</td>
</tr>
<tr>
<td>3rd Class Meeting</td>
<td>section of your Research Project. Bring your data file and laptop. Activity on writing Results section.</td>
<td></td>
</tr>
<tr>
<td>Quantitative and Mixed-Methods Researchers</td>
<td>(Optional for Qualitative Researchers.)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class Meeting</td>
<td>Objectives</td>
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</tr>
<tr>
<td>March 10</td>
<td>4th Class Meeting</td>
<td>Qualitative and Mixed-Methods Researchers &lt;br&gt;Data Entry and Coding using Microsoft Excel. Making Tables and Figures for the Results section of your Research Project. Bring your data file and laptop. Activity on writing Results section. (Optional for Quantitative Researchers.)</td>
</tr>
<tr>
<td>March 24</td>
<td>5th Class Meeting</td>
<td>Guidelines for writing Results section in APA format. Activity on Results section. Bring hard copy of Assignment 1: Results section for peer review.</td>
</tr>
<tr>
<td>April 7</td>
<td>6th Class Meeting</td>
<td>Guidelines for writing Discussion section Activity on Discussion section. Bring hard copy of Assignment 2: Discussion section for peer review.</td>
</tr>
<tr>
<td>April 14</td>
<td>7th Class Meeting</td>
<td>Guidelines for writing Abstract section Guidelines for Poster Presentation &lt;br&gt;Activity on writing Abstract section. Bring your laptop for peer review of Assignment 3: Abstract. Activity on Preparing Poster for Presentation.</td>
</tr>
<tr>
<td>April 21</td>
<td>8th Class Meeting</td>
<td>Preparing the Final Capstone Research Paper &lt;br&gt;• Title Page &lt;br&gt;• Abstract &lt;br&gt;• Acknowledgement (optional) &lt;br&gt;• Table of Contents &lt;br&gt;• Table of Tables and Figures &lt;br&gt;• Chapter 1: Introduction &lt;br&gt;• Chapter 2: Literature Review &lt;br&gt;• Chapter 3: Method &lt;br&gt;• Chapter 4: Results &lt;br&gt;• Chapter 5: Discussion &lt;br&gt;• References &lt;br&gt;• Appendix (plural: Appendices) &lt;br&gt;• Biography (optional) Bring your laptop &lt;br&gt;Course Summary &lt;br&gt;Course Evaluation</td>
</tr>
</tbody>
</table>

**Note:** Detailed information on Reading Assignments will be posted on Blackboard within respective Class Meeting folders as shown in the third column.

**Disclaimer:**

This syllabus may be changed or updated by the instructor for the purpose of better serving students. If the syllabus is changed, students will be notified via email and during the class meeting.
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. For electronic communication, I use your MavMail account. You are responsible for checking your MavMail account regularly. I do not respond to emails sent from accounts other than MavMail. To activate your MavMail account go to [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. There are two exits, one each on the east and west side of the corridor outside 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).

Americans 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 first floor of the University Hall), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Title IX Policy

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

The English Writing Center
Room 411 Central Library, Spring 2016 hours are: Mon-Thu from 9:00 AM to 8:00 PM, Fri from 9:00 AM to 3:00 PM and Sat-Sun from Noon to 5:00 PM. Go to www.uta.edu/owl and click on Appointments tab and on the resulting window, choose <Click Here> for the first visit. Once the registration form is complete, you may schedule appointments online at 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. Students may register for 20-minute QUICK HITS appointments on the UTA Writing Center Portal. When registering please choose QUICK HITS on your appointment form. Students may also submit questions to www.facebook.com/WritingCenteratUTArlington.

**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).

**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.
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**Emergency Phone Numbers:**

In case of an on-campus emergency, call the UT Arlington (UTA) Police Department (PD) at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. For non-emergency purposes, contact UTA PD at 817-272-3381.