Course Syllabus

Course Information
Course Number/Section  CUIN 711-05A
Course Title           Research and Inquiry
Term                  Spring 2013
Days & Times          ONLINE

Professor Contact Information
Professor             Dr. Karen Smith-Gratto
Office Phone          (336) 285-2139
Email Address         gratto@ncat.edu
Office Location       Yanceyville Center Room 227
Office Hours          Tuesday 10 AM to 3 PM and Wednesday 10 AM to 3 PM
Other Information     Other office times by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions
None

Course Description
This course is designed to teach students to be able to locate, read, understand, critique, and use the results of research to become more effective professionals and make sound educational decisions. Students will develop an understanding of the researcher’s methodologies, the procedures, and results. Students will analyze and evaluate research, judge the usefulness of the findings for educational practice, and plan research to improve educational practice.

School of Education Conceptual Framework
The School of Education has selected as its program theme “The Professional Educator: Catalyst for Learning.” From the theme, a conceptual framework has been developed which includes a rationale and organizing principles that guide the development of the curriculum for professional education including the categorization of knowledge. The Unit’s vision, mission, and dispositions emerged directly from the university’s mission. Both the Unit and University strive to transmit a cultural experience for our candidates to be transformed into catalysts for learning. Candidates learn to create their own learning from the experiences of the faculty, curricula and field experience opportunities, and other education leaders. Thus, because candidates create their learning outcomes from the interaction with their faculty and curricula, candidates are philosophically constructivists. While the constructivist view is primarily the philosophy by which education programs are structured, content specialists and school personnel programs might have other philosophical basis. The conceptual framework is sufficiently broad as an umbrella to embrace all of the programs. The conceptual framework is the guiding force for program development and performance assessment. The outcome of the framework is the development of unit standards for all programs, which are Diversity, Assessment, Reflection, and Technology (DART).
REQUIRED TEXTBOOKS AND MATERIALS

REQUIRED USE OF:
- BlackBoard
- Your University Email or BlackBoard must be checked a minimum of ONCE A WEEK in case
  of additional information about the course.

Student Learning Objectives/Outcomes
Standards and objectives are addressed throughout the all programs in the Department of Curriculum and
Instruction and those listed for this course may be partially met in this course and addressed in other ways in other
courses. As with any body of knowledge, several aspects may contribute to a deep understanding of the concepts
within that field and require a variety of approaches within different contexts.

Standards for Graduate Teacher Candidates (approved by SBE 2009)
Standard 1: Teacher Leadership: Teacher leaders assume the roles and responsibilities of collaborative
leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and
professional organizations; they advocate for students and effective educational practices and policies; and
they are role models for ethical leadership. Teacher leaders will know and be able to:
- Participate in professional learning communities.

Through the course candidates are expected to discuss content and communicate as a learning
community.

Standard 4: Student Learning: Teacher leaders facilitate student learning through evidence-based
practice informed by research. They understand and apply research in child and adolescent development,
cognitive development, and general and specialized pedagogy. They encourage critical reading, writing
and thinking in the learning process. They foster instructional and evaluation methods that embrace variety
and authenticity. They promote student reflection and self-assessment. They encourage colleagues and
students to take on leadership roles and work in teams. Teacher leaders:
- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Critically analyze student and school performance data to determine needs and plan instruction that is
  rigorous, coherent, and substantiated within a theoretical and philosophical base.

Prior to midterm, candidates engage in developing library search skills to gather information about an
educational topic and throughout the semester candidates learn about different forms of research design
and how those designs so that when designing and conducting action research, they understand how to
develop a design that addresses the questions asked.

NBPTS Propositions Regarding Experienced Teachers
4. Teachers think systematically about their practice and learn from experience
- Teachers are continually making difficult choices that test their judgment
- Teachers seek the advice of others and draw on education research and scholarship to improve their
  practice

The understanding of educational research contribute to a teacher’s ability to draw on research.
Course Objectives
The course should enable the candidate to do the following:

1. Describe the difference between ways of knowing. (Module 1)
2. Describe the development of research questions. (Module 2)
3. Define research related terms. (entire course – each week different terms are learned)
4. Describe a variety of research methods used in educational settings. (Modules 10 - 14)
5. Explain the difference between Descriptive and Inferential Statistics. (Modules 6 -8)
6. Explain basic statistical concepts. (Modules 5 – 8)
3. Compare and Contrast different research methods. (entire course)
4. Compare and contrast qualitative and quantitative research methods. (entire course)
5. Prepare a literature review. (prior to midterm and literature review assignment)
6. Use the American Psychological Association Publication Manual for referencing your research proposal. (Module 2 Literature Review assignment)
7. Design a research study (entire semester and the Research Design Assignments)

Assignments & Academic Calendar
Activities in this course will include lectures, readings, quizzes, discussions, exams, and individual activities.

Assignments
- You have both REQUIRED and OPTIONAL ASSIGNMENTS.
  - ALL required assignments MUST be completed to earn a grade of A in this course. If you receive a grade of zero on a required assignment and complete the number of points in optional assignments your grade can be NO HIGHER than a B.
  - Optional assignments are available so that you may do extra work in order to add to your grade.
- All assignments must be submitted within BlackBoard as directed.
- Improperly submitted assignments will receive a grade of ZERO!
- Late assignments will receive a grade of ZERO (This includes the OPTIONAL ASSIGNMENTS)!

REQUIRED ASSIGNMENTS

Participation points total. You are expected to participate in ALL Assigned Discussions.

Assigned Discussions: Assigned discussion will include: Assigned discussions in BlackBoard and the Student Lounge. KEEP in mind that I will be checking the discussions and if in my professional opinion you did not show graduate level work, you will NOT be awarded full points.

- Ethics Discussion – (6 points)
  - Submit using the Discussion Board in BlackBoard.
  - THREE DUE DATES (You need three separate entries – a minimum of one by each deadline. By the last deadline you should have 3 entries). Dates: January 24, January 28, & January 31
  - Assigned in: Module 02
- Research Question Development Discussion –(6 points)
  - Submit using the Discussion Board in BlackBoard.
  - TWO DUE DATES (You need two separate entries – a minimum of one by each deadline. By the last deadline you should have 3 entries). Dates: February 14 & February 18
  - Assigned in: Module 03
- What is the Design Discussion – (6 points)
  - Submit using the Discussion Board in BlackBoard.
  - THREE DUE DATES (You need three separate entries – a minimum of one by each deadline. By the last deadline you should have 3 entries). Dates: March 21, March 25, & March 28
Assigned in: Module 09

Student Lounge:  
(17 points total – break down below) Assigned during Module 1. You are required to make 3 entries before midterm and 3 entries after midterm. It is hoped that you will use the student lounge to answer fellow students’ questions and to ask your own. You can also use the student lounge to build community and for any discussions that you wish. In the past, people have discussed upcoming weddings, comprehensive exams, and vacations. The Student Lounge is YOUR forum to use as you wish (as long as you are polite and respectful toward your classmates).

- Introduction (5 points) Submit using the Student Lounge in BlackBoard. DUE: January 22
- Before Midterm (6 points) Submit using the Student Lounge in BlackBoard.
- After Midterm (6 points) Submit using the Student Lounge in BlackBoard.

Pass Syllabus Quiz 15 points total. This is an untimed quiz that you can access over and over again. Submission for grading: Through the quiz link in BlackBoard
DUE: January 31
Assigned in: Module 01

Pass Human Subjects (CITI) Qualification Test 100 points total.
Submission for grading: Through the assignment link in BlackBoard (NO email, message or attachment to discussion board).
DUE: February 4
Assigned in: Module 02

Literature Review. 150 Points. While you won’t write a full proposal in this class you will start with the MAIN element of a good proposal – the literature review. You can’t design good research without knowing the theories and previous research related to your interest. Follow the grading rubric in order to earn a good grade. You will A zero will be earned if you do NOT upload by the deadline.
OPTIONAL EARLY SUBMISSION DUE: February 11 (for feedback and early tentative grade)
REQUIRED SUBMISSION DUE: February 25

Research Design Description 150 points total.
The following needs to be included:
1. Research Question or Questions (hypothesis or hypotheses IF appropriate)
2. Define Population and describe sampling technique
3. Instrumentation
4. Procedures for collecting data
5. How the data will be analyzed
6. Threats to the study
7. How you will control for the threats
Submission: Through the assignment link in BlackBoard (NO email, message or attachment to discussion board).
EARLY SUBMISSION DUE: April 8 (for feedback and early tentative grade)
REQUIRED SUBMISSION DUE: April 22

Midterm Exam 150 points total. This will be a timed multiple choice test.
DUE: March 11 reserve ONE hour. NO resets will be done so make sure that you have tried the timed quizzes on the computer that you intend to take the test on to make sure it works.

Final Exam 150 points total. This will be a timed multiple choice test.
DUE: May 6 reserve ONE hour. NO resets will be done so make sure that you have tried the timed quizzes on the computer that you intend to take the test on to make sure it works.
OPTIONAL ASSIGNMENTS.

Quizzes. OPTIONAL POINTS. The quizzes are provided so that you can get used to being TIMED as you will be timed on the midterm and final exams. This is NOT to make your life difficult BUT to prepare you to take your comprehensive examination successfully as it is timed. I would suggest that before you take the quizzes you complete the required readings, lectures and activities they are meant to address. While you receive optional points for these and will NOT be penalized if you don’t take them, they CAN HELP you with the midterm and final exams and your comprehensive examination. I will close the “graded for point quizzes” on their deadlines BUT the same quizzes will be open for your use and review after the deadlines in the Syllabus & Resources area in the folder titled PRACTICE QUIZZES so that you can use them for review. DUE DATES LISTED ON Tentative Course Schedule.

Grade Chart.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Points you earned</th>
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</thead>
<tbody>
<tr>
<td>REQUIRED – Syllabus Quiz – Must Receive “MASTERY SCORE” to be considered completed OTHERWISE the GRADE IS ZERO and considered incomplete.</td>
<td>15</td>
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<tr>
<td>REQUIRED – Introduction -Student Lounge</td>
<td>5</td>
<td></td>
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<tr>
<td>REQUIRED – Before midterm Student Lounge</td>
<td>6</td>
<td></td>
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<tr>
<td>REQUIRED – Ethics Discussion</td>
<td>6</td>
<td></td>
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<tr>
<td>REQUIRED – Research Question Discussion</td>
<td>6</td>
<td></td>
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<tr>
<td>REQUIRED – Pass CITI Human Subjects Qualification Test</td>
<td>100</td>
<td></td>
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<tr>
<td>REQUIRED - Literature Review</td>
<td>150</td>
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<tr>
<td>REQUIRED – Midterm Exam</td>
<td>150</td>
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<tr>
<td>REQUIRED – What is the Design Discussion</td>
<td>6</td>
<td></td>
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<tr>
<td>REQUIRED - Research Design</td>
<td>150</td>
<td></td>
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<tr>
<td>REQUIRED – After midterm Student Lounge</td>
<td>6</td>
<td></td>
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<tr>
<td>REQUIRED - Final Exam</td>
<td>150</td>
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<tr>
<td><strong>Total Points for REQUIRED</strong></td>
<td>750</td>
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<tr>
<td><strong>OPTIONAL Assignments</strong></td>
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<tr>
<td>• Module Quizzes (TOTAL of 140 points – 10 points for modules 1 -14) BY DEADLINES ONLY</td>
<td>140</td>
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<tr>
<td><strong>Total – See points for letter grade on the next page</strong></td>
<td>890</td>
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Grading
You can keep track of your grades with the grade chart. Don’t forget you need ALL of the REQUIRED assignments to earn an A.

• A equals 725 and above points
• B equals 650 to 724 points
• C equals 550 to 649 points
• F is 549 points or less
Course Policies

Communication
DO NOT USE EMAIL! Use the message system in BlackBoard.
Normally, I will check messages during the morning on scheduled work days. On weekends and holidays, I will usually *not* check the message center OR email. YOU may use email ONLY when you cannot get into BlackBoard.

If you need to use email because you can NOT get into BlackBoard, you will need to follow these requirements: PROVIDE Your FULL name and Course - If you do not include that information I will NOT respond to your email.

Technical Support
If you experience any problems with your A&T account you may call Aggie Tech Support (formerly Help Desk) at 336.334.7195, as the instructor can NOT provide technical support.

Statement Regarding Internet Failure or Disruption
Students enrolled in courses where BlackBoard 9.1 is utilized are responsible for providing documentation of any computer-related malfunctions, including but not limited to a disruption of power, a computer crash, or internet failure. If a student experiences a computer-related malfunction while completing a test or assignment in BlackBoard, he or she should attempt to print the screen that is visible on the monitor when the error occurs. The student may also consider a time-stamped photograph of the computer screen. The instructor will evaluate the documentation provided to determine the appropriate course of action.

Internet Compatibility Statement
When completing an online assessment via Blackboard, students should use Mozilla Firefox rather than Internet Explorer 8. Students who choose to use Internet Explorer should switch to “Compatibility View” before beginning an assessment to avoid compatibility issues. Internet Explorer 8 is not fully compatible with Blackboard and may cause the test timer to cover the right side of your screen. To enable "Compatibility View," select “Tools” in the Internet Explorer 8 browser and then select "Compatibility View". Students may also click the "Online Assessment Tips" tab on the Blackboard login page for more information. Under the Tips module, click the "Test-taking, Image Display...in IE 8.0" link. In addition, other important test-taking tips are listed on the same module under the link "Best Practices for Taking Online Assessments."

Make-up exams
A make-up exam will only be offered by agreement of the instructor for emergencies.

Extra Credit
No extra credit – Since there are OPTIONAL assignments and the points of the optional assignments are more than needed, there is no need for extra credit assignments.

Late Work
Late work will NOT be accepted. Some assignments require that others respond to your work and this is NOT possible if you hand in late work. ALL assignments are listed on the schedule at the end of the syllabus and in the assignments area of BlackBoard. There is NO excuse for late work as you have ample time from being given an assignment until the due date. You ARE WELCOME to hand in ASSIGNMENTS EARLY – do NOT wait until 11:30 PM of due dates as you must take into account technical problems and allow time to have assignments submitted properly. IT is SUGGESTED that you submit assignment before 4 PM of the day due so that if you experience technical difficulties you can contact the helpdesk for assistance (as the helpdesk closes at 5 PM).

Special Assignments
None. All assignments are determined individually through conferencing with the instructor.

Class Attendance
The course is online and therefore assignments and activities are done online and demonstrate attendance. Remember I can check to see when you have last been in the course, so if you are NOT in the course at least once a week I can tell.

Classroom Citizenship
You are expected to conduct yourself as a professional in all correspondence and communication with the instructor and others.

Academic Honesty Policy
As a student in this class at North Carolina Agricultural and Technical State University you are expected to maintain high ethical and moral standards. The following activities are behaviors that display acts of academic dishonesty:
- Using another person’s work and presenting it as if it were your own. Examples
  - Copying from a classmate
  - Copying from the web, journal, or book without PROPER citation
  - Purchasing a paper or project
  - Not giving credit to the author when you paraphrase
- Treating an individual assignment as a group assignment. When you are expected to complete an assignment alone you do not work in a group.
- Failing to contribute a fair share of work to group assignments
- Creating false information. Examples
  - Making up references for a paper
  - Saying you have read assigned readings when you have not
Making up experiences, such as, case studies or other data that you use to present as research you have done

• Helping another individual cheat by providing your help or assistance in any way. This does not mean being isolated. It is expected that in graduate school you will discuss ideas and information that you are learning so that you can develop a deep understanding of the material, however, you should not provide information and materials to a fellow student to complete an assignment that he or she must hand in as their own work, EXCEPT when such activity is described in the assignment (as in the Literature Review activity in this course).

CONSEQUENCES of Academic Dishonesty in this Class
By committing acts of academic dishonesty you are not achieving what is expected of you within the program and are actually not learning those things expected of a professional in this field. While I may not catch ALL individuals who commit acts of academic dishonesty, those who are caught will be given an F in a course and a letter in your file explaining why the F was assigned.

Ethics at NC A&T SU  http://www.ncat.edu/~divofres/about/ethics.php

Student Affairs website  http://www.ncat.edu/~staffair/;

Family Educational Rights and Privacy Act
http://www.ncat.edu/~registra/ferpa_info/index.htm

Student Conduct & Discipline
North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations. Please consult the undergraduate
and graduate bulletins:  2008-2010 Graduate Catalog.doc
http://www.ncat.edu/~gradsch/cstudents.html and student handbook
http://www.ncat.edu/~deanofst/Handbook.htm  for detailed information about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make up work, student grievance procedures, withdrawal, etc.

Compliance with the Americans with Disabilities Act
All reasonable efforts will be made to accommodate the needs of students with documented disabilities within this course as per the requirements of the Americans with Disabilities Act (1990) including changes made by the ADA Amendments Act of 2008 (P.L. 110-325). Students with a disability must provide official University documentation from the Office of Disability Services and Veteran Affairs located in Suite 01 Murphy Hall. Please contact Ms. Peggy Oliphant at (336) 334-7765 or via email at oliphant@ncat.edu. Please note that accommodations and modifications
cannot be performed retroactively! **All modifications will occur from the date official University documentation is provided to the instructor.**

**Military Deployment**

It is understood that those serving in the military may be deployed to areas where internet connections are sporadic or non-existent. If you are deployed (and in the reserves, National Guard, or Active duty military, you will need to provide a copy of your orders to the instructor so that suitable arrangements can be made to assist you in successfully completing course requirements.

**Travel Policy**

Since this is a web-based course there are no field trips to which this applies. However the following is university policy. Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address:

**Student Travel Procedures and Student Travel Activity Waiver**

Additional information is available from the office of Student Affairs, please check the website at http://www.ncat.edu/~staffair/.

Below is a description of any travel and/or risk-related activity associated with this course: There are no risks or travel associated with this course.

**REFERENCES Related to the Course**


**PROFESSIONAL PERIODICALS related to the course**

**These descriptions and timelines are subject to change at the discretion of the Professor.**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>REQUIRED READING</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Jan. 14 –</td>
<td>Module 01: Nature of Educational Research and The Research Problem</td>
<td>Chapters 1 &amp; 2</td>
<td>• <strong>REQUIRED</strong> – Introduction Due: Jan. 22</td>
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<tr>
<td>Jan 21</td>
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<td>• <strong>REQUIRED</strong> – Syllabus Quiz Due: Jan. 31</td>
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<td>• <strong>REQUIRED</strong> – Student Quiz Before Midterm – Due: Mar. 11</td>
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<td>• <strong>OPTIONAL</strong> – Quiz Module 01 Due: Jan. 22</td>
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<tr>
<td>Jan. 21</td>
<td>Martin Luther King, Jr. Holiday</td>
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<td>• <strong>REQUIRED</strong> – Ethics Discussion</td>
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<td>• 1st DUE DATE: Jan. 24</td>
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<tr>
<td>Jan. 22 –</td>
<td>Module 02: Literature Review and Ethics in Human Subject Research</td>
<td>Chapters 3 &amp; 4</td>
<td>• 2nd DUE DATE: Jan. 28</td>
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<td>Jan. 28</td>
<td></td>
<td>And links as assigned</td>
<td>• 3rd DUE DATE: Jan. 31</td>
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<td>• <strong>REQUIRED</strong> – CFTI Exam Due: Feb. 4</td>
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<td>• <strong>REQUIRED</strong> – Literature Review Early Optional Submission Due: Feb. 11</td>
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<td>Standard Submission Due: Feb. 25</td>
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<td>• <strong>OPTIONAL</strong> – Quiz Module 02 Due: Jan. 28</td>
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<tr>
<td>Jan. 29 –</td>
<td>Module 03: Variables and Hypotheses and Sampling</td>
<td>Chapters 5 &amp; 6</td>
<td>• <strong>OPTIONAL</strong> – Quiz Module 03 Due: Feb. 4</td>
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<td>Feb. 4</td>
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<tr>
<td>Feb. 5 –</td>
<td>Module 04: Instrumentation and Validity and Reliability</td>
<td>Chapters 7 &amp; 8</td>
<td>• <strong>OPTIONAL</strong> – Quiz Module 04 Due: Feb. 11</td>
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<td>Feb. 11</td>
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<tr>
<td>Feb. 12 –</td>
<td>Module 05: Internal Validity</td>
<td>Chapter 9</td>
<td>• <strong>REQUIRED</strong> – Research Question Development</td>
</tr>
<tr>
<td>Feb. 18</td>
<td></td>
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<td>Discussion – 1st DUE DATE: Feb. 14</td>
</tr>
<tr>
<td>Feb. 19 –</td>
<td>Module 06: Descriptive Statistics</td>
<td>Chapter 10</td>
<td>2nd DUE DATE: Feb. 18</td>
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<td>Feb. 25</td>
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<td>• <strong>OPTIONAL</strong> – Quiz Module 05 Due: Feb. 18</td>
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<tr>
<td>Feb. 26 –</td>
<td>Module 07: Inferential Statistics and Statistics in Perspective</td>
<td>Chapters 11 &amp; 12</td>
<td>• <strong>OPTIONAL</strong> – Quiz Module 06 Due: Feb. 25</td>
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<td>Mar. 11</td>
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<td>Mar. 4 – 8</td>
<td>Spring Break</td>
<td>Reserve 1 hour</td>
<td>• <strong>REQUIRED</strong> – Quiz Module 07 Due: Mar. 4</td>
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<td>1 AM and closes</td>
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<td>at Midnight)</td>
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<tr>
<td>Mar. 11</td>
<td><strong>MIDTERM EXAM</strong></td>
<td>Reserve 1 hour</td>
<td>• <strong>REQUIRED</strong> – Student Lounge After Midterm – Due: May 6</td>
</tr>
<tr>
<td>Mar. 12 –</td>
<td>Module 08: Experimental</td>
<td>Chapter 13</td>
<td>• <strong>OPTIONAL</strong> – Quiz Module 08 Due: Mar. 18</td>
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<tr>
<td>Mar. 18</td>
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<tr>
<td>Mar. 19 –</td>
<td>Module 09: Single-Subject and Correlational Research</td>
<td>Chapters 14 &amp; 15</td>
<td>• <strong>REQUIRED</strong> – What is the Design? Discussion</td>
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<tr>
<td>Mar. 25</td>
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<td>1st DUE DATE: Mar. 21</td>
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<td></td>
<td>2nd DUE DATE: Mar. 25</td>
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<td>3rd DUE DATE: Mar. 28</td>
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<td>• <strong>REQUIRED</strong> – Research Design Assignment Early Optional Submission Due:</td>
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<td>Apr. 8 Standard Submission Due: Apr. 22</td>
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<td>• <strong>OPTIONAL</strong> – Quiz Module 09 Due: Mar. 25</td>
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<tr>
<td>Mar. 26 –</td>
<td>Module 10: Causal-comparative and Survey Research</td>
<td>Chapters 16 &amp; 17</td>
<td>• <strong>OPTIONAL</strong> – Quiz Module 10 Due: Apr. 1</td>
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<tr>
<td>Apr. 1</td>
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<tr>
<td>March 29</td>
<td><strong>Good Friday Holiday</strong></td>
<td>Reserve 1 hour</td>
<td>• <strong>REQUIRED</strong> – Quiz Module 11 Due: Apr. 8</td>
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<td>(TEST is open at 1 AM and closes at Midnight)</td>
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<tr>
<td>Apr. 2 –</td>
<td>Module 11: Qualitative and Observations and Interviewing</td>
<td>Chapters 18 &amp; 19</td>
<td>• <strong>OPTIONAL</strong> – Quiz Module 12 Due: Apr. 15</td>
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<td>Apr. 8</td>
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<td>Apr. 9 –</td>
<td>Module 12: Content Analysis and Ethnographic Research</td>
<td>Chapters 20 &amp; 21</td>
<td>• <strong>OPTIONAL</strong> – Quiz Module 13 Due: Apr. 22</td>
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<tr>
<td>Apr. 15</td>
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<td>Apr. 16 –</td>
<td>Module 13: Historical and Mixed-Methods Research</td>
<td>Chapters 22 &amp; 23</td>
<td>• <strong>OPTIONAL</strong> – Quiz Module 14 Due: Apr. 29</td>
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<td>Apr. 22</td>
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<tr>
<td>Apr. 23 –</td>
<td>Module 14: Action Research and Preparing Research Proposals and Reports</td>
<td>Chapters 24 &amp; 25</td>
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<td>May 2</td>
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<td>May 6</td>
<td><strong>FINAL EXAM</strong></td>
<td>Reserve 1 hour</td>
<td>• <strong>REQUIRED</strong> – Quiz Module 15 Due: Apr. 23</td>
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<td>(TEST is open at 1 AM and closes at Midnight)</td>
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