

**Inquiry II (15:255:602)**  
**Spring 2018**  
**3 Credits**  
**Tuesdays, 4:50-7:30 pm**  
**Frelinghuysen A4, College Avenue Campus**

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<b>Office Hours:</b>	by appointment	
<b>Mode of Instruction:</b>	Prerequisites or other limitations: A student must be admitted to the EdD program	
<input type="checkbox"/> Lecture	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: From Ericka Diaz <a href="mailto:ericka.diaz@gse.rutgers.edu">ericka.diaz@gse.rutgers.edu</a>	
<input checked="" type="checkbox"/> Seminar		
<input type="checkbox"/> Hybrid		
<input type="checkbox"/> Online		
<input type="checkbox"/> Other		

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Why INQUIRY?**

*"If you change the way you look at things, the things you look at change."*

*--Wayne Dyer*

**Course Description**

Education leaders are constantly trying to produce better outcomes by improving policies, programs, and instructional practices. This requires that they understand what factors might be contributing to various problems of practice, what is working for whom and why, and what new

efforts have a high likelihood of success. To do this, they use and conduct research to inform key decision making.

This course builds on Inquiry I in which students learned about quantitative, qualitative, and mixed methods research designs to drive problems of practice-oriented research. In this class, students will continue to deepen their understandings of the components of research design, particularly literature review, data analysis, writing, and presentation of findings. Students will develop and pilot qualitative and quantitative data collection methods relevant to their research interests and will learn about the various phases of data analysis by conducting quantitative and qualitative analysis. Students will also continue to revise and deepen their own research designs by adding in data analysis, researcher role and validity and reliability procedures.

## Learning Goals

The goal of the Rutgers Ed.D. program is to create educational leaders who are agents of change. Inquiry II specifically addresses the Ed.D. program goal of helping students to produce and use research efficiently and effectively to solve problems of practice.

To achieve this goal, the learning objectives for this course are that students will:

- a. Broaden and deepen their skills at framing a problem of practice by [reviewing and using research literature and theory](#);
- b. Strengthen their capacity in [critiquing research articles and synthesizing literature](#);
- c. deepen their [understanding of research designs](#) that can be used to effectively investigate problems of practice;
- d. learn and practice quantitative and qualitative approaches to [data collection](#)
- e. learn and practice quantitative and qualitative approaches to [data analysis](#);
- f. become familiar with different [software](#) packages used for data analysis such as Dedoose, Qualtrics, and SPSS;
- g. practice [writing and presenting research](#) to stakeholder groups; and
- h. continue to revise and [deepen research design skills](#).

## Class Materials

### Required Books/Software

- Gall, M. D., Gall, J. P., & Borg, W. R. (2015). *Applying educational research: How to read, do, and use research to solve problems of practice*. U.S.A.: Pearson.
- Software: Dedoose, a web application (Purchase not necessary - access on GSE email account)
- Software: Qualtrics (Purchase not necessary- access on campus)
- Software: SPSS for Windows, IBM SPSS Statistics Server Version 25. (Purchase not necessary - access on campus)

## Recommended

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches (4th ed.)*. Thousand Oaks, CA: Sage.

DeCuir-Gunby, J. T., & Schutz, P. A. (2016). *Developing a mixed methods proposal: A practical guide for beginning researchers (Vol. 5)*. SAGE Publications.

Loseke, D. R. (2012). *Methodological thinking: Basic principles of social research design*. Sage.

O'Leary, Z. (2017). *The essential guide to doing your research project*. Sage.

O'leary, Z. (2004). *The essential guide to doing research*. Sage.

Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*. Guilford Press.

Walliman, N. (2011). *Research methods: The basics*. Routledge.

## Scholarly Articles and Book Chapters

These will be provided on our course Sakai site, under Resources. Additional readings may be added when the instructor(s) see(s) a need to facilitate students' understanding and research progress.

## Grading and Class Policies

Fulfilment of all assignments is required to pass this course. An "A" assignment is an exceptional one. Simply meeting the necessary requirements outlined in the syllabus will not guarantee receiving an A as grade. All written work will be carefully graded on thoroughness, quality of analysis, level of support from data and/or literature, organization and clarity. Your course final grade will be based on:

Activity	Total points	Letter Grade Equivalents
1. Attendance and participation	25	93 and above A
1.1 Weekly attendance (10 pts)		88-92 B+
1.2 Group research article synthesis & critique (10 pts)		83-87 B
1.3. Individual feedback to each group critique (5 pts)		78-82 C+
2. Individual research article synthesis and critique	15	73-77 C
		68-72 D+
		60-67 D
3. Collecting, analyzing, and reporting data	30	Below 59 F
3.1 Qualitative (15 pts)		
3.2 Quantitative (15 pts)		
4. Revised research plan	30	
4.1 Presentation (5 pts)		
4.2 Written (25 pts)		
Total	100	

## Course requirements and assignments

**1. Course attendance and participation (25%).** Critical engagement with the readings and with your colleagues during class time is vital to the design of this course. This course is structured to develop students' abilities to advice, support, and provide constructive feedback to colleagues in their research efforts.

- Weekly participation (10%). We understand that you are busy professionals but encourage you to try and attend every class session. If you must miss a class, please make sure that you reach out to both of us and talk to a fellow student to help you catch up on what was discussed in your absence. If you miss more than one class during the semester without a bona fide reason, your grade for the course will automatically be reduced by 2 points per class. Please note that cellphone use is discouraged in the class. If you ever need to take an emergency call or text, please handle it outside of the classroom.
- Group critique activity (10%). The purpose of this assignment is to help you prepare for your individual article critique assignment. During this group work and class discussion, please keep reflecting on what you learn and how you can apply it to your individual article critique assignment.

In each week (from Week 3 -Week 6), a group of 4-6 members who share similar interest in a particular faculty member's research agenda will be responsible for presenting 4-6 articles (of choice) for synthesis and critique as well as generating discussions related to the elements of research design and/or class readings. During the conversation, the group should aim to synthesize the articles of choice, draw out the salient themes for critique and encourage

maximum participation among their peers. (Note: the sum of the articles for critique equals to the number of your group members. The principle is everyone will be responsible for reading one article.)

- a. The criteria of scholarly article choice: Peer-reviewed articles. Identify at least one research article from the work of the GSE faculty members that you admire. Then, discuss with your group members and identify at least 3-5 articles from the reference list of the particular research article you choose. You are encouraged to use this opportunity to identify the GSE faculty members' research agenda and your potential committee members.
- b. By Sunday midnight of the week your group will be presenting, your group will upload the 4-6 articles for the group critique *and* submit a draft (3-4 pages) under Group critique/ Resource/Sakai. In this draft, you will explain why you choose these articles and then synthesize the literature and provide critique. A detailed guideline will be provided.
- c. In the class, each group will have **30 minutes** for presentation (**20 minutes** for presenting your work and **10 minutes** for class discussion). You can also take this opportunity to talk about the struggles your group experience and ask for advice.
- d. Please note that you can continue to revise your group critique draft in the weeks of group critique activities (Week 3-6).
- e. **A final copy of your group critique is due Sunday Feb 25, 2018. You will use the comments from the instructors to guide your individual article critique assignment. (Please note that the groups who present in Week 6 can submit your group critique by Feb 27.)**

If you wish to receive feedback from your colleagues, please create a web link to your survey and post the link under WIKI *before class* in your presentation week.

- Individual reflection and feedback for the group critique activity (5%): In order to support you to actively participate in the group article critique discussion, *before each class* you are responsible for reading your colleagues' critique draft and the abstracts of the articles that your colleagues choose for critique. You will take notes through reading and use the notes for class discussion. For Week 3-6, each week you are expected to submit a response (1-3 paragraphs, less than one page) to your colleagues' group critique draft and discussion. **That is, one week, ONE response (no matter how many groups are presenting in that week).** In your reflection assignment, you can write:
  - a. Muddiest point- you can write what the muddiest point (confusion, misunderstanding, etc.) for you is in working on your own article critique assignment and how you notice your colleagues handle the related issues. Don't worry too much about writing technicalities, but please do write in connected prose. **OR**
  - b. What stands out- write about what stands out for you from the group article discussion as particularly interesting, challenging or generative. **OR**

- c. Generative discussion question- Generate a discussion question you have genuine interest in discussion.

To submit your weekly response, please create a folder in your **drop box** entitled “Individual feedback.” Please name your files as Last name\_feedback\_Week No.#. Your **one-page individual feedback/reflection is due each Thursday midnight after the group presentation of the week (Week 3-6).**

2. **Research articles synthesis and critique (5 pages, cover page and references not included) (15%).** This assignment asks you to continue deepening your knowledge of your own research topic and increasing your skill in synthesizing and critiquing the research literature. (Find lit review samples and Wu\_2009\_lit review on Asian American academic success under Resources)

- 1) Identify five (5) new sources on your topic from peer reviewed journal sources. These should not be previously cited sources in your research plan for Inquiry I. You are encouraged to use up to three articles from your group critique assignment. If you are having difficulty identifying new sources, consider making an appointment with our library resource person, Leslin Charles, leslin.charles@rutgers.edu. She is more than happy to meet with you by video chat or phone.
- 2) Synthesize: Discuss the five articles in relationship to your larger topic and to each other. Although you may need to include some descriptive details from each source, you should focus on a synthesis that looks across the five articles comparatively. What do they all have in common and how do they differ in terms of the types of research questions, methodologies (sample, data collection, data analysis), and/or findings and implications? How do their findings relate to larger arguments on the topic?
- 3) Critique: Discuss the strengths and weaknesses of these the 5 articles by evaluating their research designs, what they offer the field in terms of new knowledge, and the quality of the arguments they make.

You should make sure that your paper contains the following elements.

- Write an introduction that positions the synthesis within a general topic, a specific area of study, and a particular area of argument/discussion.
- Discuss theoretical frameworks, methods (research sites, sample, data collection methods), key findings, and conclusions/implications of the five articles and how they relate to each other.
- Critically assess the research; what does it do and not do? How successfully do these studies accomplish their goals?

Your voice is important in a research critique paper! Please note that **YOU SHOULD NOT SIMPLY REITERATE WHAT IS REPORTED IN THE RESEARCH STUDIES** (you will have an opportunity to “re-do” the assignment if you do so) but rather explain how they connect and

what their strengths and weaknesses are relative to each other. Questions you should be asking yourself as you read and write your synthesis include:

- How do the authors support their arguments?
- What is the nature of the research questions and in what ways do they address the problem? What are the research designs and methodological approaches, how do they differ, and what is the result of these differences?
- Do the design and methods make sense given the research purposes?
- How were data analyzed, and what were the primary findings?
- To what extent are the findings in the research supported by the data analysis?
- Do the authors explain the strengths and weaknesses of the study?
- Are the conclusions drawn and recommendations for future research grounded in the literature reviewed and findings of the study?

Throughout the synthesis you should draw on class readings or other research articles to support your assertions about the research you are synthesizing. You are to conclude the synthesis and critique with a discussion of next steps in your literature search that could address key weaknesses you detected among these five (5) articles.

**Due: end of Week 8 (Sunday March 4<sup>th</sup>, Midnight, 2018)**

3.1 Individual Qualitative Data Collection and Analysis Mini Pilot. **(Due March 25<sup>th</sup>, midnight)**  
(15%)

Each of you will develop and pilot one data collection tool. For most of you this will be an interview protocol. Start with a research question. Provide brief framing.

1) Develop and implement an interview protocol (5-10 questions).

- a. Draft your protocol. Refer to key literature on your topic as well as methodology texts from this semester and last semester
- b. Get feedback from a partner. Partner should use feedback template
- c. Revise protocol based on partner feedback
- d. Submit protocol for instructor feedback
- e. Revise protocol based on instructor feedback
- f. Conduct at least three interviews of 30-60 minutes. Audio record and transcribe.
- g. If you have interview data that you found useful (i.e., related to your individual research plan) from Inquiry I, you are welcome to incorporate it into your new dataset.

2) Analyze and report on your data

- a. Use a qualitative data analysis strategy from the assigned reading to code and categorize your data. Describe sample selection and coding procedure (i.e., include a brief methodology)

- b. Submit a "code map" that includes your codes, your code definitions, and how you would chunk them into categories or themes; a brief (2-3 pages) memo explaining the connection between your codes and the outline of your findings; and an outline of how you would present your findings with 2-3 examples from your data that you would use as evidence under each topic.
- c. Conclude with a brief reflection on the entire data collection and analysis process.

3) Questions you should consider include:

- What would you do differently? How might you revise your data collection tool?
- What did you learn about conducting interviews, transcribing data?
- What did you notice about the qualitative data analysis process? (2-3 pages).

4) The length of the qualitative mini pilot should be 6-8 pages, not including cover page and references. A detailed guideline will be provided.

### 3.2 Individual quantitative data analysis and reflection (**Due April 8, midnight**) (15%)

Design and conduct a survey related to your work and/or research plan and conduct basic analyses of the data. Specify the research question or questions you wish to address. Identify the population (you can use co-workers, students, or another appropriate group), sample size (minimum n of 30), and sampling strategy for a representative sample (i.e., include a brief methodology). If sample size is a problem, you can work with other members of the class to collect and pool the survey sample for analysis. Design and conduct the survey (jointly with other members of the class if desired). The survey may be conducted in-person or by mail, phone, or email. Record the data in Excel or another data base including one that is part of a statistical analysis package such as SPSS. Conduct a basic descriptive statistical analysis and other analyses as required to address your research questions. Report the findings from your analysis in tables with brief explanatory text as illustrated in the Gall, Gall and Borg (2015) text and example studies. Conclude with a brief reflection on the entire data collection and analysis process. Questions you should consider include:

- What would you do differently? How might you revise your data collection tool?
- What did you learn about conducting surveys and managing data?
- What did you notice about the quantitative data analysis process? (2-3 pages).

The length of the quantitative mini pilot should be 6-8 pages, not including cover page and references. A detailed guideline will be provided.

**Due: End of Week 11 (April 8, 2018)**

#### 4. Revised Research Plan (30%)

You are to revise and add to your research plan from the Inquiry I course. The final research plan should be approximately 25 pages (excluding cover page and references) and include the following sections:

##### **A. Problem Statement and Research Questions**

- State the purpose of your study by describing the problem in relation to research literature and the context in which you work to show why it is a problem that needs to be addressed.
- Identify the research questions that will guide your study. Research questions should reflect the methodological orientation you are using. Qualitative research questions are usually stated as what or how questions; quantitative questions tend to be stated as hypotheses. Mixed methods will have a blend of question types.
- Make sure to operationalize or define any constructs/variables.

##### **B. Literature Review**

- Write your review as a survey and synthesis of relevant literature (at least 25-30 empirical studies) informing your problem. It should be clear how all of the studies you identify for review are connected to the question or topic addressed in your problem statement.
- Group the studies into categories or themes.
- Describe each theme or subgroup of studies that synthesizes the information they provide. This description should look across studies, not just list them, and should consider the theoretical perspectives and empirical methodologies employed, strengths and weaknesses, findings, agreements and disagreements, and implications for your study.
- Provide a concluding section that summarizes what the research as a whole leads you to believe about where there is agreement and disagreement around your problem of practice. What are the strengths and weaknesses of the literature as a whole? How does the literature inform your study?

##### **C. Theory-based Logic Model or Theoretical Framework**

- Explain the theoretical framework that guides your study. This theory may be a formal theory (like Vygotsky's theory of human development or Holland et al's theory of identity development), or it may be a blending of concepts and theories that you put together to help frame how you are theorizing the problem. Often the theoretical framework comes from one or more prior studies that provide the springboard for your proposed study. *The key assumptions underpinning your theory and the relations between these key assumptions should be explained.* This theory helps tease apart the many different variables and/or factors related to the problem and inform the methodology to be used.

## **D. Methodology**

- Research Design
  - Specify the research design, including a justification and overview of the methods you will use to evaluate the process and outcomes of this program. How does your design reflect the goals or purposes of your study? How does the design operationalize important components of the logic model?
  - What are the specifics of your research design? Do not just name general categories (e.g., qualitative, mixed-methods), but be sure to explain clearly what you will be doing so that a reader has a clear sense of what you are doing and why. *How does your research design approach support the ability to answer your research questions?*
  - If you are using multiple methodological approaches (e.g., a mixed-methods design), explain how different methods contribute to addressing the research questions. *Remember to link the design to your research purposes.*
  
- Research Context, Sampling Strategy, Sample Selection, and Recruitment
  - What are the characteristics of the sample: how many individuals/classrooms/schools/sites? Are there different groups/characteristics deliberately sampled in your design? What is the justification for those choices?
  - How and why will you select your participants? What criteria will you use? What is the sample designed to be a sample of? All sampling decisions need to be justified in terms of usefulness (including ability to generalize to the population of interest).
  - How will you recruit and secure their participation?
  
- Detailed Description of Data Collection Procedures
  - How will you collect your data? Describe your procedures in sufficient detail so that someone else can follow your recipe. Pilot testing is always a good idea.
  - What is your approach(es) to data collection? Describe your procedures in detail (e.g., surveys, interviews, focus groups, tests, observations, document review).
  - If you follow some type of protocol (e.g., observations, interviews, focus groups, or surveys)? Describe the following and include in an appendix.
    - Describe procedures for developing and piloting any study instruments or protocols.
    - How will you ensure confidentiality of participants? (IRB-issues related)
    - Are there risks to the participants, and, if so, how will you minimize them? (IRB-issues related)
  - Report information available about the reliability and validity of the instruments.

- **Researcher Role**
  - How will you minimize factors that might influence the interpretation of your results (e.g., attrition, self-selection into the study)? Be sure to describe such potential issues in your study design.
  
- **Description of Data Analysis Procedures**

Identify the specific steps you will take in conducting your analysis (use Creswell and Plano-Clark or Lauer to guide you). Try and outline what each step will entail and describe the “product” that you think will emerge from each step. Be sure to address how the steps move you toward addressing your research questions. If employing a quantitative design, what statistical analysis procedures might you use? If using qualitative procedures, how will you go about coding and then analyzing data for larger patterns?
  
- **Validity**

Describe how you will ensure validity throughout your research design. Here you must talk about specific procedures that are in keeping with quantitative, qualitative, or mixed methods designs.
  
- **Conclusion**

Provide a summary of your research proposal that states the significance of your study and impact for practice.

Throughout your discussion of methodology, please reference methodological literature to support your decisions.

**Research plans due: May 8, 2018**

## Class Schedule

### **Week 1**                      **1/16/2018 (Shelley and Ping)**

Topic:                      Overview of the semester and syllabus  
                                 Getting back into the inquiry groove: Recapping where we have been and what we have learned

*Guest Speaker: Dr. Catherine Lugg - GSE expectations and her own research*

Activity:                      Break into groups for the group article critique assignment and create a group presentation schedule

**Week 2**                      **1/23/2018 (Shelley and Ping)**

**Topic:** Reintroducing research design and what should you consider when selecting an appropriate design

Synthesizing and critiquing research articles - why it's not just a list?

**Activities:** Group work on synthesizing and critiquing research studies of choice: Bring in research studies you have found to critique and use in your group presentation assignment.

**Readings:** DeCuir-Gunby, J. T., & Schutz, P. A. (2016). Chap 1: Why a guide for developing mixed methods proposals? (Complete the self-assessment activity before the class)

Creswell, W. (2017). Chap 1: The selection of a research approach. (Focus on p. 19-21)

Gall et al. (2015). Chapter 17. (skim the chapter)

O'leary, Z. (2004). Chap 1: Research as a creative and strategic thinking process. (Read p.9-12.)

O'leary, Z. (2004). Chap 7: Methodology design (Focus on p. 88-101)

(FOR NEXT CLASS, COME WITH A DRAFT OF YOUR SURVEY AND INTERVIEW PROTOCOLS)

**Week 3**                      **1/30/2018 (Ping)**

**Topic:** Refining your problem statement and research questions and how do you structure your methodology section.

General introduction to data analysis: Qualitative analysis 1  
- Data organization and management

**Activities:** 1) Group critique presentation  
2) Work in pairs on individual survey and interview protocols (Please take this opportunity to revisit your research plan for Inquiry I and revise your introduction and research questions based on the comments you received.)

**Readings:** Creswell & Plano- Clark (2009)  
Lederman, N. & Lederman, J., (2015) "What Is A Theoretical Framework? A Practical Answer." *Journal of Science Teacher Education*  
<https://thesiswhisperer.com/2012/07/26/theory-anxiety/>

**Recommended reading:**

Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). Chap 1: When to use survey designs and Chap 2: When to use interview designs.

**Week 4**                      **2/6/2018 (Ping)**

Topic:                      General introduction to data analysis: Qualitative analysis 2

- Coding and category construction

Activities:                1) Group critique presentation  
                                 2) Work in pairs on individual survey and interview protocols (feedback from peers and instructor) and start data collection

Readings:                Merriam (2009) Qualitative data analysis

**BY THE END OF THIS WEEK, YOU SHOULD BE SENDING OUT YOUR REFINED SURVEY!**

**Week 5**                      **2/13/2018 (Ping)**

Topic:                      General introduction to data analysis: Qualitative data analysis 3  
                                 - Refining categories and using data displays

Activities:                1) Group critique presentation  
                                 2) Data collection: Work in pairs

Readings:                Hayes & Singh (2012)

**BY THE END OF THIS WEEK, YOU SHOULD HAVE SET UP A DEDOOSE ACCOUNT!**

**Week 6**                      **2/20/2018 (Ping)**

Topic:                      Revisit your theoretical framework  
                                 General introduction to data analysis: Qualitative part 4  
                                 - Theory building and interpretation (inductive approach)  
                                 - Existing theory and interpretation (deductive approach)

Activities:                1) Group critique presentation



**Spring Break**

**(1. please continue working on your data analysis and writing up findings)**

**(2. please finalize your quantitative data collection)**

**Week 9                      3/20/2018 (Shelley)**

Topic:                      General introduction to quantitative data management, analysis, reporting and statistical significance (Revisiting Qualtrics, and introducing Excel and/or SPSS for quantitative data analysis)

Guest speaker on quantitative software package: to be announced

Readings:                Gall et al. (2015) Chapters 5 & 6 & 7& 9

Activities:                Hands-on workshop on quantitative data analysis and reporting

**Qualitative data collection and analysis mini pilot assignments are due: 25 March 2018.**

**Week 10                    3/27/2018 (Shelley and Ping)**

Topic:                      Evaluation research and action research  
Work on individual mini pilot project (quantitative findings) and reflections

Guest speaker: Beth Rubin

Activities:                1) Hands-on workshop on quantitative data analysis and reporting  
2) Work in pairs on finalizing quantitative pilot project.

Readings:                Gall et al. (2015) chap 18 & 19

**Week 11                    4/3/2018 (Shelley)**

Topic:                      Group comparison, correlational research, and experimental research

Activities:                Hands-on workshop on quantitative data analysis and reporting

Readings:                Gall et al. (2015) Chapter 10 & 11 &12

**Quantitative data collection and analysis mini pilot assignments are due: 8 April 2018.**

**Week 12 4/10/2018 (Shelley and Ping)**

Topic: Research ethical issues and IRB procedures (Students can work on their IRB proposal in summer time.)

*Guest speaker: the IRB staff*

Activities: Small group work on individual research plan and consultations with instructors

Readings: To be announced

**Week 13 4/17/2018 (Ping and Shelley)**

Topic: Revisiting the elements of research design and work on individual research plans

Activities: Small group work and consultations with instructors

Readings: Wu (2011). Research proposal and other proposal samples

**Week 14 4/24/2018 (Shelley and Ping)**

Topic: Work on research plans and walk through the rubrics for presentations

Activities: Small group work and consultations with instructors

Readings: Wu (2011). Research proposal and other proposal samples

**Week 15 5/1/2018 (Shelley and Ping)**

Topic: Best Practices for Presentations: Presenting and communicating for research and evaluation

Activities: In class presentations of research plans

**Research plans are due May 8, 2018.**

### Evaluation of Written Work

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Coherence, clarity, and organization of writing: Does every sentence connect to the one before and after it, does every paragraph start with a strong topic sentence and continue with sentences that explicitly relate to the topic sentence, and does every paragraph connect to the one before and the one after it?
- Concise and complete: Is the writing non-repetitive? Does it present the necessary amount of detail to support your points? Is there a depth of analysis of the topic?
- Independent judgment: Do you critically evaluate strengths and weaknesses of research and theory? Do you support opinions with evidence?
- Relevance: Do you draw appropriate and clear connections between your work, the research literature, and the content and organization of this class?
- Attention to professional style: Does your work use correct APA style for headings, in-text citations, and references and any other relevant format elements?
- Timeliness: All work is due on the date assigned. We understand the demands of working professionals, so if you need an extension of time on an assignment, please contact one of us in advance of the due date to discuss a possible extension.

### Academic Integrity Policy

- All students must follow the RU Code of Student Conduct which can be accessed at: <http://studentconduct.rutgers.edu/university-code-of-student-conduct/>
- For information on the academic integrity policy and plagiarism, please go to: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through Sakai email.