



## **EDUC 701 Course Syllabus**

3140 Waialae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 701

**Course Title:** Educational Research and Design

**Division:** Education

**Term:** Spring 2017 / April 10 – June 17

**Credits:** 3

**Instructor Name:** Hans Chun, Ed.D.

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**Virtual Office Hours:** M.W.F 1:00 pm – 2:15 pm / T.Th 9:00 am – 10:00 am and by appointment

### **University Course Catalog Description**

Provides experiences to foster systematic and thoughtful inquiry into educational research and practice. Candidates explore relevant educational research strategies, qualitative and quantitative research methods, and literature related to their area of emphasis. The focus of the course is to critically read academic literature and draft a research proposal that includes the (1) Introduction (2) Review of Literature, & (3) Methods chapters.

### **Conceptual Framework**

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

### **Education Division Mission Statement**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

### **Marianist Values**

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

**Program Learning Outcomes (PLO)**

1. Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (Reflective Practice).
2. Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical, and conceptual studies (Theory).
3. Apply research-based practice characterized by caring and mutual respect for diverse populations (Diversity).
4. Design and assess learning activities that allow for the construction of meaning and promotion of self-responsibility for learning (Design).
5. Critique and analyze academic literature and research methodologies (Scholarship).
6. Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (Communication).
7. Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (Leadership).

**Course Learning Outcomes (CLO)**

1. Describe the systematic inquiry performed through appropriate research methods including quantitative, qualitative, and mixed methods research. (PLO: 2)
2. Identify and critique empirical research relevant to a topic of personal/professional interest. (PLO: 5)
3. Examine the ethical issues of conducting research. (PLO: 3)
4. Synthesize the concepts of reviewed educational research using appropriate academic prose. (PLO: 6)
5. Develop a proposed plan for academic research. (PLO:6)

**Learning Materials**

- Creswell, J.W. (2013). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, (4th ed.). SAGE Publications, Inc. ISBN-13: 978-145222610
- Galvan, J. (2012). Writing literature reviews: A guide for students of the social and behavioral sciences (5th ed.). Glendale, CA: Pyrczak Publishing. ISBN 13: 978-1936523030
- Other learning materials will be provided.

**Course resources**

Resource	Service(s) Provided
<a href="#">Sullivan Family Library</a> (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian <a href="mailto:vcoleman@chaminade.edu">vcoleman@chaminade.edu</a> 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
<a href="#">The OWL - Purdue Online Writing Lab</a>	Online resource for writing and citing research using APA formatting.
Smarthinking Available in Canvas	Tools to assist with writing including: Main Idea/Thesis, Content Development, Organization, Introduction/Conclusion, Use of Resources, Transitions, Grammar & Mechanics, Sentence Structure and Word Choice. Also can answer "live questions"
<a href="#">Journal of Montessori Research</a>	"a free, peer-reviewed, open-source publication of the American Montessori Society"

**Assessment**

<b>Assignments</b>	<b>Max Points</b>
Introduction Post	1
Identify a Research Topic	1
Topic Statement Post	1
Human subjects certification	10
Article annotations (10 x 2.5 points)	25
Introduction draft	12
Literature review draft	15
Methodology draft	10
Research proposal draft	10
Research proposal final	15
<b>Total</b>	<b>100</b>

May be subject to change based on the dynamics of current events. Late assignments will not be accepted unless there is prior approval by me due to an emergency circumstance. No work will be accepted after the last day of the course.

**Grading scale**

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

**Schedule**

<b>Week</b>	<b>Activity</b>	<b>Assignment</b>
Week 1 April 10 – April 16	*Read Creswell Chapters 1-2 (p. 1-50)	*Introduction post *Identify a research topic for your research proposal
Week 2 April 17 – April 23	*Read Creswell Chapter 3 (p. 51-76) *Read Galvan Chapter 3 (p. 17-30)	*Human subjects certification *Create a topic statement
Week 3 April 24 – April 30	*Read Galvan Chapters 4-7	
Week 4 May 1 – May 7	*Read Creswell Chapter 5-6 (p. 107-138) *Read Galvan Chapter 8 (p. 73-80)	*Annotation of 10 articles related to your research topic due
Week 5 May 8 – May 14	*Read Creswell Chapter 7 (p. 139-153)	*First draft Introduction to your research (2-3 pages)
Week 6 May 15 – May 21	*Read Galvan Chapter 9 *Start to write the first draft of your literature review	
Week 7 May 22 – May 28	*Read Creswell Chapter 8-10 (p. 155-213)	*Literature review first draft (3-5 pages)

Week	Activity	Assignment
Week 8 May 29 – June 4	*Read Galvan Chapter 13 (p. 113-116)	*Methodology first draft (1-2 pages)
Week 9 June 5 – June 11	Proposal	*Draft of combined Title Page, Introduction, Literature Review, Methodology, References
Week 10 June 12 – June 17	Proposal	*Submit final research proposal by June 16 that includes Title Page, Introduction, Literature Review, Methodology, References

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

### Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

### Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.

- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

### **Education Division Attendance Policy**

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

#### **1. Excused Absences.**

1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

2.1. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.