

The logo for EDUC 919 Professional Writing & Research is set against a green background with a faint pattern of leaves. The text 'EDUC 919' is in a large, white, serif font. To its right, 'PROFESSIONAL WRITING & RESEARCH' is written in a smaller, orange, serif font, with an ampersand between 'WRITING' and 'RESEARCH'.

COURSE SYLLABUS

INSTRUCTOR AND COURSE INFORMATION:

Instructor: Amanda Rockinson-Szapkiw, LPC, Ed.D.;
Email:
Phone:
Office:
Office hours: Please schedule an appointment.
Time Class Meets: M-F, 8:30 a.m. – 4:30 p.m.

COURSE DESCRIPTION:

This course is an overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

RATIONALE:

This course is designed to help doctoral students master the writing of a proposal for a dissertation, along with gaining an understanding of writing for publication.

PREREQUISITES:

EDUC 715
EDUC 817
Completion of at least 42 hours of doctoral level coursework.

REQUIRED TEXTS:

- a) *Publication Manual of the American Psychological Association* (6th Ed). (2001). Washington, DC: American Psychological Association.
- b) Previous methodology textbooks (qualitative and quantitative)
- c) Blackboard readings



HIGHLY RECOMMENDED TEXTS:

Belcher, W.L. (2009). *Writing your journal article in twelve weeks: A guide to academic publishing success*. Thousand Oaks, California: Sage Publications, Inc.

Davis, G. B. & Parker, C. A. (1997). *Writing the doctoral dissertation: A systematic approach*. Hauppauge, NY: Barron's Educational Series. ISBN: 0-8120-9800-5

Galvan, J. S. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences* (4th ed.). Glendale, CA: Pyczak Publishing. ISBN: 1-884585-86-8

Qualitative:

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, California: Sage Publications, Inc. ISBN: 978-1-4129-1607-3.

Quantitative:

Campbell, D. & Stanley, J. (1963). *Experimental and quasi-experimental designs for research*. Chicago, IL: Rand-McNally.

Creswell, J.W. (2006). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Tabachnick, B.G., & Fidell, L.S. (2007). *Using multivariate statistics*. Boston: Allyn and Bacon. (if you plan to conduct multivariate statistics)

ADDITIONAL MATERIALS FOR LEARNING:

- a) Computer with audio and graphics card, software, and hardware
- b) Internet access (broadband recommended)
- c) Adobe Reader
- d) Flash Player
- e) SharePoint Access
- f) Microsoft Office. Microsoft Office is available at a special discount to students.) All documents posted and submitted must be in Microsoft Word unless otherwise specified. Please note that no Microsoft Works documents will be accepted.
- g) ILRC Resources, specifically primary source texts related to your research design and analysis.

LEARNING OUTCOMES:

- a) Identify the steps in the dissertation process.
- b) Describe the primary components of the dissertation manuscript.
- c) Compile a literature review binder with articles on a topic related to your dissertation interest.



- d) Write a literature review, demonstrating scholarly writing skills including acumen, clarity, and conciseness, on a topic related to your dissertation interest.
- e) Describe the procedures for submitting a research article to a professional journal and submit a literature review for publication in a peer reviewed journal.
- f) Develop and write a research plan that addresses a “gap” in the educational literature.

COURSE REQUIREMENTS AND ASSIGNMENTS:

Readings and Instructor Material

The candidate will complete assigned and self- directed readings and view corresponding instructor material. This is primarily a self-directed reading and research course, so students will be primarily responsible for choosing readings that correspond with their research interests and research design.



Blackboard Introduction

The candidate will post a picture and brief personal biography introducing himself/herself to the class and instructor. The introduction paragraph should be followed by a brief purpose statement (using the quantitative/qualitative template provided) reflecting the candidate’s current research plan and topic.

Plagiarism Awareness Quiz

The candidate will review the Academic Honesty Policy and the APA Manual’s plagiarism policy to ensure understanding of plagiarism. The candidate will acknowledge his/her understanding of plagiarism and the consequences of plagiarism in the dissertation process via a Blackboard quiz.

Institutional Review Board (IRB) Quiz

The candidate will review the IRB website to ensure understanding of IRB guidelines for gaining approval to conduct research with human subjects. The candidate will acknowledge his/her understanding of IRB guidelines and procedures via a Blackboard quiz.

Literature Quiz

The candidate will complete an instructor created lesson on differentiating among different types of literature and complete a multiple choice quiz to demonstrate understanding of the content. The presentation will be viewed and the quiz taken via a link provided.

Literature Binder

The candidate will develop a 3-ring binder of literature resources with 25 resources divided into four sections: the literature review and meta-analysis section, the research section, the theoretical section, and the dissertation section. Students will identify resources, read the resources, and complete review forms for each resource.

Participation

Candidate attendance and participation in each class session is vital for learning, and collegial collaboration is a significant portion of the intensive learning process. Candidates are expected to arrive on time, attend entire class meetings, and actively participate in discussions and demonstration activities. Lack of attendance, frequent tardiness, and lack of verbal participation in class will result in

a reduction of participation points and can negatively affect the final grade. Please do not assume that silence means consent and that the points for participation do not have to be earned. Lack of respect for the instructor or fellow classmates in any manner will also result in a reduction of participation points and can negatively affect your final grade. Furthermore, candidates are expected to actively participate in all evening workgroups (Monday- Thursday), complete evening assignments, and submit assignments. Candidates are expected to check Blackboard daily during the intensive. Computers are encouraged in class; however, the inappropriate use of technology and other disruptive behaviors will not be tolerated in class. Candidates who engage in misconduct are subject to the penalties and process outlined in the policies. Disruption will result in loss of participation points.

Methodology Plan (Chapter 3) Presentation

The candidate will develop a methodology plan for a quantitative or qualitative research study and present their plan during a selected time during a selected class. Candidates will deliver a 15-20 minute presentation that clearly articulates their methodology for a research study related to their dissertation interest. At minimum, the presentation should include : (a) a brief background or introduction with a the problem statement or the purpose statement, (b) research question(s), (c) research hypothesis(es) in null form (if selecting a *quantitative* design), (d) identification of variables, (e) research design, (f) participants and sampling, (g) setting (if applicable), (h) methods of data collection/ procedures/ instrumentation, (i) data analysis, (j) limitations, ethical considerations, and assumptions. At the conclusion of the presentation, the student should be prepared to give a 60 second summary of the planned research so that it can be posted to SharePoint for potential dissertation chair review.

Research Plan (and Research Plan Peer Review)

The candidate will develop a research plan outlining a quantitative or qualitative research study that they plan to use for their dissertation. The research plan should follow either the qualitative or quantitative prospectus template found on the Dissertation Guide website (at this stage, only an outline of Chapter 2 is required). The plan should be written following the most current APA style and incorporate the feedback received during the methodology plan presentation. Prior to final submission, candidates must have one peer in the course review their manuscript for APA and research design/ analysis. Using the provided peer review form and Microsoft Word track changes feature, candidates will have their manuscripts critiqued and they will also critique one peer's manuscript. Each candidate will submit their manuscript and the two critiques.

Professional Publication

The candidate will develop a manuscript that synthesizes, not simply summarizes, a topic (may be related or unrelated to his/her dissertation topic). The manuscript should be between 15 -30 pages in length and be appropriate for publication in a peer reviewed journal. The manuscript should be written following the most current APA style. Prior to final submission, students must have a peer in the course review their manuscript and provide structured feedback using the editing checklist (Galvan, 2009, pp.115-120). An alternative to having a peer edit the manuscript is to have the manuscript edited by the online writing center. The candidate must submit his/her manuscript for publication in a refereed scholarly journal. For the final assignment, in addition to the manuscript and proof of editing, students will submit all items necessary (e.g., letter to the editor) for submission at chosen submission location.

See the Assignment Appendix in Blackboard (in the Assignment area) for complete assignment descriptions and grading criteria.

EVALUATION AND GRADING

Weight

Assignment	Due Date/Time (EST)	Points	Where
Introduction (picture, biography, & purpose statement)	Monday, 4 weeks prior to the first day of Intensive, by 8:30 a.m.	25	BB
Plagiarism Awareness Quiz	Monday, 3 weeks prior to the first day of Intensive, by 8:30 a.m.	25	BB
IRB Quiz	Monday, 3 weeks prior to the first day of Intensive, by 8:30 a.m.	25	BB
Literature Quiz	Monday, 2 weeks prior to the first day of Intensive, by 8:30 a.m.	25	BB
Literature Binder	Monday, 1 st day of the intensive, by 8:00 a.m.	200	Class
Methodology Plan Presentation	Thursday & Friday, during the intensive	100	Class
Participation	Monday- Friday, during the intensive	50	Class
Research Plan Peer Review	Friday, 2 nd week after the intensive, by 8:30 a.m.	2 x 50	BB
Research Plan	Friday, 3 rd week after the intensive, by 8:30 a.m.	300	SharePoint And BB
Professional Publication	Friday, 4 th week after the intensive, by 8:30 a.m.	150	BB
Total		1000	

**All assignments are due by 8:30 a.m. EST on due day, unless otherwise noted.

Scale

A	960	-	1000
A-	940	-	959
B+	920	-	939
B	890	-	919
B-	870	-	889
C+	850	-	869
C	820	-	849
C-	800	-	819
D+	780	-	799

D	750	-	779
D-	730	-	749
F	729 and below		

POLICIES

Late Assignments

Late assignments will only be accepted with prior approval from the instructor. You are to notify the instructor **by email** of any delay in assignment submissions and request an extension, either **before or the day** that the assignment is due. If notification of delayed submission is not **before or the day** that the assignment is due, the assignment will not be accepted. Assignments that are granted an extension will be scored with a 10% deduction daily. Assignments submitted more than one week after the due date will be given a zero. No assignments will be accepted after the last day of the course (when the last assignment is due). No Incompletes (I) due to a student's inability to meet the required work for this course will be given in this course. The instructor may offer the chance to resubmit an assignment; however, a 20% point deduction will be given.

Attendance

There is a stringent attendance policy for intensives. You are required to be in attendance and actively participate every day, all day during the intensive week. Any missed classes will automatically result in final course grade an of "F." After a five minute grace period, students will lose 50 points per half hour for tardiness. This course is called an 'intensive' to depict its rigorous nature. You must plan travel to take into account possible delays. It is also advisable to reschedule your course if you become ill.

Plagiarism

According to the plagiarism policy on academic integrity, plagiarism may result in failing the course. Plagiarism can also result in dismissal from the Ed.D program. Plagiarism on any project will automatically result in a zero. Please see the APA manual for information about plagiarism (including self plagiarism) and how it is defined. Additionally, academic misconduct includes not only plagiarism, but academic dishonesty falsification.

E-mail Policy

The University gives each student an email address. Many students use other email addresses as their preferred address. However, all students need to know that the University and instructor, when sending personal information or general information, will only utilize a student's university address. Therefore, students are responsible to regularly check for messages at their university e-mail. Additionally, students sending e-mail to the instructor should label it in the following manner: Course, last name, first name (i.e., EDUC919_Doe_John).

File Format

Assignments should all be attached as Microsoft Word documents (.doc).

Safeguards

Back up your work!!!! If your work is 'electronically lost,' you are responsible for resubmitting the assignment, and if applicable, accepting the associated late penalty as stated under “Late Assignments” above.

Disability Assistance

Students with a documented disability may contact the Office of Disability Academic Support to make arrangements for academic accommodations.

Assignment Appendix



This document contains a list of the assignments, the assignment descriptions, and the assignment rubrics for the course.

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Blackboard Introduction

Due: Four weeks prior to the first day of Intensive, Monday by 8:30 a.m. (EST)

Description: The candidate will post a picture and brief personal biography introducing himself/herself to the class and instructor. The introduction paragraph should be followed by a brief purpose statement (using the quantitative/qualitative template provided) reflecting the candidate's current research plan and topic.

Needed Materials:

Qualitative Template:

The purpose of this _____ (phenomenological, grounded theory, ethnographic, case) study is to _____ (understand? describe? develop? discover?) the _____ (central phenomenon of the study) for _____ (the participants) at _____ (the site). At this stage in the research, _____ (central phenomenon) will be generally defined as _____ (a general definition of the central concept).

Quantitative Template:

The purpose of this _____ (True experimental? Causal comparative? Correlational? Pretest-posttest control group?) study is to test the theory of _____ that _____ (compares? relates?) the _____ (independent variable, variable of interest) to _____ (dependent variable), controlling for _____ (control variables) for _____ (participants) at _____ (the research site). The independent variable(s)/ one of the variables of interest _____ will be generally defined as _____ (provide a general definition). The dependent variable(s)/ other variable of interest will be generally defined as _____ (provide a general definition), and the control and intervening variables(s), _____ (identify the control and intervening variables) will be statistically controlled in this study.

Submission: You will post a new thread in the "Introductions" discussion board forum in Blackboard. Title your thread with your first and last name. You are encouraged (but not required) to reply to others.

Grading Criteria: You will be graded based on completion of each requirement (picture, biography, and purpose statement). You can earn up to 25 points.

Plagiarism Awareness Quiz

Due: Three weeks prior to the first day of Intensive, Monday by 8:30 a.m. (EST)

Description: It is vitally important that you understand all types of plagiarism and avoid plagiarism in the dissertation process. You will read the Academic Honesty Policy and the APA manual's section on plagiarism. Then, complete the quiz about plagiarism. The quiz contains multiple choice questions. You have 2 hours and 45 minutes to complete the quiz, and it may be taken as many times as needed, until you receive 100%.

Needed Materials: Before taking this quiz please do this following:

- 1) Carefully read Chapter 1 of the APA Manual (6th Edition) and fully familiarize yourself with concepts of plagiarism and self plagiarism discussed in this chapter.
- 2) Review the policy on Academic
- 3) Review this course's policy on plagiarism stated under the section of the syllabus addressing Course Grading and Policies.
- 4) If you have any questions or need any additional clarification about what constitutes plagiarism or self-plagiarism, please contact your instructor before completing this quiz.

Submission: You will follow the link in Blackboard to access the quiz. The link can be found in the Pre-intensive assignment folder.

Grading Criteria: You will be graded based on the correctness of your quiz answers. You can earn up to 25 points.

Institutional Review Board (IRB) Quiz

Due: Three weeks prior to the first day of Intensive, Monday by 8:30 a.m. (EST)

Description: It is vitally important that you understand the IRB application process. After reviewing the IRB presentations and the IRB website to ensure understanding of IRB guidelines for gaining approval to conduct research with human subjects, you will complete the quiz about IRB procedures. The quiz contains multiple choice questions. You have 2 hours and 45 minutes to complete the quiz, and it may be taken as many times as needed, until you receive 100%.

Needed Materials:

- Access to the Institutional Review Board website.
- IRB lectures in the Preintensive Learning Materials folder.

Submission: You will follow the link in Blackboard to access the quiz. The link can be found in the Pre-intensive assignment folder.

Grading Criteria: You will be graded based on the correctness of your quiz answers. You can earn up to 25 points.

Literature Quiz

Due: Two weeks prior to the first day of Intensive, Monday by 8:30 a.m. (EST)

Description: During the dissertation process, you will likely read and critique between 1,000-2,000 articles. As you read and critique these articles it is important that you understand that different types of literature exist. Although you may already understand this, it is always good to review. You will watch an instructor created presentation on different types of literature and take a multiple choice quiz to demonstrate your understanding. The quiz contains multiple choice questions. You have 2 hours and 45 minutes to complete the quiz, and it may only be taken once.

Needed Materials: Instructor created Literature materials found in the Preintensive Learning Materials Folder.

Submission: You will follow the link in Blackboard to access the quiz. The link can be found in the Pre-intensive assignment folder.

Grading Criteria: You will be graded based on the correctness of your quiz answers. You can earn up to 25 points.

Literature Review Binder

Due: First Day of the Intensive by 8:30 a.m. (EST)

Description: During the dissertation process, you will probably read between 1,000-2,000 articles; however, roughly 10-20% will be included in your dissertation manuscript. To assist you in beginning your literature review, you will compile a 3-ring binder of literature containing the following sections with the following components:

Literature Review and Meta-Analysis Section: This section should contain at minimum 2 literature reviews and 1 meta-analysis that pertain to your research topic for dissertation. All articles should have completed “Literature Review and Meta-Analysis” review forms that are clear, concise and approximately one page in length. For example, Dr. Jones’ dissertation topic was English Language Learners (ELLs) learning literacy in a mainstream classroom; thus, she might have chosen the following relevant literature review: Fitzgerald, J. (1995). English-as-a-second-language learners’ cognitive reading processes: A review of research in the United States. *Review of Educational Research*, 65, 145-190. (This article provides a broad and detailed overview of research that dealt with how ELLs learn to read. It provided a thorough overview and directed the reader to pertinent research articles, reoccurring authors in the field, and repeating theories).

Research Section: This section should contain at minimum 15 original research articles that pertain to your research topic for dissertation. Research articles should be no more than 5 years old and be from peer reviewed journals. All articles should have completed “Research” review forms that are clear, concise and approximately one to three pages in length. For example, Dr. Szapkiw’s dissertation topic was the effectiveness of the use synchronous and asynchronous technologies for online learning; thus, she might have chosen the following relevant research article: Hrastinski, S. (2008). The potential of synchronous communication to enhance participation in online discussions: A case study of two e-learning courses. *Information & Management*, 45, 499-506.

Theoretical Section: This section should contain at minimum 5 theoretical articles or books centered on two well established theories that may guide your dissertation research. Examples of “well established theories” include the following: Maslow’s (1954) Hierarchy of Needs, Vygotsky’s (1969) Social Constructivism, Knowles’ (1980) Adult Learning Theory, etc. Please be aware that books do not need to be included in the binder, only a review form on the book. All pieces should have completed “Theory” review forms that are clear, concise and approximately one page in length. For example, Dr. Szapkiw’s dissertation topic was the effectiveness of the use synchronous and asynchronous technologies for online learning; thus, she might have chosen the following research article on a theoretical framework for distance education: Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive

presence, and computer conferencing in distance education. *American Journal of Distance Education*, 15(1), 1-24. She might have also included a book from one of the primary theorist on constructivism since this theory of learning is often associated with effective online learning: Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Dissertation Section: This section should include title pages of two relevant dissertations. One dissertation relevancy should be based on topic and one dissertation relevancy should be based research design. Both dissertations should include completed “Dissertation” review forms that are clear, concise and approximately one to three page in length.

Doctoral Dissertations from other universities are encouraged and may be accessed via the ProQuest Dissertation database via ILRC.

Formatting: The first page of the binder should be an APA formatted title page. The title should reflect your topic of interest for dissertation. The second page of the binder should be a copy of the grading rubric. The third page should be an APA reference page with all of the articles included in the binder; the reference page should include level 2 header that align with the four binder sections. These pages should be followed by the four sections described above. Each section should have its own tab. And, each review form should also have an easy to locate tab (as simple as a post it note) indicating its number in the section (for example the tabs in the research section the tabs would say 1,2,3,4,...15). The organization of each section should be review form, corresponding article, review form, corresponding article, and so on.

Needed Materials: Review Forms (Note: they are difference for each section). The are found in the Blackboard PreIntensive Assignment folder.

Submission: You will bring the 3-ring binder to the class and submit it to your instructor at 8:30 A.M. on the first day of the intensive.

Grading Criteria:

You will be graded on the following criteria:

Section	Description	Point Breakdown	Points Possible	Comments
Cover Page	The learner's title page is in correct APA format.		/5	
Reference Page 1pt per reference	The learner's references page is organized appropriately, references are in correct APA format and match what is in the body of the binder.		/25	
Literature Review & Meta-Analysis Section 3 pts - identification 3 pts - accuracy	The learner identified 2 relevant literature reviews and 1 meta-analysis with 3 appropriate, clear, and concise 1 page review forms. The review forms are completed accurately.	LR 1	/18	
		LR 2		
		MA		
Research Section 3 pts - identification 3 pts - accuracy	The learner identified 15 relevant research articles from peer reviewed journals with 15 appropriate, clear, and concise 1-3 page review forms. The review forms are completed accurately.	R1	/90	
		R2		
		R3		
		R4		
		R5		
		R6		
		R7		
		R8		
		R9		
		R10		
		R11		

		R12		
		R13		
		R14		
		R15		
Theoretical Section 3 pts - identification 3 pts – accuracy	The learner identified 5 relevant research theoretical pieces related to 2 theories, with 5 appropriate, clear, and concise 1 page review forms. The review forms are completed accurately.	T1 T2 T3 T4 T5	/30	
Dissertation Section 3 pts – identification 3 pts - accuracy	The learner included 2 relevant dissertations with 2 appropriate, clear, and concise 1-3 page review forms. The review forms are completed accurately.	Topic Design	/12	
Mechanics 20 pts	The learner’s binder is neat and professional. It is organized in the manner specified. Writing is relatively free from APA, grammar, and spelling errors.		/20	
TOTAL			/200	

Participation

Due: During the Intensive Week

Description: Your attendance and participation in each class session is vital for learning, and collegial collaboration is a significant portion of the intensive learning process. You are expected to arrive on time, attend entire class meetings, and actively participate in discussions and demonstration activities. Lack of attendance, frequent tardiness, and lack of verbal participation in class will result in a reduction of participation points and can negatively affect your final grade. Please do not assume that silence means consent and that the points for participation do not have to be earned. Lack of respect for the instructor or fellow classmates in any manner will also result in a reduction of participation points and can negatively affect your final grade. Furthermore, you are expected to actively participate in all evening workgroups (Monday- Thursday), complete evening assignments, and submit assignments. You are expected to check Blackboard daily during the intensive. Computers are encouraged in class; however, the inappropriate use of technology and other disruptive behaviors will not be tolerated in class. If you engage in misconduct, you are subject to the penalties and process outlined in the policies. Disruption will result in loss of participation points.

Submission: None; you will be assigned points after the last day of the intensive week

Grading Criteria: You will be awarded up to 50 points based on your attendance and participation as outlined in the guidelines above. Any missed classes will automatically result in a final course grade of an "F." After a five minute grace period, you will lose 25 points per half hour for tardiness.

Methodology Plan Presentation

Due: During the Intensive Week

Description: You will develop a methodology plan for a quantitative or qualitative research study and present your plan during a selected class time. You will deliver a 15-20 minute presentation that clearly articulates a methodology plan for a research study related to your dissertation interest. At minimum, the presentation should include : (a) a brief background or introduction with a the problem statement or the purpose statement, (b) research question(s), (c) research hypothesis(es) in null form (if selecting a *quantitative* design), (d) identification of variables, (e) research design, (f) participants and sampling, (g) setting (if applicable), (h) methods of data collection/ procedures/ instrumentation, (i) data analysis, (j) limitations, ethical considerations, and assumptions. At the conclusion of your presentation, you should be prepared to give a 60 second summary of your planned research so that it can be posted to SharePoint for potential dissertation chair review.

Needed Materials from BlackBoard: None

Submission: You will be prepared to present your methodology plan during the specified time during the specified class period. You can use multimedia; however, it is not required. All presentation materials should be uploaded to the presentation forum in Blackboard discussion board prior to the presentation. At the conclusion of your presentation, you should be prepared to give a 60 second summary of your planned research so that it can be posted to SharePoint for potential dissertation chair review.

Grading Criteria:

You will be evaluated on the following criteria:

Section	Description	Points	Comments
Presentation	The learner provides a thorough description of his or her research plans. Plans were supported with research texts. The learner demonstrates exceptional confidence with material displayed through clear articulation and enthusiasm. The content is focused and well organized. The learner was well prepared.	100	

Research Plan Peer Review

Due: Two weeks after the completion of the Intensive, Friday by 8:30 a.m. (EST) you will submit your research plan to your peers. The following Monday by 8:30 a.m. (EST), your peers will provide you with the critiques and you will provide them with critiques.

Directions: You will complete the research plan as outlined in the research plan directions. Two peers of your choice from your EDUC 919 course will then review your research plan; one for a review of APA and one for a review of research design. You should also receive research plans from two peers. Using the provided peer review forms and Microsoft Word track changes feature, critique one peer's plan for application of APA style and critique another peer's data collection and data analysis procedures in relation to research purpose and design.

Needed Materials: APA Style Review Form & Research Design Review Form. These are found in the Blackboard PostIntensive Assignment folder.

Submission: You will submit the two completed reviews, the one's you complete, via the Post Intensive Assignment Blackboard submission link and send the reviews to your peers via e-mail. This will need to be done by Monday by 8:30 a.m. (EST).

Your file names need to be as follows: EDUC919_PeerReviewAPA_Lastname_FirstName and EDUC919_PeerReviewDesign_Lastname_FirstName. Only submit a Word .doc

Grading: Your reviews will be graded thoroughness and professionalism. You can earn up to 100 points; 50 points each.

Research Plan

Due: Third week after the completion of the Intensive, Friday by 8:30 a.m. (EST)

Description: You have conducted a review of the literature via your literature binder and presented your plans for research methodology. You will now use your review of the literature and presentation feedback to inform a methodology plan. As a culminating project for this class, you will write a research plan using either the qualitative or quantitative prospectus template found on the Dissertation Guide website (at this stage, only an outline of Chapter 2 is required). The entire document should follow the most recent edition of the *Publication Manual of the American Psychological Association*. The document should be between 10 - 15 pages in length, excluding the title page and abstract page. The proposed research can be qualitative or quantitative in nature. The Dissertation prospectus templates should be used to format this assignment.

Needed Materials from BlackBoard: Quantitative or Qualitative Prospectus Template

Submission: You will submit your research plan in two locations: 1) in Blackboard via the Postintensive Assignment folder SafeAssign Link and 2) in your "My Dissertation Portal" Manuscript Library. The instructor will upload feedback to the "My Dissertation Portal" Manuscript Library. To learn how to upload a document to the manuscript library, watch the "How To" tutorial in the Share Point Dissertation Portal Libraries. Your instructor will upload feedback to your "My Dissertation portal." You can access your "My Dissertation Portal from the Dissertation Portal Candidate Portal

Your file name needs to be as follows: EDUC919_ResearchPlan_Lastname_FirstName. Only submit a Word .doc

Qualitative Grading Criteria:

You will be evaluated as outlined in the following criteria:

TOPIC	CRITERIA	POINTS POSSIBLE	POINTS EARNED	COMMENTS
TITLE	Is the title clear, concise, and fully descriptive of the study? Does it include terms descriptive of the focus of inquiry and methodology employed?	4		
ABSTRACT	Is the abstract written as a summary of the contents of the prospectus (rather than as an introduction) and include essential information about the purpose, design, participants, data analysis, and data collection procedures?	6		
CHAPTER 1: INTRODUCTION	Background: <ul style="list-style-type: none"> Does the background include an overview of the topic at hand, including pertinent literature and other research findings? Does it clearly identify the gap in the literature? 	10		
	Problem Statement: <ul style="list-style-type: none"> Does the problem statement clearly state the problem the study seeks to address? 	10		
	Purpose Statement: <ul style="list-style-type: none"> Does the purpose statement clearly state the focus of inquiry and intentions of the study? 	10		
	Significance of the Study: <ul style="list-style-type: none"> Does this section clearly state the contributions this study will add to the field of knowledge on this topic? 	10		
	Research Questions <ul style="list-style-type: none"> Are the research questions qualitative in nature and aligned with the problem and purpose statements? 	10		
	Limitations and Delimitations <ul style="list-style-type: none"> Are limitations (weaknesses to the study that cannot be controlled) clearly addressed? Are delimitations (decisions the researcher makes to limit or define the boundaries of the study) clearly addressed? 	10		

	<p>Research Plan</p> <ul style="list-style-type: none"> Does the Introduction section of the prospectus conclude with a brief description of the research approach (qualitative) and research design (e.g., phenomenology, ethnography, case study, or grounded theory)? 	10		
<p>CHAPTER 2: LITERATURE REVIEW OUTLINED</p>	<p>Introduction</p> <ul style="list-style-type: none"> Is the organization of the chapter clearly and concisely explained? 	10		
	<p>Conceptual or Theoretical Framework</p> <ul style="list-style-type: none"> Is the research focus clearly nested within a conceptual or theoretical framework that will effectively guide the study and allow the findings to be situated within a greater context? 	10		
	<p>Review of the Literature</p> <ul style="list-style-type: none"> Does this section provide a tight synthesis (not a study by study summary) of the state of current knowledge on the topic? Is this section logically organized with clear subheadings according to themes or categories that emerged in the literature? 	10		
	<p>Summary</p> <ul style="list-style-type: none"> Does this chapter conclude with a focused summary of what is currently known about the topic, what is not known, and how this proposed study can specifically address this gap in the literature? 	10		
<p>CHAPTER 3: METHODOLOGY</p>	<p>Research Design</p> <ul style="list-style-type: none"> Is the approach and research design clearly identified and justified? Is the focus of inquiry (and research questions) clearly stated? 	20		
	<p>Researcher's Role/Personal Biography</p> <ul style="list-style-type: none"> Is the role of the researcher (i.e., the human instrument) clearly identified, including a discussion of any experiences or biases that may influence the data analysis? 	10		
	<p>Setting/Site</p> <ul style="list-style-type: none"> Are important features of the setting or site clearly identified? 	10		

	Participants <ul style="list-style-type: none"> Are the sample and sample selection procedures clearly described? 	20		
	Data Collection <ul style="list-style-type: none"> Are a minimum of 3 data collection procedures clearly identified and explained? 	25		
	Data Analysis <ul style="list-style-type: none"> Are a minimum of 3 data analysis procedures clearly identified and explained? 	25		
	Trustworthiness <ul style="list-style-type: none"> Does this subsection adequately address credibility, dependability, and transferability? 	20		
	Ethical Considerations <ul style="list-style-type: none"> Are all ethical considerations or implications of this research identified and addressed? 	10		
APA	Are APA guidelines followed throughout the manuscript?	20		
Grammar	Is the manuscript free from spelling/grammar errors?	20		
TOTAL		300		
In summary , are there any other issues that might help the candidate improve the research plan?				

Quantitative Grading Criteria:

You will be evaluated as outlined in the following criteria:

TOPIC	CRITERIA	POINTS POSSIBLE	POINTS EARNED	COMMENTS
TITLE	Is the title clear, concise, and fully descriptive of the study? Does it include terms descriptive of the focus of inquiry and methodology employed?	4		
ABSTRACT	Is the abstract written as a summary of the contents of the prospectus (rather than as an introduction) and include essential information about the purpose, design, participants, data analysis, and data collection procedures?	6		
CHAPTER 1: INTRODUCTION	Background: <ul style="list-style-type: none"> • Does the background include an overview of the topic at hand, including pertinent literature and other research findings? • Does it clearly identify the gap in the literature? 	10		
	Problem Statement: <ul style="list-style-type: none"> • Does the problem statement clearly state the problem the study seeks to address? 	10		
	Purpose Statement: <ul style="list-style-type: none"> • Does the purpose statement clearly state the focus of inquiry and intentions of the study? 	10		
	Significance of the Study: <ul style="list-style-type: none"> • Does this section clearly state the contributions this study will add to the field of knowledge on this topic? 	10		
	Research Questions and Hypotheses <ul style="list-style-type: none"> • Are the research questions quantitative in nature and aligned with the problem and purpose statements and design? Are the hypotheses clearly and concisely stated and align with the research questions, design, and analyses? 	10		

	<p>Limitations</p> <ul style="list-style-type: none"> Are limitations (weaknesses to the study that cannot be controlled) clearly addressed? Are their plans to control for threats to validity that are severe? 	10		
	<p>Research Plan</p> <ul style="list-style-type: none"> Does the Introduction section of the prospectus conclude with a brief description of the research approach (quantitative) , research design, and analysis ? Are all the sections of the plan justified ? Are all justifications supported with research and analysis texts? 	10		
<p>CHAPTER 2: LITERATURE REVIEW OUTLINED/ BULLETED</p>	<p>Introduction</p> <ul style="list-style-type: none"> Is the organization of the chapter clearly and concisely explained? 	10		
	<p>Conceptual or Theoretical Framework</p> <ul style="list-style-type: none"> Is the research focus clearly nested within a conceptual or theoretical framework that will effectively guide the study and allow the findings to be situated within a greater context? 	10		
	<p>Review of the Literature</p> <ul style="list-style-type: none"> Does this section provide a tight synthesis (not a study by study summary) of the state of current knowledge on the topic? Is this section logically organized with clear subheadings according to themes or categories that emerged in the literature? Is the argument clear? 	10		
	<p>Summary</p> <ul style="list-style-type: none"> Does this chapter conclude with a focused summary of what is currently known about the topic, what is not known, and how this proposed study can specifically address this gap in the literature? 	10		
<p>CHAPTER 3: METHODOLOGY</p>	<p>Research Design</p> <ul style="list-style-type: none"> Is the approach and research design clearly identified and justified? Are research texts used to support justifications? 	30		
	<p>Participants</p> <ul style="list-style-type: none"> Are the sample and sample selection procedures clearly described? Is the sampling type clearly identified and appropriate? 	20		

	<p>Setting/Site</p> <ul style="list-style-type: none"> Are important features of the setting or site clearly identified? 	15		
	<p>Instrumentation</p> <ul style="list-style-type: none"> Does the instrumentation section, clearly identify the tests, surveys, questionnaires, observational protocols, or other measurements that will be used? Does the description of the measurement include the purpose of the instrument and the contents? Are the scales of measurement and the scoring procedures used clearly explained? Are reliability and validity discussed and appropriate for dissertation purposes? 	25		
	<p>Procedures</p> <ul style="list-style-type: none"> Are procedures clearly identified in a step by step manner that is easy to follow? Do explained procedures align with the identified research design? Are the procedures explained in sufficient detail so that the study can be replicated? 	25		
	<p>Data Analysis</p> <ul style="list-style-type: none"> Are analysis procedures clearly identified and explained? Is a concise rationale for the type(s) of analysis chosen provided and supported with research? Are the chosen statistical procedures consistent with the research questions, hypotheses, and type of data collected? Is there an analysis for each hypothesis? Are the following appropriate and provided: the optimal number of participants to ensure appropriate power, the chosen alpha level for each analysis, the assumption tests for each analysis, and the statistic that is planned to interpret the effect size? 	25		
	<p>APA</p> <ul style="list-style-type: none"> Are APA guidelines followed throughout the manuscript? 	20		
	<p>Grammar</p> <ul style="list-style-type: none"> Is the manuscript free from grammar errors? 	20		
TOTAL		300		
<p>In summary, are there any other issues that might help the candidate improve the research plan?</p>				

Professional Publication

Due: Fourth week after the completion of the Intensive, Friday by 8:30 a.m. (EST)

Description: You will write a manuscript that can be published in a peer-reviewed journal. The manuscript may be a revised and refocused paper that you wrote for a class that has not already been published, or a literature review of a topic (related or unrelated) to your dissertation. The length of the manuscript should be determined by the chosen submission location guidelines, usually 15-30 pages. The manuscript should include a review of the literature that is a focused *synthesis* of findings; it should be not be a summarization of study after study. The writing in the manuscript should reflect higher order thinking as evidenced by analysis, synthesis, and application of information. Your use of quotations should be limited and your paraphrasing well integrated with original writing. The entire manuscript should have a clear, coherent structure, and good flow. Your writing should be concise/ parsimonious, logical, and internally consistent. You should ensure that all of your inferences are well supported by evidence.

Your manuscript should follow APA (6th ed.) style, unless the chosen submission location guidelines specify otherwise. All of your resources need to be credible and reliable resources (although Wikipedia may provide you with some valuable information, please do not cite Wikipedia or other open source resources and no reliable websites.). The majority of your resources need to be peer -reviewed journal article (print or online from the library databases). At minimum, your manuscript needs to include the following elements: (a) Title page, (b) Abstract and keywords, (c) Introduction, (d) Body, (e) Conclusion, and (f) References. In your submission, you also need to include not only the manuscript but also all submission materials required by the chosen submission location guidelines. At minimum, this includes the letter to the editor.

Prior to the final submission, a peer in the course review should edit your manuscript. You should wait to submit your manuscript until you receive feedback from your instructor. You may also want to consider having the manuscript edited by the online writing center.

****Please note that this manuscript may or may not focus on a topic related to your dissertation. This is not your literature review for your dissertation. Any manuscript published or submitted to be published cannot be used for your dissertation. To do so would be considered self-plagiarism. You can reference yourself in your dissertation. Also note that it is not acceptable to simply submit an exact paper submitted for another class; however, you may draw and revise from any unpublished course papers. If you do this, please make a notation for the instructor that your SafeAssign report may include selfplagiarism.**

Needed Materials: None.

Submission: You will submit: (1) the final manuscript via the Blackboard PostIntensive Assignment folder Safe Assign submission link and (2) all additional items necessary for the submission (e.g., editor letter) via the Blackboard PostIntensive Assignment folder submission link. Your file names need to be as follows: EDUC919_Assignment Title_Item Name_Lastname_FirstName. You may submit word .docs or pdfs (no other file types will be accepted). In the comment section, provide the URL and place of planned submission.

Grading Criteria:

You will be evaluated as outlined in the following criteria for the final manuscript:

	Grade			
	30 pts.	20 pts.	10 pts.	0 pts. (incomplete)
Critical thinking	Learner’s manuscript reflects higher order thinking as evidenced by significant analysis of the topic. Learner analyzes, synthesizes, or applies information. Limited quotations and paraphrasing well integrated with original writing.	Learner’s manuscript reflects moderate higher order thinking as evidenced by a moderate analysis of the topic. Learner summarizes and applies information.	Learner’s manuscript reflects minimal higher order thinking as evidenced by minimal analysis of the discussion topic. Learner only summaries information. Learners’ ideas are presented without attention to synthesis and, learner heavily relies upon quotations or paraphrasing.	
Coherence/ Organization	The learner’s manuscript has a clear, coherent structure. The writing is concise/ parsimonious, logical, and internally consistent. Inferences are well supported by evidence. Writing is flowing and easy to follow. The manuscript includes at minimum, the following elements: (a) Title page, (b) Abstract and keywords, (c) Introduction, (d) Body , (e)Conclusion, and (f) References.	The learner’s manuscript has some coherent structure and some verbosity. Some inferences are supported by evidence. Sentences and paragraphs relate to each other, though connections are occasionally mechanical or choppy. The manuscript is missing or does not appropriately address one of the following elements: (a) Title page, (b) Abstract and keywords, (c) Introduction, (d) Body , (e)Conclusion, and (f) References.	The learner’s manuscript has little coherent structure (i.e. illogical, disordered) and very verbose. Inferences are unsupported by evidence. The learner’s writing is choppy, with many awkward passages. The manuscript is missing or does not appropriately address more than one of the following elements: (a) Title page, (b) Abstract and keywords, (c) Introduction, (d) Body, (e)Conclusion, and (f) References.	
References	Citations and references are in correct APA format, and citations match in the body and in the reference section and	Citations and references have a few APA formatting errors and a few citations in the body do not match those	Citations and references have frequent APA formatting errors, and many references that appear in the body are not	

	vice versa. The majority of the sources are valid and reliable journal article, few more than 5 years old.	in the reference section and vice versa. Some of the sources are valid and reliable journal article, few no more than 5 years old	cited in the reference section and vice versa. Few of the sources are from valid and reliable journal articles.	
Mechanics	The manuscript is relatively free from APA, grammar, and spelling errors.	The manuscript has some APA, grammar, and spelling errors. Errors do not detract from the communication.	The manuscript has frequent APA, grammar, and spelling errors. Errors substantially detract from the communication.	
Submission	The learner submits assignment as specified (i.e., correct location, correct items, correct format), including a letter to the editor.	The learner submits assignment partially as specified or is missing a letter to the editor.	The learner does not submit assignment as specified.	
Total /150	Comments:			