

EDUC 5394 – Understanding and Designing Classroom Research

Fall 2018

Instructor Information

Instructor	Dr. Mohan D. Pant
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Office Hours	Mondays 4:00 – 5:00 pm (by appointment)
Reply Time	You should expect a response to email you send to me within 24 hours Monday through Friday. Response times for emails sent from Friday afternoon through Monday morning may be up to 72 hours. You will receive graded assignments on Blackboard's Grade Center within a time frame of 72 hours from the time assignments are due.

Course Information

Course Title	EDUC 5394
Course Title	Understanding and Designing Classroom Research
Classroom	Science Hall Room 125
Class Time	Mondays 5:30 – 8:20 pm

Catalog Description

Students gain an understanding of educational research by critically analyzing resources of research. Students also learn sound educational research methods and gain knowledge of both quantitative and qualitative data collection and analysis procedures. Using course experiences, students design their own classroom research projects, writing the literature review leading to meaningful research questions and research methodology as the first two chapters of the 4-chapter Capstone project to be completed in EDUC 5397. This course is to be taken after at least 3 hours of graduate course work and preceding EDUC 5397.

Technology Requirements

It is a requirement and responsibility of each student to have access to a computer and a high speed Internet connection on a daily basis. Review [UT Arlington's hardware recommendations](#) and Blackboard's [browser requirements](#). **You need to bring a laptop to every class.**

Login to Blackboard at [Blackboard](#) on a daily basis to access instructional materials related with this course, take weekly quizzes, participate in discussion forums and other activities, and prepare assignments. There are several Blackboard resources, for example [Student Resources](#) and [Student Help](#).

Required Textbooks and Materials

Textbooks and materials, listed below, will also be used in the next course EDUC 5397.

1. Leedy, P. D. & Ormrod, J. E. (2016). *Practical research: Planning and design* (11th edition). Upper Saddle River, NJ: Pearson. Paperback ISBN- 9780133741322 (or, Enhanced eText Access Card: 9780133747188).
2. American Psychological Association. *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN-10:1-4338-0561-8)
3. Open Educational Resource “Educational Statistics Using R and R Commander.” This resource will be available within Blackboard.
4. [Online Statistics Education](#): A Multimedia Course of Study. Project Leader: [David M. Lane](#), Rice University.
5. [VOYANT](#): See through your text.
6. Journal articles published in the fields of Education, Social Sciences, and Psychology.
7. An active Tk20 account so that you can upload Assignment 5 on Tk20 in order to receive credit for this assignment on the Blackboard. For more information on Tk20, go to College of Education’s [Login to Tk20](#) page.

Course Objectives and Learning Outcomes

This course has three major objectives. **First**, this course is designed to help students define educational research, identify current trends in educational research, possible implications of educational research in teaching and learning, and possible gaps in research. This course will help students to locate and identify peer-reviewed journal articles by using library databases, and review related literature to define a research problem based on their research interests. **Second**, this course will help students to identify research methodologies (quantitative, qualitative, or mixed-methods) that are suitable to investigate their research problems and ultimately design their research studies. **Third**, this course will guide students to use research tools and procedures for analyzing quantitative and qualitative data for their own research designs. **Specifically**, this course will prepare students to write the first two chapters (Introduction and Literature Review along with Research Questions and the Method section) of their own classroom research project to be completed in the next course (EDUC 5397).

Specific learning outcomes are that students will:

- Identify current trends in educational research, possible implications of educational research in teaching and learning, and possible gaps in research.
- Locate, identify, and use peer-reviewed journal articles and other scholarly literature related with teaching and learning through library databases.
- Use peer-reviewed journal articles and other scholarly literature to write statement of the problem they want to investigate, significance of the study, a review of the literature related to an individually selected topic of significance and interest in education.
- Use free statistical software packages **R** (<https://www.r-project.org/>) and **R commander (Rcmdr)** (<http://www.rcommander.com/>) in order to learn concepts related with basic and inferential statistics and to analyze their own data in the next course (EDUC 5397).
- Use web-based research tools (e.g., VOYANT: See through your text (<http://voyant-tools.org/>) and Online QDA (<http://onlineqda.hud.ac.uk/>)) for qualitative data analysis.
- Identify and use appropriate research approach (quantitative, qualitative, or mixed-methods) to design their own research projects.

- Design a research project (i.e., write a methodology section that any researcher can replicate) that shows promise for improving education and to write the first two chapters of a scholarly research proposal for conducting classroom research project.
- Use APA style and format correctly to write the first two chapters of their Capstone research project (to be completed in EDUC 5397).

Table 1: Modules and Objectives

Modules	Objectives
Module 1	Students will identify “What Research Is” and distinguish it from “What Research Is Not.” Students will also identify guidelines to avoid plagiarism in their writing. An additional objective is to help students identify and use tools of research (e.g., downloading and using software packages for analyzing data).
Module 2	Students will write a tentative Research Topic based on their individual research interests, and identify and locate peer-reviewed journal articles related with their Research Topic. After reading (reviewing) related literature, students will identify and write a Problem Statement and Significance of their Study.
Module 3	Students will read and review literature related with their research topic and create an outline of literature review. Reading (reviewing) related literature will help them further refine their individual research topic and/or problem statement and evolve as researchers. An additional objective is to help students identify APA style for crediting sources.
Module 4	Students will identify various additional steps or concepts (e.g., scales of measurement, reliability and validity of instruments used for data collection) required for planning their own research projects. Students will also engage in activities to help them write good research questions. Additionally, students will develop and refine the outline of literature review created in Module 3.
Module 5	Students will identify current trends in descriptive research (e.g., observational and correlational studies) and types of data collected in such studies. Students will also use statistical software packages R and R Commander (Rcmdr) for obtaining descriptive statistics using sample datasets. Additionally, students will engage in peer review of outline of literature review using a grading rubric. For this activity, they will bring hard copy of outline of literature review. Students will develop and write a chapter on literature review.
Module 6	Students will further identify current trends in descriptive research (e.g., survey research studies) and types of data collected in such studies. Students will also use Qualtrics for creating survey questionnaires and use statistical software packages R and R Commander (Rcmdr) for obtaining descriptive statistics using sample survey datasets. Additionally, students will engage in peer review of Assignment 2 on literature review using a grading rubric.
Module 7	Students will identify and use statistical tests appropriate for answering their research questions they wrote as part of Assignment 2. Students will also distinguish between “descriptive statistics” and “inferential statistics” and use R and Rcmdr to obtain such statistics for variables of interest from a sample dataset. An additional objective is to help students identify and define concepts related with hypothesis testing. Students will practice with various statistical tests relevant to their own research projects.

Module 8	Students will further elaborate on the learning objectives of Module 7. Additionally, students will use R and Rcmdr to work on questions related with statistical tests required to answer their research questions.
Module 9	Students will identify various quantitative research designs (e.g., Experimental, Quasi-Experimental, and Ex Post Facto Designs) in order to design their own research studies. An additional objective is to help students create an outline of Method section of their research project.
Module 10	Students will identify various quantitative research designs (e.g., Experimental, Quasi-Experimental, and Ex Post Facto Designs) in order to design their own research studies. An additional objective is to help students write an outline of Method section of their research project.
Module 11	Students will identify various qualitative research designs (e.g., Case Study, Ethnography Research, etc.) in order to design their own research studies. An additional objective is to help students write a chapter on Method section of their research project.
Module 12	Students will identify various features of mixed-methods designs in order to design their own research project.
Module 13	Students will identify various features of historical research in order to design their own research project.
Module 14	Students will identify and prepare various components of their individual research projects. An additional objective is to help students prepare a Two-Chapter Research proposal (to be completed in the next course, EDUC 5397).

Note. Modules represent weeks

Assignments, Quizzes, and Participation

Assignments, quizzes, and participation will be used to evaluate your performance in this class. All assignments must be submitted on Blackboard by 11:59 PM, Tuesday of the assigned week except Assignments 1 and 5 (or when it is announced otherwise). Assignment 5 must also be submitted on Tk20 by 11:55 PM on December 6. Each quiz must be taken on Blackboard by 5:00 pm on Monday.

Assignments, Quizzes, and Participation	Points
Assignment 1: Research Topic, Statement of Problem, Significance of Study, and Experience with Research Tools.	100
Assignment 2: Literature Review with Research Questions.	200
Assignment 3: Basic Statistical Procedures.	100
Assignment 4: Method or Methodology.	200
Assignment 5: Two-Chapter Research Proposal.	100
Quizzes 1-14 (see Description below)	300
Participation (in-class activities and on Blackboard's Discussion Forums)	280
Total	1280

Grading Scale

[Note. The intervals, below, include lower limit, but exclude the upper limit]

A = 1152 – 1280 (90 – 100%)

B = 1024 – 1152 (80 – 90%)

C = 896 – 1024 (70 – 80%)

F = below 896 (< 70%)

Assignment Descriptions

Assignment 1: Research Topic, Statement of Problem, Significance of Study, and Experience with Research Tools. (Due: 11:59 pm on September 12, 2018).

Description: Write your tentative research topic even though it is too early in the course. Research topic should be short (up to 15 words) and based on your research interests or experiences from classroom teaching. You may add a short introductory paragraph immediately below the research topic. Research topic is the foundation of your Capstone research project as you will find and review literature based on keywords used in it. Write a clear and concise statement of problem, which you would like to solve by using scientific methods of investigation. Finally, write significance of study (i.e., how your study will be helpful to other teachers in your field or how it will affect students). Use *APA Manual* Chapter 3 for clear and concise writing. At the end of this assignment, you will add a subheading “Experience with Research Tools,” which should consist of two subheadings: “R and R Commander” and “VOYANT.” Within these two subheadings, you may use numbered list. Within the subheading of “R and R Commander,” write steps that you used for downloading and installing free statistical software R and R commander. Insert a picture or screenshot of your computer screen showing R commander window. Within the subheading of “VOYANT,” write how you used VOYANT: See through your text (<http://voyant-tools.org/>) for text analysis. (**Hint:** You may type the text of significance of your study into the **Add Texts** box and click on **Reveal**). Insert a picture or screenshot of your computer screen showing various panes of VOYANT. Assignment 1 is 2-3 page long. Read and follow Sample Assignment 1 for style and format. Review Assignment 1 Rubric for grading criteria.

Assignment 2: Literature Review with Research Questions. (Due: 11:59 pm on October 09, 2018).

Description: This assignment should build on Assignment 1 and Activity 2 in that you will use references grouped under various themes to write a full-blown chapter on Literature Review. This assignment may include several major sections. For example, if the topic is inquiry to teach science to students with reading problems, the literature may begin with an overview of the research findings on inquiry problems, then move to research findings on reading problems, and then conclude with the findings of any previous studies that have tried using inquiry teaching methods with struggling readers. A literature begins broadly, then moves to specifics, and leads directly to the research questions. After writing summary of literature review, you will write 2-4 research questions for your research proposal. The research questions are the focus of the proposal. The questions should derive from the literature review and then form the basis of the Method section of the research proposal. Research questions may be brief, but every word matters.

A sample research question for a quantitative/experimental study is:

- What are the effects of using graphic organizers during pre-reading discussions on the science learning of struggling 5th grade students?

A sample research question for a qualitative/descriptive study is:

- What backgrounds, attitudes, and behaviors are characteristic of 7th grade students who struggle to learn mathematics?

Update list of references from Activity 2 and include References section at the end of this assignment. Read and follow Sample Assignment 2 for style and format. A literature review is not an annotated bibliography. Rather it is a synthesis of the research findings of many studies. This assignment is 8-12 page long. Review Assignment 2 Rubric for grading criteria.

Assignment 3: Basic Statistical Procedures. (Due: 11:59 pm on October 30, 2018).

Description: This assignment link will be visible only on Friday of the week before class. (However, Sample Assignment 3 will be distributed well before this assignment is due). To prepare for this assignment you will use electronic resource “Educational Statistics Using R and R Commander (Rcmdr)” available within Resources folder and class activities based on data analysis. This assignment may involve questions from Chapters 6 and 8 of Leedy and Ormrod (2016) textbook and PPT Slides within the Resources folder. Assignment 3 is a Microsoft Word document that you need to download from Assignment 3 link. After downloading, save it as Your First Name-Assignment 3 and keep working on it until you complete it. You need to submit the original, independently completed assignment. You will complete this assignment using R and Rcmdr downloaded and installed in your computer the first week and answering questions in your own words.

Assignment 4: Method or Methodology. (Due: 11:59 pm on November 27, 2018).

Description: This assignment should build on Activity 3 in that you will write a full-blown chapter on Method or Methodology using the outline of Method written in Activity 3. This assignment should include a description of the research design, setting and participants, instructional treatment (or, activities), data collection procedures, measures or instruments, and data analysis procedures to be used. The Method section is the plan you will use to answer your research questions. Each of the measures or instruments you select must be directly connected to one of the research questions. Every part of the Method section must be detailed enough that someone else could read the section and follow your plan to effectively replicate your study. There may be variations in the way subheadings can be chosen for qualitative and mixed-methods studies. See Method sections of several research articles that you have cited in Activity 2 and Assignment 2 for the most appropriate sections relevant to your research design. This assignment is 4-8 page long. Read and follow Sample Assignment 4 for style and format. Review Assignment 4 Rubric for grading criteria.

Assignment 5: Two-Chapter Research Proposal. (Due: December 06, 2018 on Tk20 and Blackboard).

Description: Using feedback provided by course instructor and peers throughout the course, revise and complete the writing of your two-chapter (i.e., Chapter 1: Introduction and Literature Review and Chapter 2: Method or Methodology) research proposal and prepare a final copy. The two-chapter research proposal is to consist of the two chapters plus additional sections as given below:

- Cover/Title Page
- Table of Contents
- Chapter 1: Introduction and Literature Review
- Chapter 2: Method (or, Methodology)
- References
- Appendix (plural: Appendices).

Read and follow Sample Assignment 5 for style and format. Review Assignment 5 Rubric for grading criteria. **This assignment must be submitted on Tk20 (by 11:55 pm) and Blackboard (by 11:59 pm) on December 06, 2018. Failure to submit this assignment on Tk20 will result into a zero grade on the corresponding Blackboard submission.**

Quizzes

Weekly quizzes based on readings of chapters from Leedy and Ormrod (2016) will be available inside **Quizzes** folder of Blackboard. Each quiz must be taken by **5:00 pm on Monday of each week** so that topics from chapters can be discussed in class. See **Tentative Course Schedule** for the chapter topics covered in the weekly quizzes. Each quiz (except Quiz 11) consists of 10 multiple-choice items, each worth 2 points. You will have one hour to complete each quiz. You will be able to take each quiz three times before the deadline with the highest grade recorded for computing the final grade. You cannot retake a missed quiz. $(13 \times 20 + 1 \times 40 = 300 \text{ points})$.

Participation

Discussion Forum Participation

Reading related Discussion Questions will be asked in the Discussion Forums within Discussions link of Blackboard. At the bottom of each Discussion Forum, a rubric will be attached for you to review. You must participate in each forum by the given deadlines. You have to participate in each forum after having read the assigned reading resources. Please read each assigned chapter (topic) carefully, construct knowledge so that you can apply this knowledge in practical contexts.

In-Class Participation

In-class participation is based on your participation in class activities such as peer review of assignments and other group activities. The main objective of these activities is to enhance your learning experiences and to help each other in your individual research projects.

Rubrics

Grading Rubrics for Assignments are available within individual Assignments. Once you click on a particular Assignment, you will see **View Rubric** tab. Click on this tab in order to see the grading rubrics. Grading Rubric for each Discussion Forum is attached below each forum within Blackboard's Discussions link.

INSTRUCTOR/COURSE POLICIES

Important Policies Related with Assignments and Participation

- **Course Grade:** Assignments, quizzes, and class participation will be used to evaluate your grade.
- **In-class Activities:** Participation in in-class activities helps you share your knowledge with each other and apply it in your own research project. Peer review of assignments is one of the main in-class activities.
- **Discussion Forums:** Discussion forums are intended for allowing students to participate with peers in order to explore the topics and apply critical thinking for transfer of knowledge gained from chapter/topic readings to practical situations.
- **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. Specifically, type your assignments using 12-point Times New Roman font style, double line spacing, and leaving 1-inch margin all around.
- **Microsoft Word:** All assignments in this course must be typed using Microsoft Word. Assignments in other formats will not be accepted.

- **Submission:** All assignments should be submitted on Blackboard using Safe Assignments link. Safe Assignments will help you avoid plagiarism. **Submission through email will not be accepted.**
- **Save** your assignments as “First Name-Assignment Number.docx” (e.g., John-Assignment 1.docx) and submit it on Blackboard. Assignment 5 must be submitted on Tk20 and Blackboard.
- **Late Submission Penalty:** Assignments submitted after the deadline will be graded with a 5% penalty for each day after the due date. Assignments submitted late by more than one week from the deadline will not be graded. **Late submission of Assignment 5 will not be graded.**
- **Assignment 5** in this course is a compilation of previous assignments in a Two-Chapter format with References section added at the end, but before Appendix or Appendices. This assignment requires specific Cover/Title page and Table of Contents page. See description of Assignment 5.
- **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:
 - 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 Tuesday 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, computed as 33% of the first grade + 67% of the second grade, will be recorded as the final grade of the resubmitted assignment.
 - **Resubmission of the late assignment is not accepted.**
 - **Resubmission of the final assignment (Assignment 5) is not accepted.**

Academic Integrity

Misconduct, dishonesty, plagiarism, cheating, hiring or allowing someone else to do your work, purchasing essays, and other forms of academic dishonesty, or facilitating any such act will not be tolerated. Academic misconduct is an offense against honest students, and children in classes you will teach. Suspicions of it **will** be reported and are subject to discipline according to UTA policy. Academic dishonesty of any kind may result in the failure of the course, and suspension or expulsion from the University. There are tools provided to professors that identify academic dishonesty. It is academically dishonest to pass someone else’s work off as your own. The UTA Honor Code should be pasted to the cover sheet of the Critical Analyses and Professional Presentation assignments.

Due Dates

Complete each assignment by its due date. Pay careful attention to Discussion Forum dates – the first date is for original postings, and the second is for responding to classmates. Discussions submitted late will not be evaluated, and will receive the grade of 0. All discussion areas will be permanently closed after assignment deadlines. Once areas are closed, you will not be able to post in these areas. **There are no exceptions.**

Back-Up Your Work

Be sure to make and keep back-up copies of all work. I suggest having 2 forms of back-up. One of these should be an external space that will be accessible even if your computer is unavailable – for example, a

"cloud" service such as Dropbox and Google Drive or emailed to yourself at a web-based provider like Gmail. **There are no provisions for handling problems that having a backup copy of your work would have prevented. Hard drive failures, corrupted files, and other technological glitches happen to all of us, and should be anticipated.**

Attendance and Out-of-class Hours

All students are expected to attend each class and participate in discussion forums and in-class activities. At the Master's level, one should expect to spend about 3-4 hours per week per credit hour per class. Therefore, you should expect to spend up to 15 hours per week on this course.

Modifications to Syllabus

As the instructor and designer of this course, I reserve the right to make adjustments to the syllabus if necessary. Students will always be given notice if there is a change.

TENTATIVE COURSE SCHEDULE

(Bring a laptop to each class)

Date	Topic/Activity	Reading Assignments
Aug 27, 2018 1st Class Meeting	Module 1 Introduction Syllabus (Kahoot quiz) Introduction to APA Manual Avoiding Plagiarism in Scholarly Writing (http://library.uta.edu/plagiarism/index.php) Paper Formatting in APA Style (http://libraries.uta.edu/video/instruction/apaformatting/step1.htm) Activity 1: Identifying and locating Journal Articles Activity 2: Downloading R and R Commander and Working on VOYANT: See through your text	Syllabus Chapter 1: The Nature and Tools of Research <i>APA Manual</i> Chapter 3: Writing Clearly and Concisely Learn about R (http://www.r-project.org/) Learn about R Commander (http://www.rcommander.com/) Quiz 1 (5:00 pm, Sep 3)
Sep 3, 2018	Labor Day Holiday	
Sep 10, 2018 2nd Class Meeting	Module 2 Getting Started with the Research Process Selecting a Research Topic Writing Research Questions and Hypotheses Activity 1: Writing Research Topic, Problem Statement, and Significance of Study Activity 2: Peer Review of Assignment 1 (using computers)	Chapter 2: The Problem: The Heart of the Research Process Materials within Module 2 Quiz 2 (5:00 pm) Assignment 1 (11:59 pm, Sep 11)
Sep 17, 2018 3rd Class Meeting	Module 3 “Developing a Literature Review” by Michelle Reed (Education Librarian) @ 5:30 pm. Activity 1: Creating an Outline of Lit. Review Activity 2: Writing Research Questions	Chapter 3: Review of the Related Literature <i>APA Manual</i> Chapter 6: Crediting Sources Quiz 3 (5:00 pm)

Sep 24, 2018 4th Class Meeting	Module 4 Identifying Good Measurement Instruments Types of Measurement Scales Reliability and Validity Activity 1: Reliability and Validity Activity 2: Crediting Sources and Creating a List of References	Chapter 4: Planning Your Research Project <i>APA Manual</i> Chapter 7: Reference Examples Quiz 4 (5:00 pm)
Oct 1, 2018 5th Class Meeting	Module 5 Observational Studies Correlational Research Developmental Designs Survey Research Activity 1: Working on Qualtrics (uta.qualtrics.com) Activity 2: Peer Review of Outline of Lit. Review (using computers)	Ch. 6: Descriptive Research (up to page 159) Quiz 5 (5:00 pm)
Oct 8, 2018 6th Class Meeting	Module 6 Choosing a Sample in a Descriptive Study Probability Sampling and Nonprobability Sampling Common Sources of Bias in Descriptive Studies Activity 1: Sampling from a Population Activity 2: Using Excel for Data Storing	Ch. 6: Descriptive Research (from page 159) Quiz 6 (5:00 pm) Assignment 2 (11:59 pm, Oct 9)
Oct 15, 2018 7th Class Meeting	Module 7 Exploring and Organizing a Data Set Choosing Appropriate Statistics Functions of Statistics Normal Distribution Considering the Nature of the Data Descriptive Statistics Measures of Central Tendency Measures of Variability Measures of Association Activity 1: Descriptive Statistics Using R and Rcmdr Activity 2: Peer Review of Assignment 2 (bring hard copy to class)	Chapter 8: Analyzing Quantitative Data (up to page 234) Appendix A (pp. 354-355) From www.onlinestatbook.com Graphing Distributions Summarizing Distributions Describing Bivariate Data Normal Distribution Quiz 7 (5:00 pm)
Oct 22, 2018 8th Class Meeting	Module 8 Inferential Statistics Estimating Population Parameters Sampling Distribution of the Mean Standard Error of the Mean Testing Hypotheses Making Errors in Hypotheses Testing Another Look at Statistical Hypotheses vs. Research Hypotheses Examples of Statistical Techniques for Testing Hypotheses Activity: Inferential Statistics Using R and Rcmdr	Chapter 8: Analyzing Quantitative Data (from page 234) From www.onlinestatbook.com Hypothesis Testing Tests of Means Analysis of Variance Chi Square Regression Quiz 8 (5:00 pm)

Oct 29, 2018 9th Class Meeting	Module 9 The Importance of Control Pre-Experimental Designs True Experimental Designs Activity: Identifying Quantitative Research Designs and relevant Data Analysis Procedures	Chapter 7: Experimental, Quasi-Experimental, and Ex Post Facto Designs (up to page 189) Quiz 9 (5:00 pm) Assignment 3 (11:59 pm, Oct 30)
Nov 5, 2018 10th Class Meeting	Module 10 Quasi-Experimental Designs Ex Post Facto Designs Factorial Designs Conducting Experiments on the Internet Testing Your Hypotheses and Beyond Activity: Creating an Outline of Method	Chapter 7: Experimental, Quasi-Experimental, and Ex Post Facto Designs (from page 189) Quiz 10 (5:00 pm)
Nov 12, 2018 11th Class Meeting	Module 11 Qualitative Research Designs Analyzing Qualitative Data Activity: Using online tools (e.g., VOYANT and Online QDA) for qualitative data analysis	Ch. 9: Qualitative Research Methods Ch. 11: Analyzing Qualitative Data Quiz 11 (5:00 pm)
Nov 19, 2018 12th Class Meeting	Module 12 When to Use Mixed-Methods Designs Common Mixed-Methods Designs Planning a Mixed-Methods Study Analyzing and Interpreting Mixed-Methods Data Activity 1: Identifying Features of Mixed-Methods Designs Activity 2: Peer Review of Outline of Method (Using computers)	Chapter 12: Mixed-Methods Designs Quiz 12 (5:00 pm)
Nov 26, 2018 13th Class Meeting	Module 13 Data Sources in Historical Research Evaluating and Interpreting Historical Data Activity: Peer Review of Assignment 4 (bring hard copy)	Chapter 10: Historical Research Quiz 13 (5:00 pm) Assignment 4 (11:59 pm, Nov 27)
Dec 3, 2018 14th Class Meeting	Module 14 Characteristics of a Proposal Organizing and Writing a Research Proposal Revising Your Proposal Course Evaluation and Student Feedback Survey Activity: Preparing the Two-Chapter Research Proposal	Chapter 5: Writing the Research Proposal Quiz 14 (5:00 pm) Assignment 5 (Tk20: 11:55 pm and Blackboard: 11:59 pm, Dec 6)

COLLEGE OF EDUCATION POLICIES

Dispositions: Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These

dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

These dispositions include:

- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy
- Participates in on-going collaboration with peers and professionals
- Exhibits stewardship of diversity
- Advocates use of technology
- Shows interest in the learner and the learning process

TK20 Requirement: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20:
<https://www.uta.edu/coed/academics/tk20/index.php>

UNIVERSITY POLICIES

ACADEMIC INTEGRITY: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington 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.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct at <https://www.uta.edu/conduct/>. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>.

THE WRITING CENTER: The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays, and they offer online services. Register and make appointments online at <https://uta.mywconline.com/>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

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. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

CAMPUS CARRY: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

STUDENT FEEDBACK SURVEY: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's 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>.

FINAL REVIEW WEEK: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

ATTENDANCE: As class participation is an important part of evaluation of your performance in this course, I will record your attendance. In addition, as an instructor of this course, I anticipate that you

spend at least 15 hours per week on course related readings, watching videos, writing journals, participating in Module discussion posts, and preparing/submitting Assignments. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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 student's 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://www.uta.edu/aao/fao/>).

DISABILITY ACCOMMODATIONS: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. **Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD).** Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

- The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.
- Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

NON-DISCRIMINATION POLICY: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

TITLE IX POLICY: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE


Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.*

STUDENT SUPPORT SERVICES: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

STOP. THINK. PROTECT YOURSELF. YOU HAVE CHOICES.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

YOUR OPTIONS TO AN ACTIVE THREAT		
You Have Choices!		
A V O I D	<ul style="list-style-type: none"> • AVOID the situation. <u>Stay away</u> from the area and campus. • If you can safely leave the area, RUN. • Get others to leave the area, if possible. • Prevent others from entering the area. 	<ul style="list-style-type: none"> • Know your exit and escape options. • If in a parking lot, get to your car and leave. • If in an unaffected area, stay where you are. • When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have.
D E N Y	If you can't leave the area safely, DENY or slow entry to the intruder: <ul style="list-style-type: none"> • Lock/barricade doors with heavy items. • Turn off lights/projectors/equipment. • Close blinds and block windows. • Stay away from doors and windows. 	
D E F E N D	If you can't AVOID or DENY entry to the intruder, DEFEND your location: <ul style="list-style-type: none"> • As a last resort, <u>FIGHT for your life</u>. • Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. 	
Follow ALL instructions. For more information, go to: police.uta.edu/activeshooter		
		Emergency: 817.272.3003 Non-Emergency: 817.272.3381 police.uta.edu