



# TEXAS A&M UNIVERSITY SAN ANTONIO

EDCI 5312 General Research Methods  
College of Education & Human Development  
Department of Curriculum & Instruction

## INSTRUCTOR INFORMATION

<b>Professor Name:</b> Michael L. Boucher, Jr., Ph.D. <b>Office Location:</b> 251	<b>A&amp;M-San Antonio email:</b> MBoucher@TAMUSA.edu Phone: 210.784.2586
<b>Office Hours:</b> Mondays: 4-5 PM Tuesdays: 3-5 PM  And by appointment	<b>Meeting Time:</b> 5:30 PM Mondays Madla 209

Please do not hesitate to send an email to set up a convenient and agreed upon appointment time for a phone call, virtual session, or meeting. Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically 10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

## TEXTBOOK AND/OR RESOURCE MATERIALS

### TEXTBOOKS

Mertler, C. A. (2021). *Introduction to Educational Research*. Sage

Recommended:

American Psychological Association (APA). (2020). *Concise Guide to APA Style: Seventh Edition*. APA. ISBN-10 1433832739

#### Support for APA 7th Edition Writing & Citing:

- The A&M-SA Library houses print copies of the [APA Publication Manual 7th Edition \(2020\)](#) for in-library use.
- Much of the essential content from the print manual is available online for the 7th Edition. See the APA's 7th Edition [Style and Grammar Guidelines page](#) for links to explanations and examples for most of the rules.

For additional resources, see the Library's [Basics of APA Guide](#); contact the [A&M-SA Writing Center](#); or call or email [Kimberly Grotewold](#), the Education Librarian.

## COLLEGE OF EDUCATION AND PROGRAM POLICIES

### COURSE DESCRIPTION:



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This course will include basic research procedures needed in the preparation of thesis or other research reports and development or skill in reading, analysis, and application of educational and behavioral research. A research paper is required of each student in the Master of Arts in Curriculum & Instruction – Teaching in Diverse Communities program. This course is a prerequisite to both the Quantitative and Qualitative Research Methods courses and must be completed prior to taking either of those courses. This course will examine the various ways of framing research questions and designing studies, the procedures for generating, analyzing and interpreting both qualitative and quantitative data, and the overarching issue of the validity or generalizability of research claims. Ethical, theoretical and epistemological issues involved in conducting and reporting research are also addressed and discussed. This course is also designed to provide students with an opportunity to become critical readers of research and to begin thinking about their own future research studies and projects.

## Objectives:

- Describe the importance and use of research in making informed educational decisions
- Use electronic databases to successfully locate educational research literature related to a given topic
- Read and evaluate qualitative and quantitative studies, their methodologies, and findings
- Comprehend the role of ethics in research
- Identify and describe the parts of a research study manuscript
- Identify and describe the main types of quantitative research methodologies including experimental research, single-subject research, correlational research, causal-comparative research, and survey research
- Identify and describe the main types of qualitative research methodologies including ethnographic research, historical research, and action research
- Define and describe ontology, epistemology, theoretical frameworks, research paradigms, reliability, validity, triangulation, ethics in research, and the Institutional Review Board (IRB)
- Analyze, critique, and summarize peer-reviewed education research literature
- Use APA (7<sup>th</sup> ed.) citations and references on all formal written assignments

## Texas Administrative Code

(1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:

- (A) professional ethical conduct, practices, and performance;
- (B) ethical conduct toward professional colleagues; and
- (C) ethical conduct toward students;

(7) appropriate relationships, boundaries, and communications between educators and students;

## MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

Assignment	# of points
Weekly Formative Assessments	30
CITI Research Ethics & Compliance Training	10
Research Question Development	10
Annotated Bibliography	10
Journal Article Abstract- Quantitative	20
Journal Article Abstract - Qualitative	20
Research Question and Purpose section (formative)	20
Literature Review section (formative)	20



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Methods section (formative)	20
Research Proposal Formative	20
Research Proposal Draft Upload (summative)	60
Research Proposal Presentation	10
Total	250

## Assignments

- Each assignment is either a formative or summative assessment of your understanding of the processes and content of the class.
- Each formative assessment lets me know that you are on track to perform the summative assessment.
- All assignments are part of the overall assessment strategy of the course and are expected to be turned in on time.

## TECHNOLOGY REQUIREMENTS

### COMPUTER HARDWARE:

To participate in this course, you should have easy access to a computer with high-speed internet.

### STUDENT TECHNICAL SKILLS:

You are expected to be proficient with installing and using basic computer applications, have the ability to send and receive email attachments, and upload things to Blackboard.

### SOFTWARE:

Internet Browser  
Adobe PDF reader  
Microsoft Office

### Blackboard SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:  
\*Visit the Blackboard Student Help Site

## COURSE POLICIES

### ATTENDANCE:

**It is expected that you be at all class sessions as well as prepared for class** and we will be conducting formative assessments throughout the semester. These assessments will be worth points toward your final grade in the course but, equally as important, I use these to gauge your level of understanding of the course content. In an online course it is imperative that students are actively engaged in **every class and online session** discussion and activity. Your comments, opinions, and insights, as well as the warm and cool feedback you provide your colleagues are important to gauge and strengthen your understanding.



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**Your participation is needed and expected.** Lack of participation or attendance in class or online will substantially affect your grade.

**The student is expected to attend all classes.** It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading. **Time spent on Blackboard (can be monitored by professor).** A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.

## STUDENT REQUIREMENTS:

### 1. Participation:

- a. Students are expected to demonstrate active participation for all in-class discussions, assignments, and activities.
- b. Class attendance and punctuality are an expectation and include being on time and ready for active engagement in classroom activities and/or participation in discussions.
- c. Participation in class is weighed heavily; therefore, a student cannot earn an A in the course with unexcused absences from class.

2. **Planning and Preparation:** Success in this course demands that reading assignments are completed before class begins in order to:

- a. develop an in-depth understanding of the content, and
- b. promote familiarity of concepts that will facilitate effective participation in classroom activities.

3. **Group projects and Activities:** Active participation is expected in group activities in order to organize, plan, develop and present group projects of high quality in class in collaboration with classmates. All members must be present during the day of the presentation of projects since the absence will negatively impact the grade of the student that is absent on the day of the presentation.

4. **Professionalism and Respect:** Substantially, successfully, and equally contribute to the planning, organization, and the completion of individual/group assignments and projects.

## PROFESSIONAL DISPOSITIONS:

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructor on campus and with students and teachers in school settings.

## LATE WORK POLICY:

All assignments turned in after the posted deadline will be considered late. Blackboard will continue to accept late assignments. However, getting behind is a very bad idea. If you get behind, talk with me immediately so I can help you. All assignments must be properly submitted on time or I reserve the right not to grade them or not to count them for a grade.

## ASSIGNMENT SUBMISSION:

All assignments must be neatly typed. **The content of tests and assignments will be evaluated based on the level of higher order thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assignments must be submitted through Blackboard** unless otherwise specified by the instructor.



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## COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

## SCHOLASTIC INTEGRITY:

As a member in an academic community, students at Texas A&M University- San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Student who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University- San Antonio Code of Conduct.

Texas A&M University- San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the [Texas A&M University- San Antonio Handbook](#) under Academic Policies: Violations of Academic Conduct.

## DEFINITIONS:

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
  - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
  - b. Having another person other than oneself attempt to complete an assignment or exam.
  - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
  - d. Unauthorized collaboration on assignments and exams;
  - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
  - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonest. This includes, but is not limited to, the unauthorized collaboration with another



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individual in progressing forward on academic assignments.

4. **Lying:** The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

## GRADING POLICIES

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the TAMUSA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

## CALENDAR OF ACTIVITIES

The Texas A&M-San Antonio academic calendar can be found at:  
<https://www.tamusa.edu/academics/academic-calendar/index.html>

## TEXAS A&M SAN ANTONIO POLICY STATEMENTS

### ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

### IMPORTANT POLICIES AND RESOURCES:

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools*





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section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.



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**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

**Pregnant/Parenting Students:** Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in





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any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.



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- A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

### Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity

### Important Dates:

January 16	First day of class
March 11-17	Spring Break – No classes
March 29	Study Day – No classes
April 13	Last day to drop with an automatic “W”
April 20	Last day to drop a course or withdraw from the University
April 29	Last day of classes
April 30	Study Day – No classes
May 1-7	Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>


### Weekly Schedule: Course Outline: Dates, Agenda, and Assignments

The instructor reserves the right to make changes to this course schedule as needed.

Class Meeting Day	Mod	Please ACTIVELY read before class	Assignments to submit/ Formative Assessments
1/22	1	Mertler Chapter 1 What is educational research? Introductions, syllabi and research exercise Readings on Blackboard	Syllabus as curriculum
1/29	2	Mertler Chapter 2 Overview of the research process Readings on Blackboard	Classroom formative assessment Research question for study due <b>MEET IN LIBRARY-TBA</b>



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2/5	3	Mertler Chapter 3 Identifying a research problem Readings on Blackboard	Classroom formative assessment <b>CITI Training Due</b>
2/12	4	Mertler Chapter 4 Ethics in educational research Readings on Blackboard	Classroom formative assessment <b>Annotated reference page due</b>
2/19	5	<b>Creswell Chapter 3 (on Blackboard)</b> Using Theory Readings on Blackboard	Proposal formative assessment- <b>Bring hard copy</b>
2/26	6	Mertler Chapter 5 Reviewing research lit Readings on Blackboard	<b>Abstract of research article due</b> <b>Qualitative</b> <b>Bring hard copy</b>
3/4	7	Mertler Chapter 6 Qualitative methods Readings on Blackboard	<b>Abstract of research article due</b> <b>Quantitative</b> <b>Bring hard copy</b>
3/11	8	<b>Spring Break!!!</b>	
3/18	9	Mertler Chapter 7 Quantitative methods Readings on Blackboard	Classroom formative assessment
3/25	10	Mertler Chapter 8 Mixed Methods Readings on Blackboard	Classroom formative assessment Proposal formative assessment- <b>Lit.</b> <b>review formative due</b> <b>Bring hard copy</b>
4/1	11	Mertler Chapter 9 Action research Readings on Blackboard	Classroom formative assessment <b>Question and purpose formative due</b>
4/8	12	Mertler Chapter 10 Writing a research proposal	Classroom formative assessment Proposal formative assessment- <b>Bring hard copy</b>
4/15	13	Mertler Chapter 11 Qualitative data collection and analysis	Classroom formative assessment Proposal formative assessment- <b>Methods section due</b> <b>Bring hard copy</b>
4/22	14	Mertler Chapter 12 Quantitative data collection Readings on Blackboard	Classroom formative assessment <b>Proposal formative assessment – full proposal</b> <b>Bring hard copy</b>
4/29	15	Mertler Chapter 13 Quantitative data analysis Readings on Blackboard	Classroom formative assessment <b>Research proposal due</b> <b>Research proposal presentations</b>