# Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>Educational Leadership</td>
<td>3/2/2011</td>
</tr>
<tr>
<td><strong>Type of Course Proposal:</strong></td>
<td><strong>Department Chair:</strong> Francisco Reveles, Ed.D.</td>
<td>Submitted by: Geni Cowan, Ph.D.</td>
</tr>
<tr>
<td>New ___ Change <em>X</em> Deletion ___</td>
<td>For Catalog Copy: Yes <em>X</em> No ___</td>
<td>Semester Effective: Retroactive Spring 2011</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <em>X</em></td>
<td>CCE (Extension): Yes ___ No ___</td>
<td>Fall <em>X</em> Spring __, 2011</td>
</tr>
</tbody>
</table>

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title: Educational Research</th>
<th>Units:</th>
</tr>
</thead>
</table>

### JUSTIFICATION:

The existing course was accepted by the Reading and Writing Subcommittee to satisfy the Graduate Writing Intensive Course standards, and, thus, the graduate writing requirement. The course content did not change. It is necessary to change the course description to include the information that the course was accepted to satisfy the graduate writing requirement.

### NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Establishes and improves students' professional and academic writing skills in preparation for leadership duties. Classified students are encouraged to take this course early in their graduate programs.

**Note:** Graduate Writing Intensive (GWI) course

Prerequisite: Admission into EDLP Program

Enforced at Registration: Yes ___ No _X_

Corequisite: None

Enforced at Registration: Yes ___ No ___

Graded: Letter _X_ Credit/No Credit ___

Instructor Approval Required? Yes ___ No _X_

**Course Classification (e.g., lecture, lab, seminar, discussion):**

Title for CMS (not more than 30 characters)

Education Research

Seminar

Cross Listed? Yes ___ No _X_

If yes, do they meet together and fulfill the same requirement, and what is the other course?

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes ___ No _X_
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

Upon completion of this course, students will demonstrate the ability to:

1) Identify various methodologies used in educational research; to be assessed by completion of an online activity.

2) Analyze and critique research reports; to be assessed by submission of an online exercise, small group discussion and the survey research report.

3) Identify data collection strategies and the data collected through their use; to be assessed by completion of an online exercise and the survey research report.

4) Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline.

5) Understand the major formats, genres, and styles of writing used in the discipline.

6) Practice reading and writing within the discipline.

7) Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

8) Describe a plan to study a particular educational issue or concern; to be assessed by participation in in-class discussion groups.

9) Use research findings to make a decision about an educational issue or concern; to be assessed by participation in small group facilitated discussion.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Students produce 2 research article analyses, a briefing paper, literature review and research proposal.

For whom is this course being developed?

<table>
<thead>
<tr>
<th>Majors in the Dept.</th>
<th>Majors of other Depts</th>
<th>Minors in the Dept</th>
<th>General Education</th>
<th>Other</th>
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<tr>
<td>x</td>
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</table>

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _x_ No __

If yes, identify program(s):

MA, Educational Leadership
MA, Higher Education Leadership

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ____ No _x_

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.
**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>3-3-11</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>3-31-11</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
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<tr>
<td>Associate Vice President</td>
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<tr>
<td>and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010
Graduate Writing Intensive (GWI) Course Approval Request

To be completed by Faculty member(s) responsible for teaching the course:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Educational Research</th>
<th>Course Number</th>
<th>250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td></td>
<td>Number of Units</td>
<td>3</td>
</tr>
<tr>
<td>Instructor's Name</td>
<td>Geni Cowan</td>
<td>Campus phone</td>
<td>8-6154</td>
</tr>
<tr>
<td>Instructor's Email</td>
<td><a href="mailto:gcowan@csus.edu">gcowan@csus.edu</a></td>
<td>Date</td>
<td>9/29/10</td>
</tr>
</tbody>
</table>

Programs or departments who wish to offer a GWI course should submit a Form A Course Change Proposal through the usual department/college channels for approval by the Faculty Senate Curriculum Committee. In addition, for approval by the Reading and Writing Subcommittee of the Faculty Senate, this GWI Course Approval Request and accompanying documents (below) must be submitted electronically to the Writing Programs Office at aeichenb@saclink.csus.edu as attachements:

This form
- Fill out the course and instructor information above
- Fill out the second column of the chart on the reverse of this form to show how this course meets GWI Guidelines

A copy of your Course Syllabus and Calendar
- Include the GWI General Learning Goals listed below

A copy of each writing assignment
- Include assignment prompts and any other relevant documents such as peer review workshop guidelines, assessment rubrics, etc.

Additional information that may demonstrate how the course meets the GWI Guidelines

GWI General learning goals:
By the end of the semester, students will
1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

GWI Guidelines:
1. The course should immerse graduate students in the discourse of their disciplines: genres, literacies, stylistic conventions, etc.
2. The course learning goals must include the four general learning goals listed above.
3. Students must write a minimum of 5000 words or 20 double-spaced pages of discourse. At least one assignment must be a minimum of 5 pages or 1250 words.
4. Writing assignments must be spread out over the entire semester.
5. At least 60% of the course grade will come from instructors' assessment of student writing.
6. Assessment of student writing should focus primarily on critical thinking, synthesis, and organization.
7. The course must consist of a minimum of 3 upper division units or a minimum of 2 graduate level units and must be designed primarily to meet the needs of graduate students.
8. Each section should have no more than 30 students.
9. The course should include a range of assignments, both informal and formal, in the types of genres typical in the discipline: for example, a research paper, proposal, critical response, annotated bibliography, abstract, case study, laboratory report, etc.
10. Formal assignments should include multiple drafts with revision based on feedback from peers and the instructor.

Glade/GWAR/2010
<table>
<thead>
<tr>
<th>Requirement</th>
<th>How requirement is met</th>
<th>RW approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course consists of a minimum of 3 upper division units or 2 graduate units</td>
<td>Listed in Course Catalogue</td>
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<tr>
<td>Includes the four required learning goals</td>
<td>Listed on Course Syllabus</td>
<td></td>
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<tr>
<td>Each section caps at 30 students</td>
<td>Listed in CMS</td>
<td></td>
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<tr>
<td>Immerses students in the discourse of the discipline: genres, literacies,</td>
<td>Students are required to read the research literature in the field (minimum of 6-10 articles). Additionally, they are shown examples of briefing memos (data analysis brief) and evaluation reports - typical documents used in the field.</td>
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<tr>
<td>stylistic conventions, etc.</td>
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<tr>
<td>Students write a minimum of 5000 words of discourse</td>
<td>The course requires students to develop a research proposal, complete with literature review, of at least 15 pages. Additionally, they are required to write a 3 to 5-page data analysis brief and two research article analyses of 3 - 5 pages each.</td>
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<td>At least one assignment of 1250 words</td>
<td>There are 3 assignments that require students to write up to 5 pages.</td>
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<td>Writing spread out over entire semester</td>
<td>There is a writing assignment due each week of the course.</td>
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<tr>
<td>At least 60% of course grade from instructor's evaluation of writing</td>
<td>At the beginning of the course, students will review each other's work and give each other feedback. Following that assignment, all others are reviewed by the instructor. Grades are determined and given by the instructor.</td>
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<tr>
<td>Assessment of writing focuses primarily on critical thinking, synthesis,</td>
<td>It is our expectation that students will become both producers and competent consumers of educational research. Therefore, their ability to think about it critically, to synthesize it, and to organize their discussion is the core of our assessment of their academic achievement.</td>
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<tr>
<td>and organization</td>
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<tr>
<td>Includes a range of informal writing assignments in disciplinary genres</td>
<td>The course will include &quot;quick-writes&quot; each week to give students exposure to less formal, and less academic forms of writing that are expected of them as professional administrators.</td>
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</tr>
<tr>
<td>Includes a range of formal writing assignments in disciplinary genres</td>
<td>As administrators, our students will be expected to be able to write for business and for academia. They are assigned writing assignments that require them to write academically, and also to draft at least one form of business document that will be required of them as professionals.</td>
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<tr>
<td>Formal assignments include multiple drafts with revision based on feedback</td>
<td>The primary assignment - the Research Proposal - will be submitted in 3 drafts. During the development of the first draft, students will be in small groups with whom they will meet at least twice to review each other's drafts and give each other feedback.</td>
<td></td>
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<tr>
<td>from peers</td>
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<td></td>
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<tr>
<td>Formal assignments include multiple drafts with revision based on feedback</td>
<td>The primary assignment - the Research Proposal - will be submitted in three drafts. The instructor will provide feedback on each draft, prior to submission of the ensuing one.</td>
<td></td>
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<tr>
<td>from instructor</td>
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</tbody>
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**RW Comments**

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Glade/GWAR/2010
EDLP Department Mission
The mission of the Department of Educational Leadership & Policy Studies is to develop educational leaders from diverse backgrounds, who will positively impact the improvement of educational institutions and environments – from pre-K through university and professional levels.

EDLP 250 Educational Research

Instructor

Dr. Geni Cowan
278-6154
gcowan@csus.edu

Office
Eureka 402A

Office Hours
Thursdays, by appointment only
Saturdays, 12 pm – 1 pm

Course Description
Provides an overview of both quantitative and qualitative methods in the development of reliable and valid research in the field of education. Presents the basic framework of educational research and its relationship to the development of educational theory, policy and practice. Provides graduate students with the skills to move forward in developing their MA theses or projects, or to develop research projects as part of their professional practice. The intent is to equip graduate students with the skills and understanding to articulate the limitations of behavioral science research, including cultural bias, and to apply findings to decision making as professionals.

Whether the course is taken early in one’s program of study, or just prior to undertaking completion of graduation requirements (i.e., the project or thesis work), the process of research is applicable to the entire program of study. Students taking the course early in their programs should apply the assigned procedures and written work to their studies in other courses, and/or to their professional interests and experiences outside of class. Students taking the course to engage the graduation process should apply the assigned procedures and written work to those requirements.

Course Objectives
Upon completion of this course, students will demonstrate the ability to:

- Identify various methodologies used in educational research; to be assessed by completion of an online activity.

- Analyze and critique research reports; to be assessed by submission of an online exercise, small group discussion and the survey research report.

- Identify data collection strategies and the data collected through their use; to be assessed by completion of an online exercise and the survey research report.
- Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline.

- Understand the major formats, genres, and styles of writing used in the discipline.

- Practice reading and writing within the discipline.

- Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

- Describe a plan to study a particular educational issue or concern; to be assessed by participation in in-class discussion groups.

- Use research findings to make a decision about an educational issue or concern; to be assessed by participation in small group facilitated discussion.

**Course Delivery**
This course will provide a very basic overview of educational research. Areas of focus will be general research designs, credibility of research, collection and analysis of data, sampling, and use of research findings. The focal research designs will be mixed method and action research, using survey and interview methodology.

**Access the Course**
This course will be delivered partially online through a course management system named SacCT. Students will use their Saclink account to log into the course from the SacCT Login page (https://online.csus.edu). One class session will be presented online, requiring students to log into the common chat room.

If you do not have a Saclink account yet, please refer to the Setting Up a Saclink Account webpage (http://www.csus.edu/saclink/settingUp.htm) to create a saclink account online.

To get started using a SacCT course please visit the Student Resources webpage (http://www.csus.edu/SacCT/student/) where you can access Online Tutorials, Frequently Asked Questions, and other help resources.

**Communications**
We will be using various communication tools that are built into the SacCT course such as:

- Announcements  
- Discussions  
- Chat  
- Mail

Watch for Announcements of changes to the course particulars, additional material for your consideration, etc. We will also post opportunities for further exploration as they arise.

Some assignments will require that you participate in online discussions using the listserv feature of SacCT. On the website, it is identified as "Discussions."

Though you probably have your own email account, for purposes of this course, you can expect to correspond with the instructors via Mail through SacCT. This will apply to any communications that are confidential and not for the entire class to hear. We will contact you privately in this way, and respond to your private communications likewise.
The Chat function is the primary vehicle we will use to meet in real time online, and through which you will hold small group sessions outside of formal class meetings.

Technical Requirements
To access a course on SacCT you will need access to the Internet and an internet browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser from your SacCT course. Refer to the SacCT Browser Tune-up (http://www.webct.com/tuneup) page for instructions.

For help or to report a problem with SacCT you can:
- Visit the Student SacCT FAQ's webpage (http://www.csus.edu/webct/student/faq_student.stm)
- Submit a SacCT Problem Form (http://www.csus.edu/webct/student/student_q_form.stm)
- Contact the University Help Desk at (916) 278-7337

Required Texts

Handouts provided online

Assignments & Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Article Analyses (2)</td>
<td>50</td>
</tr>
<tr>
<td>Data Analysis Brief</td>
<td>15</td>
</tr>
<tr>
<td>Literature Review Outline</td>
<td>10</td>
</tr>
<tr>
<td>1st Draft of Literature Review</td>
<td>25</td>
</tr>
<tr>
<td>2nd Draft of Literature Review</td>
<td>50</td>
</tr>
<tr>
<td>Research Proposal/Literature Review</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>241 - 250 points</td>
</tr>
<tr>
<td>A-</td>
<td>231-240 points</td>
</tr>
<tr>
<td>B+</td>
<td>221 - 230 points</td>
</tr>
<tr>
<td>B</td>
<td>211 - 220 points</td>
</tr>
<tr>
<td>B-</td>
<td>201 - 210 points</td>
</tr>
<tr>
<td>C</td>
<td>191 - 200 points</td>
</tr>
<tr>
<td>C+</td>
<td>181 - 190 points</td>
</tr>
<tr>
<td>F</td>
<td>180 points or less</td>
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</tbody>
</table>

Class Requirements

* You are **required** to attend all classes, to read all appropriate assignments before each session, and to participate in class discussions. Due to the class format, it will be difficult, if not impossible, to pass the course if you miss more than three (3) sessions.
An Incomplete may be given in the case of an emergency, if arranged before grades are due.

* Please use non-racist and non-sexist language in class and in your written work.

* All written assignments must meet standards of academic and professional quality. The instructor will consider the quality of your writing and oral presentation in your final grade! Pay careful attention to spelling, grammar and punctuation. Hint: Have someone proofread your work before you turn it in!

* All page limits must be observed in written work.

* Number the pages of your written work!

* Do not use first person language in your written work, electronic or otherwise.

* The quality of your work and adherence to these guidelines will be considered in your final grade! Poorly written assignments will not be accepted! If an assignment is turned in late, without making prior arrangements with the instructor, you receive no points. The dates included in the syllabus are tentative, and will stand if not changed in class.

University Policies

Academic Honesty
Students are expected to be familiar with the University’s Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual (http://www.csus.edu/umanual/index.htm).

Plagiarism, as defined in the University’s Policy Manual, is strictly forbidden. Anyone engaging in plagiarism will automatically fail the course. For more information about plagiarism, see the following website: Library’s Plagiarism Website (http://library.csus.edu/content2.asp?pageID=353).

Reasonable Accommodation Policy
If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during my office hours early in the course.
Assignment

Research Article Analyses (2)

Any research that is undertaken, whether that is a project or thesis for graduation, or action research you are conducting or participating in outside of school, requires that you establish a foundation from the published research literature on whatever subject you choose to study.

You will be required to analyze two primary research articles during this course. The first will be provided for you. You may select the two other articles as part of your literature search for the required Literature Review.

You will be required to locate research articles from current primary research journals or other research-focused sources. You may not use reviews or evaluations of a third party's research. **The articles must be published reports by the author(s) of the study.** The articles you select must be related to a topic or subject in education that you are interested in studying further. **Your critique is limited to 3-5 pages, and must include the following:**

**Introduction of the topic you are interested in (5 points)**
You are to write at least one or two paragraphs that describe(s) your topic of interest, and indicate(s) how you plan to address it organizationally (identification of subtopics). Identify which of your subtopics the article you are going to analyze and how it is connected to the topic you are interested.

**Summary of the Study (5 points/5 points/0 points)**
In no more than three to five paragraphs, describe how the research was conducted, and the findings.

**Strengths & Weaknesses of the Study (5 points/5 points/0 points)**
Describe what you believe to be strengths of the study with regard to how it was conducted, and why.

**Relevance of the Findings to Your Research Topic/Question (5 points/5 points/15 points)**
Summarize the important points made by the research & discuss how they are relevant to your planned research or project.

You are required to write each analysis using an academic style of writing, and using third person objective as the perspective from which you write. Your grade will include consideration of the quality of your writing.

**Article Analysis #1**
Your first article will be provided for you by the instructor. You will be assigned to a small group. Each member of the group will review the same article. You are to follow the process below:
• Meet with your small group, to whom you will be assigned to review the article and discuss.

• After writing your 3-page analysis of the article, you will exchange papers with members of your group to get some feedback, you will also be required to give a colleague feedback on the first analysis.

• When giving feedback, you should focus on the following:
  ▪ Did the writer use an academic writing style?
  ▪ How well did the writer describe how the research was conducted?
  ▪ What strengths and weaknesses of the research did the writer describe?
  ▪ How well did the writer connect the research to his or her research interests?

You are to write your feedback to your colleague and return both the original analysis and your feedback to your colleague no later than **October 4.**

When you receive feedback from your colleague, submit both the feedback and your original analysis to the instructor through the assignment dropbox on SacCT no later than **October 6, 2010.**

**Article Analysis #2**
Utilizing the feedback you received from both your colleague and your instructor, you are to select a research article that you believe is related to topic you are interested in studying. You are to review the article, and then meet with your small group (advice: use an online chat room!). Discuss with your group how the research is related to your study, and then write the Article Analysis according to the format requirements given above. You are to submit your written Article Analysis #2 through the assignment dropbox on SacCT no later than **October 13, 2010.**

**Article Analysis Format**
Use each of the italicized items above as headings for your discussion of each section. Each critique must be typed and double-spaced. No cover page is necessary. The first page of each critique should contain the following:

  - Title of the article reviewed
  - Name of Author(s)
  - Publication information

**Submitting Article Analyses**
Article critiques must be submitted electronically (via email), but must retain the required formatting. Save the document electronically using your "first.lastname." It is to be saved in Rich Text Format. That will ensure that your document is transmitted with the formatting retained.
Activity
Quick-Writes

Every week, you will be required to do a Quick-write in class. Each will be focused on a different form of writing you can expected to have to do as an administrator. Some will be formal and some will be less so. The goal is to provide you with some exposure to the writing styles required of you as a professional, as well as to assist you in refining your writing.

Activity
Interpreting Basic Statistics 1 and 2

These exercises will be online on the course website. We will complete them in class in the course of discussing how to analyze and interpret quantitative and qualitative data and apply the interpretation to the findings.

Activity/Assignment
Data Analysis Brief

You will be required to analyze a set of data and write a brief description of your findings and recommendations. The assignment will be completed during class time on Nov 3 and 6. You will be provided with a set of data and will be then be required to draft your analysis and recommendations as a submission to a program director, principal, site council or teaching staff. Based on an example reviewed in class, you will be expected to develop a 3 to 5-page summary of the analyzed data.
Assignment

Literature Review Outline

The foundation of all research is what can be learned from a thorough review of the research literature. Planning for your own research is a critical skill and task you will be required to undertake. Before you can do that, however, you need to make yourself familiar with the published research literature regarding your topic of interest. You must identify the theoretical framework(s) that drive(s) your understanding of the subject at hand. An example might be the use of Gardner’s (1983) multiple intelligences theory as a theoretical framework to discuss and study instructional strategies to address diverse learning styles. In that case, your literature review would include a fairly extensive discussion of Gardner’s theory and how it is applied to the topic you are studying.

In order to organize your literature review, you will need to develop an outline. In class, we will use the Tree Diagram to explore and identify subtopics that will indicate the organization of your discussion of the literature. Utilizing the results of the Tree Diagram, you will be required to develop an outline of your literature review, using traditional outline format. Your outline should include the names of potential authors whose work you plan to review in each identified area.

The Outline (limited to 2 – 5 pages) is to be submitted through the assignment dropbox on SacCT no later than October 16, 2010.
Assignment
Research Proposal

During this course, you will develop a plan to carry out a particular research project. Whether or not you actually implement the plan is secondary to the planning aspect.

You will draw from your knowledge of the literature and the material covered in class with regard to organizing research, identifying a sample, collecting and analyzing data and interpreting the findings. You will be required to use, at the very least, a survey method in your research. You may identify other data collection methods, and plan to use them as well. However, you will be required to develop and field test a questionnaire as part of your planned research.

In class, we will walk through a research plan and discuss how you might apply it. We will discuss the decisions researchers make to plan their studies, and then you will make the same decisions to develop your proposal. As was indicated previously, all research begins with a thorough knowledge of the research literature. Therefore, your proposal must begin with your review of the research literature.

As your plan develops, you will be faced with decisions about subjects, data collection methods, and interpretations. You will have to make decisions about protecting your subjects and ensuring the integrity of the study. You will find examples in the research literature of how other researchers have addressed similar issues.

After we review the research plan and walk through the process you will be required to develop your own proposal. It will likely happen in stages. Therefore, the following timeline will apply:

<table>
<thead>
<tr>
<th>Activity/Assignment (activities in bold must be submitted by the Date due)</th>
<th>Tentative Date due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature review outline</td>
<td>10/16</td>
</tr>
<tr>
<td>First draft of the literature review</td>
<td>10/20</td>
</tr>
<tr>
<td>Review the research plan elements</td>
<td>10/20</td>
</tr>
<tr>
<td>Draft data collection instrument (survey, questionnaire)</td>
<td>10/23</td>
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<tr>
<td><strong>Second draft of the literature review</strong></td>
<td><strong>10/27</strong></td>
</tr>
<tr>
<td>Field test data collection instrument</td>
<td>10/27</td>
</tr>
<tr>
<td>Determine research plan elements</td>
<td>10/30</td>
</tr>
<tr>
<td>First draft of narrative research plan</td>
<td>11/3</td>
</tr>
<tr>
<td><strong>Final draft of literature review &amp; research plan (Research Plan</strong></td>
<td><strong>11/6</strong></td>
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Each activity will be discussed and described on the first day of the course. All assignments are to be submitted through the assignment dropbox on SacCT no later than the dates identified above.

The final paper to be submitted must include both the narrative description of the planned research, and the literature review. Your final paper is expected to be at least 15 pages, and no more than 30. You are expected to apply APA style (6th edition) to your writing. The following format should be applied:

**INTRODUCTION**
Provide a brief overview of the literature that you have reviewed regarding this topic/issue. You will discuss the literature in greater depth in the Mini-Literature Review assignment.

**STATEMENT OF THE PROBLEM** (*Online Thesis/Project Guide, p. 8*)
The statement of the problem is actually a definition of what the investigator proposes to do. As such it clarifies, outlines, limits, and brings specific focus to the problem under investigation. The problem statement performs two main functions:

a. to give specific direction to the study and

b. to unify all of the efforts undertaken during the conduct of the study.

**OR**

**PURPOSE OF THE PROJECT** (*Online Thesis/Project Guide, p. 9*)
State the problem or issue or concern that is to be addressed by the project.

*You will not need both a Statement of the Problem and a Purpose of the Project!!*

**DEFINITION OF TERMS** (*Online Thesis/Project Guide, p. 10*)
Identify and define concepts, words and phrases that have unusual or restricted meaning.

Rethinking the leadership standards in the EDLP Program can help you answer these questions. Preparation of this section on problem/project significance includes discussion of the following areas:

- Why have I selected this problem/project?
- Why is there a need for this study/project?
- Will it revise, extend or create new knowledge in the field of educational leadership?
- Will the research contribute to the field of education administration internationally, nationally, in California, in Sacramento, in my school district, college, university or agency?
- What theoretical and/or practical application(s) does my study or project have?
• How will educational leaders change or improve their professional practices?

Again, you will not need both the Importance of the Study and the Significance of the Project!

PROPOSED METHODOLOGY (Online Thesis/Project Guide, p. 12)
Describe in narrative form:

• The setting in which the study or project is to be conducted requires specific description of the school or district demographics.

• The population to which the study or project applies;

• The sample of the population from which data will be collected and how it will be selected (how many, selection procedures);

• What data will be collected (test scores, narrative interview data, etc.);

• Precisely what steps will be taken to carry out the study.

REVIEW OF THE RELATED LITERATURE

• Introduction
What is the topic of your review? This is to serve as the Introduction to the entire Literature Review, as if you were going to write a thorough Review of the Literature. What is the research question you are interested in exploring? What subtopics, or related issues, will the review cover? You must indicate at least three (3) subtopics your review will explore, and briefly say why.

• Subtopics (Use the actual subtopic as the heading)
Discuss the three subtopics you chose to organize your review of the literature. This will be discussed and described in class.

• Summary
Summarize what the research has told you, and present the rationale for your area of study, based on the literature.

• Bibliography
Any articles that you discuss, refer to, or quote from, must appear in the bibliography, following APA format.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Homework/Activities</th>
<th>Reading Assigned</th>
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</table>
| 1    | Sept 29 | ▪ Review of Syllabus  
▪ Introduction to SacCT  
▪ The Language of Research | ▪ Complete the SacCT student tutorial  
▪ Assessing the Study  
▪ Quick-write: memo | ▪ Cowan, Chapters 1 - 2  
▪ Cowan, “Familiar Terms,” p. ix |
| 2    | Oct 6  | ▪ Review of Research Literature: Mechanics & Dynamics  
▪ Class will meet online in the Common Chat Room | ▪ Article Analysis #1, due Oct 6 | Cowan, Chapters 6-8 |
|      | Oct 9  | ▪ Literature Search  
▪ Analyzing & Interpreting the Research Literature  
▪ Professional & Academic Writing in Educational Leadership  
▪ The Research Plan | ▪ Library Orientation (10 am – 12 pm)  
▪ Article Analysis #2, due Oct 13  
▪ Quick-write: letter to parents | ▪ Review ppt on survey research |
| 3    | Oct 13 | ▪ Data-based Decision Making | ▪ Literature Review Outline, due Oct 16  
▪ 1\st draft of Literature Review, due Oct 20  
▪ Quick-write: journal | Cowan, Chapters 4 & 5 |
|      | Chávez Oct 20 | ▪ Survey Research  
▪ Quick-write: file notes | ▪ Draft Questionnaire  
▪ Quick-write: file notes | ▪ Action Research ppt, article |
| 4    | Oct 23 | ▪ Survey Research (con't)  
▪ Action Research | ▪ 2\nd draft of Literature Review, due Oct 27  
▪ Field-test questionnaire | Cowan, chapters 12-13 |
| 5    | Oct 27 | ▪ Qualitative & Quantitative Data Analysis  
▪ Research Plan elements | ▪ Interpreting Basic Statistics 1 & 2  
▪ 1\st draft, narrative research plan (small group discussion)  
▪ Quick-write: report | Cowan, Chapter 3 & “Final Notes” |
| 6    | Nov 3  | ▪ Bias in research  
▪ Ethics in Research (protection of human subjects) | ▪ Data Analysis Brief, due Nov 6  
▪ Final draft of Research Proposal, due Nov 8  
▪ Quick-write: business letter | |
|      | Nov 6  | ▪ Practical Uses of Research:  
▪ APA publication style | ▪ Bilingual/Multicultural Conference  
▪ Discussion of research presented  
▪ Develop Human Subjects applications | |
Please print this message for me.

-----Original Message-----
From: Antonyappan, Jude M
Sent: Monday, November 15, 2010 3:28 PM
To: Cowan, Geni D
Subject: GWI Course Proposal Feedback

Dear Professor Cowan:

The Reading and Writing Subcommittee was impressed with the amount and variety of writing in EDLP250, and we are delighted to accept the course as GWI. The Subcommittee was impressed with how well developed each assignment prompt is and how thoughtfully the assignments are sequenced. We appreciated the extensive process involved in the literature review and research proposal, with peer response and multiple drafts. We were glad to see informal writing in the form of quick writes and SacCT assignments. Overall, a very impressive course that is truly a model of graduate-level writing intensive.

This part of the GWI approval process has been completed for EDLP250, and you will next hear from the Faculty Senate Curriculum Committee regarding final approval.

On Behalf of the Reading and Writing Subcommittee,
Jude Antonyappan
Fiona Glade
Dan Melzer