University of Northern Colorado
Educational Leadership & Policy Studies
ELPS 754- Research in Educational Leadership
Course Syllabus - Fall 2014
Class Time: (5) Saturdays
September 13 (8 am – 4 pm) (rescheduled from Sept. 6)
September 27 (noon – 4 pm)
October 25 (8 am – 4 pm)
November 8 (noon – 4 pm)
November 22 (noon – 4 pm)

Location: District Administration Building - Eagle

Professor: Mary Ellen Good Ed. D.
Phone: (970) 381 - 9878 (cell)
(970) 352 - 7404 ext. 1110 (work)
Email: meg@cboces.org

Bulletin Description

Classic and contemporary published quantitative and qualitative studies on organizations, leadership and policy studies are used to analyze research strategies and tactics. (3 credit hours)

Course Description

This course is designed to assist students in gaining a clearer working knowledge of research methods and research critiquing by the examination of empirical (data-driven, both qualitative and quantitative methods) articles in the field of either P-12 education or higher education. Students will find three kinds of studies: classical, seminal, and contemporary, and will focus on four major research areas: organizations, leadership, policies and practices. This course will help prepare students to conduct their own dissertation research due to the practical and hands-on nature of the assignments.

Course Objectives

1. To introduce and be able to locate and critique classic and seminal studies of educational organizations, leadership, policy, and/or practices based in conceptual and/or data-based research in the field of education (P-12 or Higher Education).

2. To be able to trace back secondary sources, which are critical to framing specific research studies, and compare how the secondary source author(s) interpreted what the primary source author(s) were conveying.
3. To analyze study designs, selected research methods, and data analysis procedures used in published studies of leadership, organizations, policy, and practices in the field of education (P-12 or Higher Education).

4. To review published dissertations with a topic and method of interest to the student. To identify and assess the use of classical or seminal studies in the cited literature and to critique the research method.

5. To continue to improve conceptual, methodological, and scholarly writing skills.

Course Materials

Required Books


- All read: Origins, pp. 3-28, Afterward, pp. 369-378
- Parts 1, 2, 3 will be split by groups

Articles and Book Chapters (Will be provided to students electronically)

- Ch 3: Selecting committee members, aka Animal Farm
- Ch 6: Developing a support group: aka two years before the last


- Ch 2: Facing the Dissertation
- Ch 6: Proposing of the study

- Ch 4: Neito - Language, literacy, and culture: Intersection and implications
- Ch 5: Pang – The outsider within multicultural education: Understanding the field from a marginalized viewpoint

- Dissertations & Projects, pp. 276-279

**Assignments**

1. **Classical and Seminal Works Critique**
   Read critically and construct (2) annotations of classical or seminal works in your area of study that fall within any of the content themes for the course: leadership, organizations, policy, and practice. These materials can be conceptual or empirical (data-based), and must be found in refereed journal articles, books, or book chapters. (Note: See Burke (2014) pp. 376-384 for annotation examples)
   - **Annotated Summaries:** To annotate, read the article and analyze it (noting the various parts), interpret the article (infer meanings and assumptions), briefly synthesize main points, and evaluate the article (judging quality and value). Finally, add to what degree you think the article is relevant today and why.
     - (1-2 pages for each work)
   - **Classical Work:** “Serving as a standard of excellence: of recognized value”; “traditional, enduring”; “a work of enduring excellence” (Webster’s Collegiate Dictionary (10th ed.), p. 211).
   - **Seminal Work:** “containing or contributing the seeds of later development: Creative, original” (Webster’s Collegiate Dictionary (10th ed.), p. 1064).

2. **Source Tracing Assignment**
   Summarize (2) secondary sources you have traced back to the original sources, with notes related to the differences and similarities between the secondary source and primary source. Reference each source in correct APA format and include a cover page. Each summary (2-3 pages) should describe the source(s) (secondary and primary) in terms of the content of the overall article, book, and/or book chapter, and specific sources you reviewed.
Suggested section headers could be:
- Primary Source (APA reference format),
- Secondary Source (APA reference format),
- Use of Primary Source in Secondary Article (describe how it was used and for what purpose),
- Similarities (describe what the primary and secondary sources have in common),
- Differences (describe how the primary and secondary sources are different),
- Summary (how accurate you think the secondary source was to the primary source, what you learned from the comparison, and any other comments).

3. **Problem & Purpose Statements & Research Question (RQ):**
   A. List the research question(s), problem statement and purpose statement presented in one dissertation in your topic and/or methodological area.

   Draft a research question(s), problem statement and purpose statement for your potential future study. This assignment is intended to be a springboard for your dissertation research.

   B. List the research question(s), problem statement and purpose statement of a second dissertation in your topic and/or methodological area. Describe the differences and similarities between the two studies in regard to these three components.

   Revise/finalize your research question(s), problem statement and purpose statement from Assignment 3A (above).

4. **Dissertation Assignment**
   Select a UNC dissertation that has a method and topic of interest to you.

   - Skim the overall dissertation to get a sense of its organization
   - Scan the literature review for the use of classical and seminal studies
   - Review the methodology and methods used
   - Create a **PowerPoint** presentation that highlights your findings of the literature review scan and the methodology/methods. In your slides, sure to include the citation, abstract, literature review findings, methodology, methods, and findings. Include your critique and what you would do differently if it were your study. Also, would you do this type of study for your dissertation? Why or why not?

5. **The Good High School – reading/discussion groups**
   This text is an award winning example of an in-depth case study using the methodology of portraiture. We will all read Origins, pp. 3-28, Afterward, pp. 369-378 and we will split Parts 1, 2, & 3 into 3 reading groups. Each group will read their Part and then create
a 1-2 page handout highlighting the findings of their Part. Please also provide your critique and your impressions of the high schools. Were the stories believable? Why or why not? What is transferable for you as the reader? How are the stories credible or not credible?

6. **Recommended – Optional Activity**

Please consider attending an oral comprehensive exam or a dissertation defense (preferably someone in your program). This experience allows you to see the process and to view which questions are asked of the student. It also allows you to see how faculty works together and may assist in helping you determine your committee or at least an external faculty representative. While these forums are advertised and open to the university community, it is respectful to notify the student that you will be attending. You might serve as a note taker, as it is difficult for the presenting student to listen to, and dialogue about, suggestions and feedback and take notes at the same time. This is a very valuable service you can provide (Multiple note-takers are helpful also).

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**Required Assignments, Methods of Instruction, and Course Expectations**

This seminar is designed to incorporate cognitive, affective, and behavioral learning necessitating full participation of all voices within this learning community. As such, each person is both learner and teacher. I foresee a learning community where members create a safe space to risk, to challenge, to be challenged, to discover, to inquire, to disrupt stereotypes and misinformation, and a space to fully examine our assumptions, philosophies, and feelings.

Active participation assumes that each member of the learning community be prepared each week and requires active and relevant participation in large and small group discussions and activities. Preparation includes reading the assigned material, locating additional reference material as needed, completing written assignments in a timely fashion, and participating fully in discussions and activities from a knowledgeable and informed perspective.

**Writing**

All scholarly and reflection papers need to be written according to the *Publications Manual of the American Psychological Association (APA)*, 6th Edition. For an at-a-glance reference for APA guidelines please see http://libguides.unco.edu and follow the tabs at the top of the page for various types of citations and other APA information.

For all papers, please use a title page including running head. Please follow APA guidelines for appropriate use of font, font size, and margin spacing which are Times New Roman, 12 font, 1 inch margins, respectively. Please cite all references in-text and in a separate References section at the end of the paper.
Electronic Paper Submissions

Please submit assignments electronically so that I may provide students with the quickest and most legible feedback. You may be asked to share your work with other students via email as well.

Late Assignments

It is assumed that students will submit assignments on time. Extenuating situations should be discussed with Mary Ellen in advance. Late assignments submitted without prior discussion will be automatically reduced to a grade of B prior to grading. Consistently late assignments may not be accepted for credit.

Attendance

It is assumed that students will attend all classes. If you are unable to attend a session due to illness, personal, or professional commitment, please contact Mary Ellen prior to the class.

Course Evaluation

Final grades for this class will be computed by the following point distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Critiques of (2) Classical and/or Seminal Studies</td>
<td>15</td>
</tr>
<tr>
<td>#2 Tracing Sources</td>
<td>15</td>
</tr>
<tr>
<td>#3A RQ/Problem Statement/Purpose Statement</td>
<td>15</td>
</tr>
<tr>
<td>#3B RQ/Problem Statement/Purpose</td>
<td>15</td>
</tr>
<tr>
<td>#4 Dissertation Analysis PowerPoint</td>
<td>20</td>
</tr>
<tr>
<td>#5 The Good high school – Handout/Discussion</td>
<td>10</td>
</tr>
<tr>
<td>#6 Class Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Possible Points 100

Academic Accommodations for Students with Disabilities

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Access Center (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion. Students with needs that do not fall under formal accommodations should not hesitate to see the instructor personally.
**Academic Integrity**

Your work should reflect academic integrity and honesty. The university’s policy on academic honesty states that cheating on examinations, submitting the work of others as your own, or plagiarism in any form “may be subject to (1) a zero or an “F” on the work in question, (2) an “F” in the course, (3) other academic penalties as outlined in the professor’s course requirements and expectations, (4) disciplinary action as specified in the Sanctions for Misconduct section of the UNC Student Handbook, or (5) any combination thereof” (UNC Student Handbook). Students are expected to adhere to University policies related to academic conduct. You are encouraged to seek immediate assistance if you are unsure of how to properly paraphrase or cite a source so that you properly credit the work of the author.