

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDUC 622: Research Methods in Education
Spring 2010
CRN 22478**

Tuesdays / 5:30 – 8:15pm / UH 440

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Class Meeting Times/Location: Tuesdays, 5:30 – 8:15 p.m.; UH 440

Office Hours: By appointment before or after class

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by COE Governance Community October, 1997)*

FURLOUGH STATEMENT

Students, due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Spring Semester furlough dates are listed in this course syllabus.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM.

Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

COURSE DESCRIPTION

A core course designed to introduce educational practitioners to the fields of educational research and evaluation. As such, it explores quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. It further examines measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies.

Course Objectives

This course enables students to become effective, confident consumers of research and evaluation by providing a foundation of knowledge in the area of research methods that will enable them to read research and program evaluation reports with enough understanding to determine a study's merits. In addition, students will write a research proposal for a thesis or project that will fulfill the requirements for earning a Masters in Education. Therefore students will:

- critique educational research
- understand various research methodologies
- gain knowledge of education research
- be able to summarize and interpret research
- gain knowledge of descriptive statistics
- be introduced to statistical techniques
- develop a research proposal that will serve as a draft for a Master thesis or project
- utilize APA style writing and citation

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Prado-Olmos, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students

are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways. The assignments for this course meet this requirement.

Plagiarism

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 6th edition. Failure to do so may result in failure of the course.

E-mail & Online Discussion Protocol

Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk to that person face-to-face to correct any confusion.

For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>

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references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

COURSE REQUIREMENTS

COLLEGE ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or they **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community on 12/19/97)

ATTENDANCE AND PARTICIPATION

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING STANDARDS

Grading Scale: (based on percentages of the available points)

A = 100 – 94	B+ = 90 – 88	B- = 83 - 81
A- = 93 – 91	B = 87 – 84	C = 80 - 71

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics

(grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or www.apastyle.org/index.html

REQUIRED TEXTS

American Psychological Association. *Publication Manual of the American Psychological Association*, 6th edition. Washington, DC: APA.

Mertler, C. A. and Charles, C. M. (2011). *Introduction to Educational Research*. 7th Edition. Boston: Pearson Publishing.

NOTE: Assigned texts and readings **MUST** be brought to **ALL** class sessions.

ASSIGNMENTS

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

1. Attendance and Participation	50 points
2. Research Study Analysis	50 points
3. Chapter Discussion Leader	50 points
4. WebCT Submissions	
a. Session 5	25 points
b. Session 7	25 points
5. Research Proposal (Chpt. 1-3)	300 points
6. Final Presentation	<u>50 points</u>
Total:	550 points

1. Attendance and Participation. As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. Toward this end, you are expected to attend every class. **50 points**

2. Research Study Analysis. Select two partners for this assignment. Some groups may only have 2 students. As a small group, scan one of Malcom Gladwell's books (*Outliers: The Story of Success*, *The Tipping Point: How Little Things Can Make a Big Difference*, or *Blink: The Power of Thinking Without Thinking*) for one research study referenced in one of these three books. You do not have to purchase a book for this class. If you do not personally own one of these books, I would suggest you go to a bookstore, find one of these books, and write down the information you need to complete this assignment. Once you and your partners have selected one of the many research studies referenced in these books, locate the original research study via a research database. Read the study and answer the following questions:

- What were the study's principal research question and/or hypothesis?
- Was the study quantitative or qualitative? Why?
- What research methods were used to answer the research question?
- What were the results/outcomes of the study?
- What did you find intriguing about the study?

Respond to these questions in bullet form. Develop a Powerpoint presentation to organize your responses to these 5 bulleted questions. Your presentation should be a total of 5 slides, not including a reference slide. The presentation of your group's research study analysis should be

approximately 10-15 minutes in length. One member within your group is responsible for posting your Powerpoint presentation as an attachment via WebCT Assignments by 6pm of the Monday night before you are scheduled to present. **50 points**

3. Chapter Discussion Leader. In partners or small groups, depending on the size of the class, you will be responsible for leading an “instructional conversation” on a chapter from the required text. You will be teaching the class for that period of time (approximately 15 minutes). Please plan accordingly and utilize all of your considerable teaching skills so that the material is comprehended by all learners.

- Create a Powerpoint and plan an interactive presentation that highlights the key learnings from your assigned chapter.
- Email your Powerpoint via an attachment through WebCT Assignments by 6pm of the Monday night before you are scheduled to present.
- It is ALSO the responsibility of the class to check WebCT weekly on Wednesday after 12pm so that you may access and print the powerpoint for that evening’s class if you wish to have a hard copy. The presenters are NOT responsible for providing copies of the powerpoint in class since it will be available on WebCT. **50 points**

4. WebCT Submissions.

1. Session 5: Post 5 potential research questions you are considering for your research proposal. Questions should detail rationale of study, focus group, and other pertinent information related to the investigation. Research questions need to be posted on WebCT within the discussions section by 6pm. Next, read 3 other colleagues’ postings of their own research questions. For each posting, respond with feedback to assist colleague in identifying one critical question. Rank your colleague’s 5 questions in order of most to least critical, in your opinion. Provide insight and rationale into your order ranking. Repeat this process for 2 other colleagues’ postings. When selecting postings to respond to, avoid responding to a posting that has already been responded to 3 or more times to allow every colleague the opportunity to receive peer input. Respond to 3 postings by 11:55pm of 2/16/10. **25 points (10 points for posting; 5 points per response to peers’ postings)**
2. Session 7: Post your final question you have identified to drive your research proposal. Include a minimum of 10 references of sources you will incorporate within your research proposal. Follow APA format for your reference section. Use Microsoft Word to complete this assignment. Post your Word document via WebCT Assignments by 11:55pm of 3/2/10. **25 points**

5. Research Proposal. You will write the first three chapters of a thesis/project in APA format. This proposal should be considered a **draft** of your thesis/project to be written with the guidance of your thesis/project advisor. **In other words, you are not done with chapters 1-3 of your thesis or project until your faculty chair says you are.** You will give a 10 minute presentation of your paper, including an action plan for how you will complete your proposed research at the end of the semester. Each chapter must be peer-reviewed by two classmates **before** it is reviewed by the professor. We will conduct peer-review sessions in class on the days noted in the syllabus.

Research Proposal Outline

Title

Table of Contents

Chapter 1 – Introduction to Study

Statement of the problem
Purpose of the study and rationale
Research questions and hypotheses
Significance of the study and applications
Limitations
Definitions of terms

Chapter II – Review of Literature

Introduction
Subtopic Sections (at least 3)
Summary of literature review

Chapter III – Methodology

Introduction
Design
Subjects
Materials
Procedure
Analysis

References

CHAPTER ONE: DEFINITION OF PROBLEM

This chapter will define the research question/problem or project focus. What issue is to be addressed? Why is this issue critical to the field of education? Explain what you hope to accomplish in your thesis/project. Articulate how this research will fill a need in education and who might benefit from this work.

Definitions of terms must be very clear. Do not assume that your reader knows what you mean when you use educational jargon.

Thoughts for the Writer/Reader for Chapter One:

- Are terms and definitions clear?
- Is it clear what the focus of the research will be? One of two formats should be used:
1) The research shows X, Y, and Z, but it doesn't show _____. OR
2) This research will help build upon the research of X, Y, and Z by _____.
- Are there a minimum of 5 citations?
- Has the author cited research that represents the field and is supportive of the research question?
- Is the research question very clear? Do you understand exactly what the author hopes to find?
- Is the chapter written in present tense? (With the exception of citations of other research; use past tense or present perfect tense for these--see APA)

The first draft of your Chapter 1 with cover page and reference section is due for peer review on 3/9/10 (Session 8). Bring 2 hard copies to class. Submit your revised Chapter 1 with cover page and reference section (a minimum of 20 total references) by 11:55pm on 3/16/10 (Session 9) via WebCT Assignments. **100 points**

CHAPTER TWO: REVIEW OF THE LITERATURE

This chapter will put the research or project in context with what is already known. Review what is currently known (and not known) about the issue. Where is the field in terms of what is happening with the topic? Put your project/issue into a theoretical context. What theories/principles are you basing your project on? What are your assumptions? The review of the literature puts the project in perspective and lets the reader know why the project is of significance. It also provides a *critical analysis* of the research.

Thoughts for the Writer/Reader for Chapter Two:

- Is all the research discussed relevant to the question presented in Chapter One?
- Do you understand the essential elements of each research/article cited? Did the author provide information on the methodology, subjects, and conclusions of each research/article? Did the author identify the theoretical framework the research comes out of or is influenced by? Did the author mention strengths and weaknesses of the research?
- Are the majority of the articles from professional, peer reviewed journals?
- Are there any gaps in the research presentation? For example did the author talk about multiple intelligences and not mention work by Howard Gardner?
- Are there transitions between the research projects presented? Does the chapter flow and do the research citations build on each other? Is it clear how the research described in the literature review supports the research for this thesis?
- Is the chapter written in past tense?

The first draft of your Chapter 2 with cover page and reference section is due for peer review on 3/23/10 (Session 10). Bring 2 hard copies to class. Submit your revised Chapter 2 by 11:55pm on 4/6/10 (Session 12) via WebCT Assignments. **100 points**

CHAPTER THREE: METHODOLOGY

This chapter describes the research or project design and data collection. How will the research/project be conducted? What must be done in order for you to accomplish your goals? In the introduction to this section, you must cite research that supports using the methodology you have selected and a clear rationale for using that methodology.

Thoughts for the Writer/Reader for Chapter Three:

- Are descriptions of the methodology specific enough that someone could replicate?
- Is it clear who did what and when? Is it clear how these decisions were made?
- Whenever possible, did the author use examples of classroom scenarios, student work, teacher lesson plans, etc.?
- Are the following addressed: sampling, site, selection, in what ways is the author an insider/outsider with this sample/site data collection, analysis, validity, member checks, reciprocity, human subject review, who benefits/loses, study limitation, usefulness,
- Did the author explain the methodology choice and how the methodology is a good match for the research question?
- Is the chapter written in past tense?
- If a project, did the author list conclusions from the review of literature and list specifically how those conclusions will be implemented into the final project?

The first draft of your Chapter 3 with cover page and reference section is due for peer review on 4/13/10 (Session 13). Bring 2 hard copies to class. Submit your revised Chapter 3 by 11:55pm on 4/20/10 (Session 14) via WebCT Assignments. **100 points**

You will submit your FINAL DRAFT with all 3 Chapters, cover page, and reference section by 11:55pm on 5/4/10 (Session 16) via WebCT Assignment. This last submission will determine your total number of points for this Research Proposal Assignment.

Presentation and Action Plan

For the final class you will give a presentation of your research and articulate the action plan you will follow to complete your research. The time limit of your presentation will be dependent upon the number of students enrolled in this course.

To prepare for this, address the following questions:

- Where are you in the research process?
- What is completed and what still needs to be done?
- Outline your research agenda
- What is your next course of action?
- What is your timeline?
- What obstacles are in your way?
- How might you work through/around any possible obstacles?
- When did/will you submit your research proposal to the IRB?
- Have you chosen an advisor? Who?
- Have you chosen the rest of your thesis committee?
- When will you submit your Chapters 1, 2, &/or 3 to your advisor?
- Do you have a peer group to continue to serve as a writing group for your master project completion? If not start to identify who might be useful to you in this process. And approach them before the end of this class.
Your best support during this process will be your peers.

Submit your final presentation Powerpoint via WebCT Assignments by noon of the final class, 5/4/10. **50 points**

General Guidelines for Peer Review

- APA format should be followed. Read APA for important information on such things as spacing, margins, headings, etc.
- Give the author specific feedback on what you understood and what you didn't understand
- Think about how well the chapter holds together. Does it all seem relevant/necessary? Could any parts be cut? Are there parts that seem floating and need support?
- Is it clear? Does it all make sense? What needs clarification?
- Is there a clear and easy to follow organization? Are large pieces of text broken up? Are there appropriate subheadings?
- Is the theoretical orientation of the writer clear?
- Is there an introduction/preview for each chapter?
- Is there a summary and/or a concluding paragraph? This should be a transition to what will follow.
- Are all necessary terms defined? Assume someone familiar with education will be the

reader, but do not assume that they will understand all professional jargon.

- Did the author use spell check?
- Did the author cite properly? Are all citations in the reference page? Anything that is quoted needs a page number. Quotes longer than 40 words are set apart by single spacing and indenting both margins?
- Are there too many or two few quotes? Many times it is preferable to paraphrase and then cite an author.
- Did the author use citations to their full potential, explaining how the citation is important to this study, or did the author just paste a quote in with no or little explanation?
- As much as possible, did the author find the original source and cite them, rather than citing what someone else cited? However, if the author used a secondary source, did he or she follow the guidelines?
- Did the author use proper tense? APA suggests different tenses for different chapters. Chapter 1 is in present tense, Chapter 2 can be present or past, Chapter 3 is in past tense. The main thing to remember is to be consistent within chapters.

RUBRIC FOR RESEARCH PROPOSAL

	Chapter 1 100	Chapter 2 100	Chapter 3 100
Organization (20 pts.)			
Completeness (20 pts.)			
Clarity (20 pts.)			
Relevance (20 pts.)			
Conventions (20 pts.)			

Categories for Evaluation Explanation

1. Organization: Evidence of a logical and meaningful consistency in the structure of the response to the structure of the assignment, evidence of planned presentation having a clear flow from the beginning, through the middle, to the conclusion.
2. Completeness: Evidence of having covered all parts of the assignment in the response.
3. Clarity: Evidence of having communicated ideas clearly and concisely. Terms and definitions are included. Structure and flow are understandable and make sense. Depth and breadth of insight, reasoning, and understanding exhibited in response through the integration of thought and argument.
4. Relevance: Maintenance of pointed and clear relationships in response to the assignment, avoidance of digression from the main points of assignment, avoidance of boilerplate or filler material, and avoidance of redundant matter and educational jargon.
5. Conventions: APA format is followed and used appropriately.

APA FORMAT: You will be expected to follow APA 6th Edition for the following:

Title page	p. 23, 41
Levels of headings	p. 62
Page numbers & headers	p. 230
Writing numbers	p. 111
Citations in text	p. 174-179
Block Quotes	p. 170-174
Secondary Sources	p. 178
Electronic Sources	p. 187-189
Reference Page	p. 193-224
Appendixes	p. 38-40

Helpful Websites:

Guidelines for Institutional Review Board (IRB): (use the exempt form)

<http://www.csusm.edu/research/IRB.htm>

CSUSM Thesis Information: http://www.csusm.edu/rqsiip/graduate_studies/thesis_project.htm

CSUSM Library: <http://library.csusm.edu/>

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/ACTIVITY	PRESENTER	DUE
Session 1 1/19/10	FURLOUGH DAY		
Session 2 1/26/10	<i>Orientation to Educational Research</i> Community Building Syllabus Review Ch. 1 – Educational Research: Its Nature and Rules of Operation Ch. 2 – Types of Educational Research and Corresponding Sources of Data	Santamaría	Chapter Presentation Demonstration
Session 3 2/2/10	<i>Preliminary Skills Needed for Conducting Research:</i> Meet in KEL 3400 Ch. 4 – Locating Published Research	Olivas	
Session 4 2/9/10	Research Study Analysis <i>Preliminary Skills Needed for Conducting Research:</i> Ch. 3 – Selecting, Refining and Proposing a topic for research Ch. 5 – Interpreting and Summarizing Published Research		
Session 5 2/16/10	WEB CT		Post 5 Research Questions by 6:00pm on WebCT and Respond to 3 others' postings by ranking with rationale by 11:55pm – 25 points
Session 6 2/23/10	Research Study Analysis <i>Conducting Your Own Research Project:</i> Ch. 6 – Procedures and Tools for Gathering Data Ch. 7 – Analyzing Research Data and Presenting Findings		
Session 7 3/2/10	Research Study Analysis <i>Conducting Your Own Research Project:</i> Ch. 8 – Designing a Research Project Ch. 9 – Preparing a Research Report		Conference – Final question with ten references DUE – Submit to WebCT by 11:55pm – 25 points
Session 8 3/9/10	Research Study Analysis <i>Procedures and Exemplars of Research as Differentiated by Tradition:</i> Ch. 10 – Qualitative Research Methods Peer Review Session		1 st Draft CH 1 with cover page and reference section (2 hard copies)

TENTATIVE COURSE SCHEDULE (continued)

DATE	TOPIC/ACTIVITY	PRESENTER	DUE
Session 9 3/16/10	CLASS BEGINS AT 6:15pm Research Study Analysis <i>Procedures and Exemplars of Research as Differentiated by Tradition:</i> Ch. 11 – Survey Research		2 nd Draft CH 1 submitted to WebCT with cover page and twenty (total) references by 11:55pm – 100 points
Session 10 3/23/10	Research Study Analysis <i>Procedures and Exemplars of Research as Differentiated by Tradition:</i> Ch. 12 – Nonexperimental Quantitative Research Ch. 13 – Experimental, Quasi-Experimental, and Single-Subject Designs Peer Review Session		1 st Draft CH 2 with cover page and reference section (2 hard copies)
Session 11 3/30/10	SPRING BREAK		
Session 12 4/6/10	WEB CT		2 nd Draft CH 2 submitted to WebCT with cover page and reference section by 11:55pm – 100 points
Session 13 4/13/10	Research Study Analysis <i>Procedures and Exemplars of Research as Differentiated by Tradition:</i> Ch. 14 – Mixed-Methods Research Designs Peer Review Session		1 st Draft CH 3 with cover page and reference section (2 hard copies)
Session 13b 4/15/10	IRB Workshop 5:00 – 6:30pm MARK 103	Astorino Lawler Collins	
Session 14 4/20/10	CLASS BEGINS AT 6:15pm Research Study Analysis <i>Procedures and Exemplars of Research as Differentiated by Practicality:</i> Ch. 15 – Action Research Ch. 16 – Evaluation Research		2 nd Draft CH 3 submitted to WebCT with cover page and reference section by 11:55pm - 100 points
Session 15 4/27/10	Research Study Analysis Work on Research Proposal		
Session 16 5/4/10	Final Presentations – Action Plan		Final Draft with complete cover page and reference section submitted to WebCT by 11:55pm – revised points

